

Fairfield's Family Handbook



FAIRFIELD CENTER SCHOOL INFORMATION

Fairfield Center School
57 Park Street
Fairfield, Vermont 05478
(802) 827-6639

Maple Run Unified School District

28 Catherine Street
St. Albans, Vermont 05478
(802) 524-2600

Administration at Central Office

Bill Kimball, Superintendent
John Muldoon, Assistant Superintendent
Andrea Racek, Director of Special Education
Stephanie Ripley, Director of Early Childhood Programming
Martha Gagner, Business Manager
Rebecca Greenough, Director of Human Resources

Fairfield Faculty and Staff:

Kelsey Malboeuf - Principal
Judy Magnan- Administrative Assistant
Melanie Carswell - Pre-Kindergarten (E. Fairfield)
Leah Rochefort - Pre-Kindergarten
Morgan Hale - Kindergarten
Sherry Peyrat - Grade 1
Emily Pigeon - Grade 1
Rian Patnaude - Grade 2
Emily Taylor - Grade 2
Katie Parker - Grade 3
Madison Sanguinetti - Grade 4

Marcie Nold - Grade 4
 Crystal Johnson - Grade 5
 Sarah Blindow -Grade 5
 Elizabeth Howrigan- Grade 6
 Meghan Howrigan - Grade 6
 Gabrielle Brown - Grades 7/8
 Keeli Garceau - Grades 7/8
 Samantha Fletcher - Grades 7/8
 Makenna Larrow - Building Substitute
 Tyler Cook - Physical Education
 Bailey Brown - Music
 Benjamin Raymond - Art
 Meghan Bellavance- Library, Media,
 and Technology
 Melissa Dion - Special Educator
 Sherri Dukas - Special Educator
 Tiffany Gold - Special Educator
 Jes Hathaway - Literacy Interventionist
 Stacey Tully- Literacy Specialist
 Luke Laroche - Math Interventionist
 Heather Pilkington- Speech/Lang
 Pathologist
 Heather Place- Behavior Consultant

Licensed Service Providers

Kelly Sargent- Guidance Counselor
 Kate Howrigan- MSW, Family
 Engagement Specialist
 Andrea Yandow, MS, LCMHC, LDAC -
 Clinician

Hilarie Kane, MSN, RN - School Nurse

Educational Support Professionals

Mary Bartlett
 Debbie Boomhover
 Jess Boomhower
 Faith Cassidy
 Manon Dandurand
 Kara Garceau
 Vicki Ryea
 Valerie Smith
 Dana Trudell

Support Staff

Debby Branon - Custodian
 Albert Menard - Facility Maintenance
 Technician
 Kristen Carpenter- Athletic Director
 Jaime Tibbits - Outdoor Classroom
 Coordinator

Food Services (The Abbey Group)

Tammy Lamore

Quick Reference Table

School Phone Number	802-827-6639	Press 1 for attendance/nurse, Press 2 for the main office
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School Address	57 Park St. Fairfield, VT 05455	
Principal	kmalboeuf@maplerun.org	Kelsey Malboeuf
Administrative Assistant / School Secretary / Registrar	jmagnan@maplerun.org	Judy Magnan
School Nurse	hstiebris@maplerun.org 802-752-2908	Hilarie Kane, MSN, RN
Athletic Director	FCSathletics@maplerun.org	Kristen Carpenter
Student Support Room	hplace@maplerun.org 802-752-2925	Heather Place
Maple Run Early Childhood Programs	802-524-3613	Administrative Assistant: Jessica Barnes
Bus Company (Terricel / Grand Avenue)	802-868-2761	Mary Taylor Mike Begnoche
East Fairfield Pre Kindergarten Classroom	mcarswell@maplerun.org 124 School Street, Box 16 East Fairfield, Vermont 05448 802-827-3130	Melanie Carswell, Teacher

****Please note that all Maple Run Policies, Procedures, and Required Notices are kept up-to-date on the website: <http://www.maplerun.org>**

The online policies and procedures will take precedence in the event of any discrepancy between those printed here and those housed online.

Our Fairfield Mission

The Fairfield Center School Community will provide a safe environment and opportunities to develop the skills necessary to become independent thinkers, lifelong learners, and responsible citizens.

Our Fairfield Values

We are Honest: The ability to be truthful, open and sincere with oneself and others.

We are Respectful: The recognition and appreciation of the diversity in ourselves, others, and the world around us.

We are Responsible: Being accountable for one's conduct and obligations.

We are Ready to Learn: Being prepared with appropriate materials and mindset for learning.



Maple Run Mission

The Maple Run Unified School District is where inquiring minds, compassionate hearts, creative expression, healthy lives and service to the community develop so all can learn, achieve and succeed.

Maple Run Core Values

In partnership with our families and community we value:

- Children first and foremost;
- Safety and security;
- Collaboration and relationships;
- Joy and curiosity;
- Relevance and rigor;
- Independence and perseverance;
- Flexibility and adaptability;
- Respect and diversity;

Accountability and integrity;
And commitment to provide equity in access to a quality education.

ACCOMMODATING STUDENTS WITH DOCUMENTED LIFE-THREATENING ALLERGIES

Several of our students have medically documented severe or life-threatening allergies to all types of nuts. It is the goal of our school community to maintain a safe and supportive learning environment through necessary accommodations, so that all our students have the opportunity to fully participate in all school programs and activities. *However, we are not a nut free school in all areas unless specified by a classroom teacher. There are nut free tables available during lunches.*

ARRIVAL/DISMISSAL

Maple Run Unified School District will continue with the plan to provide collaboration time for teachers, each Wednesday.

The schedule for the year is as follows:

Fairfield Center School does not offer early drop off or child care before the start of the school day.

Monday-Friday Arrival - Students in grades PreK- 8 - doors open at 8:10 a.m., students taking the bus will get dropped off at the Common School and walk up the path at 8:10 a.m., car riders will be dismissed from their cars at 8:10 a.m.

PreK- students will be dismissed at 1:15 p.m everyday including Wednesdays

Monday, Tuesday, Thursday and Friday DISMISSAL- Bus riders, walkers and students getting picked up will be dismissed at 3:00 p.m.

Wednesday Dismissal - Bus riders, walkers and students getting picked up will be dismissed promptly at 2:00

If a student(s) arrive after 8:20 am, they will need to check-in at the front desk. Please call the main office at 827-6639, or email your child's teacher and Judy Magnan to report that your student is late or not coming in.

Students may remain on school grounds after the buses have left ONLY if they are participating in a school-sponsored or approved activity that is happening right after school. Students must have written parent or guardian permission to stay. If a practice begins after the buses leave, students should go to the BNML. Parents or guardians giving permission to students ages 9 and up to be dismissed to the Bent Northrop Memorial Library (BNML) must be aware that school personnel are NOT responsible for supervision. BNML dismissal is after the buses have left.

ATHLETICS

We regularly offer several sports in grades 5-8. We also typically offer the Jay Peak Foundations program, which allows students to ski or snowboard, ice skate and Nordic ski, during the winter months (grades 4-8). Students may participate in as many of the sports activities as they wish, at a limit of one sport per season unless otherwise approved by the Athletic Director.

It is our expectation that all students who wish to participate in athletics, their parents, and their coaches, will agree to and abide by the following:

Sports Philosophy

We believe that the sports program should complement and work directly with the teachings of Fairfield Center School to promote the overall education, growth, and development of our students. Individual responsibility is taught and expected of all involved. This is achieved through the cooperation and

involvement of students, families, and coaches. The primary goal of the athletic program is to develop students who put forth a winning attitude toward life and school.

EXTRA CURRICULAR STANDARDS

The criteria for any extracurricular program is below:

1. Athletes and parents/guardians will agree to and sign a sports contract.
2. The team coach is responsible for discipline at practice and games.
3. It is a **privilege** to participate as a member of a Fairfield Center School sports team. The Principal and Athletic Director reserve the right to remove a student, temporarily or permanently, from a team, from a game, or from a practice.
4. **The rules, regulations, and behavior policies set forth by the coach (for both students and parents) are non-negotiable.** Student-Athletes are held to a high standard of conduct, both on and off the field. Students who have several Office Disciplinary Referrals, a detention, or a suspension may not participate in part or all of the next game following at the discretion of the Principal. They are still required to attend and participate in practices.
5. **Students who are absent from school the day of are not permitted to practice or play in a game that day.** Exceptions to this rule are made on a case-by-case basis by the Principal and/or Athletic Director when notified in advance of said absence or tardiness.
6. **Student athletes must have an up to date physical on file to participate in sports. The physical must be updated every two years to be eligible to participate.**

ATTENDANCE

Maple Run Unified School District Student Attendance Policy

It is the policy of the Maple Run Unified School District to set high expectations for consistent student school attendance in accordance with Vermont law to facilitate and enhance student learning. Legal pupils between the ages of 6 and 16 and who are residents of the district and non-resident pupils who enroll in 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.

Anytime a student misses school, valuable classroom instruction is missed. The more often a student is absent, the more difficult it is to be academically successful. Students must bring a written excuse from a parent or guardian. Any student arriving late to school is to report to the school office before going to class. If a student is absent, the parent/guardian/family member must call the school 802-827-6639 as soon as possible to report that the student is absent from school. (A family member is defined as a legally-responsible member of the student's family.) Leave a message, we will call back only when needed.

- Attendance is reported and recorded each day and you will receive a phone call if we don't hear from you.
- Change of plans for after school need to be made **PRIOR to 12:00 p.m.- if email, send to teacher and jmagnan@maplerun.org** There must be a written note for any change of plans. Without written notice of a change of plans, we must dismiss the student to their normal every day plans.
 - After 5 absences- a letter will be sent home
 - After 10 absences- a letter will be sent home
 - After 15 absences- another letter will be sent home, and a letter to the State's Attorney's office documenting truancy concerns.
 - A doctor's note is required **for more than 3 consecutive days** of absences related to illness.

What If My Student Has An Appointment During The School Day?

If a student has an appointment during the school day and will need to miss class, please send a note to the school. We **will not allow** a student to leave with a person who is not listed as a contact in our PowerSchool system. This is to protect everyone.



BUS RULES

We offer all students the opportunity/privilege of riding a bus to and from school. All students that elect to ride a bus will have an assigned seat on that bus. Assigned seats will be posted above the seat so that students remember their seat. For safety, children must stay seated, facing forward, in their assigned seats (if assigned).

Established routes and schedules are intended to provide transportation sufficient to enable the student to attend school. Bus company decisions are final. The bus routes shall include only recognized town and/or state roads.

- Students traveling to school on a bus are expected to return by the same bus unless other arrangements are made.
- Students in grades PK through 3 must have an adult present at drop-off in the afternoons.

Behavior expectations are as follows:

- 1. Any behavior that distracts the driver or endangers others is not permitted**
- 2. Follow the directions of the driver immediately.**
- 3. Students will sit in assigned seats, face forward in their seat, and stay in their seat.**
- 4. Eating, drinking, and littering are not permitted.**
- 5. No toys, play doh, slime, etc.**

Serious infractions can result in immediate suspension from the bus at the discretion of the principal.

1st violation - Warning from the Student Support Room & call or letter home

2nd violation - Driver reports to behavior specialist, 1-5 day bus suspension or individual work with the Behavior Consultant for remediation

3rd violation - Driver reports to behavior specialist, 3-10 day bus suspension

4th violation - Driver reports to behavior specialist, 5-20 day bus suspension

5th violation - Driver reports to behavior specialist, bus suspension of 20 days or up to remainder of the year

Loss of transportation includes all extracurricular activities and field trips.

A student may be excluded from bus transportation for disciplinary reasons by the principal, and his/her parent shall provide his/her transportation to and from school during the period of exclusion.

CELL PHONES

We will continue to implement the Maple Run Personal Cell Phone Procedure.

In order to help provide students with a clear focus and support a safe, responsible, and respectful learning environment we are asking that students **NOT** bring their cellphones to school. As always, if students need to call their parents during the day, they can ask their teacher's permission to use one of the school phones.

If parents do decide to send their children to school with their cell phones, we will have students place their cell phones in the lockbox and turn them off for the day. Please be aware that allowing the cell phone to come to school is a parent's decision, and the school cannot take responsibility for your child's cell phone if it is brought to school.

If we see or hear cell phones during the school day, the phones will be confiscated (the first offense) and students can pick them up at the end of the school day. Subsequent offenses will result in the phones being turned in to the office. A parent will then be expected to pick up the phone during school hours, as we will not return the cell phones to students. If the issue continues, we will ask parents to meet with the school team to come up with an individual plan for this student. Please note that the school will not remain open late to allow a parent to make it in time to pick up the cell phone. This includes phones confiscated on Fridays. Allowing the phone to come to school indicates your understanding.

COMMUNICATING WITH THE SCHOOL

Communication is an essential piece that helps build strong relationships between school and home. However, we know that students don't always bring home important papers. We have several other methods for families.

- To facilitate efficient communication, we kindly ask that you provide teachers with a minimum of two school days to respond to your email requests. This time frame ensures that they have sufficient opportunity to carefully review your message and provide a thoughtful response. If you have an urgent matter that requires immediate attention, we respectfully request that you indicate the urgency in the subject heading of your email or consider contacting the front office via phone.
- Faculty in the school have a phone line and an email address which are located on our website. All staff have email addresses which consist of first initial followed by last name @maplerun.org. (ex. kmalboeuf@maplerun.org) It is important that you communicate any issues with your child's teacher. **For a list of faculty please see our website: <https://www.maplerun.org/o/fcs/staff>**
- Families should provide us with the most current contacts, emergency contacts, accurate phone numbers, email addresses and cell phone numbers. In the event of an emergency at school we want you to be confident and secure that we can contact you or your designated contact immediately. Please be sure to let our office staff know if anything changes
- Families who would like email updates can provide us with an email address on the **Emergency Form**.
- BrightArrow is a notification service used by the District to keep parents and staff informed. It allows us to send a voice and or email message to ALL of our families and staff within minutes should an emergency occur. *BrightArrow* assists the schools in reducing the resources needed to pass along key information regarding school events or reminders.
- BrightArrow is used for: emergency notification, inclement weather cancellations or delays, or early dismissals due to inclement weather
- Caller ID will display the school's number and you need to say "hello" to activate the service. It will also leave a message on any answering machine or voicemail.

If a student or parent has a concern about a school policy, procedure, or an

employee, the following procedure must be followed:

- 1. Contact the person who you have a complaint about to discuss both sides of the issue.*
- 2. If not resolved, please ask to speak to that person's supervisor.*
- 3. If the problem still exists, contact the principal. The principal will not intervene, except in cases of student safety, unless the parent has spoken directly with the teacher about an issue first.*
- 4. If still unresolved, contact the superintendent.*
- 5. Finally, if unresolved, ask the superintendent to place the complaint on the following month's School Board agenda for further discussion.*

Please refer to the MRUSD Procedure on Complaints about Personnel (B22) at www.maplerun.org.

CONFIDENTIALITY / FERPA

As a visitor or volunteer, you share our obligation to ensure confidentiality for all our students. If you hear or see information about a student, you must not share that information with anyone else. All volunteers will be required to sign a FERPA Confidentiality Agreement.

As custodial parents you have full and free access to the information in your child's file. Non-custodial parents can be informed of a child's progress unless a court order exists preventing this.

FERPA allows schools to disclose those records to the following parties or under the following conditions:

- School officials with legitimate educational interests
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting studies for the school
- Accrediting organizations

- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in case of health and safety emergencies and state and local authorities within a juvenile justice system, pursuant to specific state law

Schools may disclose, without consent, “directory information” such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

DANCES

Dances at school are for students in grades 6-8 and will be scheduled from 6:00PM to 8:00PM. Students are expected to follow dance rules.

Students who receive any Major Office Discipline Referrals two days prior to a dance will not be permitted to attend. This is non-negotiable.

CLOTHING EXPECTATIONS

Students are expected to dress appropriately while at school. It is expected that each student’s clothing and appearance meet generally accepted standards of taste and common sense. Styles of clothing that are disruptive to the educational process or pose a threat to the safety and health of self or others, will not be permitted in school. The Vermont Agency of Education (AOE) provides schools with best practices for school dress, which is equitable to all students, limiting restrictions to those necessary to support the overall educational goals of the school. The basic principle being that there are certain body parts that must be covered for all students. A school dress expectation should not create an unnecessary barrier to school attendance, should never embarrass or shame a student, particularly in front of others, and should not be disproportionate due to race, gender, body size, or body maturity. The expectations listed are consistent with supporting our educational goals.

1. Students MUST Wear:

- Tops: shirt, dress
- Bottoms: pants, sweatpants, shorts, skirt, dress, leggings

- Shoes (activity specific shoe requirements are permitted, for example, sports, and PE)

Regarding footwear, many fashion shoes are not practical for daily wear in the school setting. The weather, boarding buses, and multiple stairways in passing to classes should all be considered when choosing adequate footwear for the school environment. It is important to be aware and be safe.

2. Students MAY Wear (Examples):

- Hats, including religious headwear
- Fitted pants, leggings, yoga pants
- Ripped jeans (underwear cannot be exposed)
- Tank tops, spaghetti straps
- Clothing with commercial or athletic logos

3. Students CANNOT Wear (Examples):

- Clothing with violent language or images
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of the same
- Hate speech, profanity, pornography
- Images or language that creates a hostile, intimidating, or offensive environment
- Visible underwear (waistband or straps on undergarments worn under other clothing are not a violation)
- Helmets or headgear that obscures the face (except as a religious observance)

DRUGS, ALCOHOL, TOBACCO, AND VAPING PRODUCTS

Fairfield Center School prohibits the use of alcohol, and tobacco/vape products on school grounds. We believe that every student has the right to a drug and alcohol free school environment and that it is the responsibility of all students, parents, school personnel and the community to work together to achieve this goal. We believe that the ingestion or distribution of a substance, which interferes with a student's ability to perform physically, intellectually, emotionally or socially is wrong and harmful to the student's health and well being and is an infringement upon the rights of others to learn. We believe that drug and alcohol abuse is a treatable health problem and that the school's responsibility is to provide preventive education for all students, identification and referral for those students using drugs and support for those students attempting to

change patterns of use that interfere with their overall school performance. In support of this philosophy, the school district prohibits the possession, use, distribution or sale of illicit drugs, alcohol or related paraphernalia on school premises or at school sponsored activities away from or within school and establishes written procedures regarding: educational program, cooperative agreements, support and referral system and consequences for policy violations.

Summary of Procedures

1. Referral will be made to the SAP counselor.
2. The school will provide the students age appropriate drug and alcohol education and prevention programs (including Vaping).
3. The school will set up cooperative agreements with a community substance abuse treatment provider.
4. If a student referred to the nurse is found to have used drugs or alcohol, the nurse will notify the principal. Families will be notified. If the situation is deemed an emergency, school officials may involve an ambulance or police, as needed.
5. All students thought to have used drugs or alcohol or thought to have sold or distributed controlled substances will be given a hearing. Consequences become increasingly serious for repeated offenses. Long-term suspension or expulsion could result.
6. The school's drug and alcohol policy and procedures will be reviewed every two years.

Consequences for Policy Violations for Students

1. Due Process a. All discipline involving the potential of short-term suspension (less than 10 days) shall afford the student and parent the opportunity for an informal hearing before an appropriately designated school official. This informal hearing shall comply with the requirements of due process (VT Rule 4311.1), namely: - inform the student of the charges against him/her - explain the evidence. - give the student an opportunity to tell his/her side of the story. - give a decision in writing to the parent/guardian. b. All discipline involving the potential of long term suspension (cumulative to or greater than

10 days) or expulsion of students with a disability or students who are handicapped according to Section 504 of the Rehabilitation Act will be handled in accordance with the provisions of 16 V.S.A. Section 4300. c. Parents and students will be given a copy of the standards of conduct and disciplinary sanctions contained in this policy, and will be notified that compliance with the standards of conduct is mandatory.

2. Problems related to purchase, use, sale or possession of drugs/alcohol a. Observation of prohibitive activity any school personnel who observe any violation of the law, including illegal possession or distribution of drugs or alcohol are expected to immediately communicate their observations and concerns to the Principal. b. Students who violate this policy through distribution or sale of drugs/alcohol will be immediately subject to the consequences outlined in the second offense category (2d) as described below.

Other Drug and Alcohol continued violations will be treated according to the first offense, second offense, etc. c. First Offense 1) The student will be dealt with in accordance with the school's discipline program. 2) Law enforcement agencies and the Superintendent of Schools shall be notified. d. Second Offense (within school career K-8) All of the following will occur: 1) The same consequences listed above for the first offense. 2) In addition, referral to the School Board for a disciplinary action hearing, which may include long-term suspension and/or expulsion in accordance with established policy regarding expulsion.

For a complete copy of the Drug and Alcohol Abuse Policy (C02) or the Tobacco Prohibition Policy and Procedure (B07), contact the school office or the MRUSD website at www.maplerun.org

FIELD TRIPS

Teachers planning field trips will give students permission slips that need to be signed by parents or guardians before students depart for the trip. When chaperones are needed, they will be included at the ratio allowed by the place we are visiting. **All chaperones will need to complete the application and release forms described in the section on volunteers.** Field trips will be limited to teachers, chaperones, and students of the class. Rules and consequences are the same for field trips as they are in the classroom.

Students may be ineligible to participate in field trips due to incomplete work, office referrals, and/or behavior, including bus suspensions. The final decision will be made by the Principal in collaboration with the student's team.

Family members volunteering during field trips must follow the expectations outlined by staff to ensure a safe, organized trip for all participants. Please note that the Jay Peak Foundations Program is considered a field trip. A family's ability or inability to get a refund on any payments made for field trips will not impact whether a student takes part in a field trip.

FOOD SERVICE

All meals are free for the 2023-2024 school year! The Abbey Group provides both healthy breakfast and lunch daily. Application forms for the National Free and Reduced-Price Breakfast and Lunch Program are sent home at the beginning of the year and additional forms are available in the office. All parents are encouraged to complete the form, whether they believe they will qualify or not. Qualifications not only help your family, but they help our school continue to qualify for substantial funding from the federal government.

GRADE RETENTION AND PROMOTION

Teachers and principals evaluate each student individually based on academic, social, emotional and behavioral development. If the school recommends extended time in the present grade placement, a meeting will be scheduled to include the teachers, principal, and parents. Promotion from grade to grade as well as retention should be based on a student's ability to meet the standards over time. For retention we must also consider the student's developmental ability to handle the impact.

Grading/Scoring

We believe all students can learn. This sounds simple, but it is a charge that we take very seriously. Each student will be given ample opportunity to work with teachers on the content being taught. Our curriculum is based on the Common Core State Standards for English and Mathematics as well as the Next Generation Science Standards. Standards-based report cards are in place for all students in grades K-8. Report cards are issued two times per year. Conferences are offered twice per year. Families may request a teacher conference at any time during the year for any reason.

FCS SCHOOL-WIDE SCORING GUIDE		
Score	Name	Description
0	Not Assessable	The student has not demonstrated evidence of learning.
1.0	Emerging (Recall)	They can recall/recognize the limited information required for the standard. Students only have knowledge of content terminology.
2.0	Developing (Skill/Content)	The student has a basic comprehension of information and knowledge in the standard. The student can explain the concept. Students have knowledge of content terminology and general principles.
2.5	Basic Proficiency	The student can comprehend the information and knowledge in the standard. The student can analyze new information in a similar context with support. Students have knowledge of content terminology, general principles, and can carry out algorithms.
3.0	Proficient (Strategic Thinking)	The student can fully comprehend the information and knowledge in the standard. The student can use the knowledge in a similar context independently. Students have knowledge of content terminology, general principles, and select the best algorithms for problem solving.
3.5	Proficient Plus	The student can <u>fully comprehend</u> and <u>independently analyze</u> the information and knowledge in the standard. The student can independently extend learning and apply knowledge to a unique situation. Students develop cognitive strategies to independently learn content terminology, principles, and select the best algorithms for problem solving.
4.0	Expanding Proficiency (Extended Thinking)	The student can <u>fully comprehend</u> and <u>independently analyze</u> the information and knowledge in the standard. The student can independently meet a learning goal by using the knowledge expressed in the learning standard to expand their learning in a new context. Students can communicate how complex processes relate to the content terminology, principles, and algorithms for problem

		solving.
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HAZING, HARASSMENT AND BULLYING (HHB)

Our School is a space where all are welcome and have a right to be protected from Bullying and Harassment. District policies and state law outline procedures to address ongoing or targeted bullying and harassment. Harassment laws provide protection based on actual or perceived membership in a protected class. The protected categories include, race, color, sex, sexual orientation, gender identity, gender expression, creed, national origin, ability, and age.

Hazing, Harassment, Bullying, Retaliation

16 V.S.A. § 570.

Fairfield Center School is a school that is legally compliant with The Vermont Agency of Education Policies and Procedures on the Prevention of Hazing, Harassment, Bullying (HHB), and Retaliation. All students need a safe and supportive school environment to progress academically and developmentally. FCS recognizes its responsibility to provide such an environment, and is committed, along with the VT AOE, to ensure that there is equity and opportunity for every learner in the public education system.

“It is the policy of the State of Vermont that all Vermont educational institutions provide safe, orderly, civil, and positive learning environments. Harassment, hazing, and bullying have no place and will not be tolerated in Vermont schools. No Vermont student should feel threatened or be discriminated against while enrolled in a Vermont school.

If any student in Vermont feels afraid or unsafe in their learning environment, it can create an adverse effect on their attendance, compromising their ability to learn and thrive. All children benefit from a healthy school environment and are better able to learn when they feel safe and supported. No student should fear that any part of their identity will cause other people to do harm. That is a core right of all our Vermont students.”

-Vermont Agency of Education 2017

If you believe that you have been subjected to harassment, bullying, or retaliation, at FCS, please report the incident(s) at once to a teacher, counselor, or administrator to begin the process of any necessary investigation in a timely manner, as directed under *MRUSD Policy Code C10*.

***A complete copy of *MRUSD Policy Code C10, The Prevention of Harassment, Hazing, and Bullying*, is available upon request in the FCS Main Office and on the Maple Run website, <https://www.maplerun.org/page/policies-and-procedures> under Policies and Procedures.**

Investigation Time Frame:

The school is required to initiate an investigation no later than one school day after notice is received by a designated employee, when the designated employee determines there is reasonable belief that a policy violation may have occurred.

The investigation is to be concluded no later than five school days from notice unless special circumstances are present and documented.

Independent Review:

A complainant may request an independent review within thirty (30) days of a final determination if the complainant: (1) is dissatisfied with the final determination as to whether harassment occurred, or (2) believes that although a final determination was made, the school's response was inadequate to correct the problem. The complainant shall make such a request in writing to the superintendent of schools.

Right to Appeal:

"Any person determined to have engaged in an act(s) of hazing, harassment, and/or bullying may appeal the determination and/or any disciplinary action(s) taken, directly to the district school board. Appeals must be made to the district school board within ten (10) calendar days of a student receiving the determination that an act of hazing, harassment or bullying has occurred and/or any announced discipline."

Retaliation:

The school has the duty, by law, to take appropriate action against any student who retaliates against any person who makes a report of hazing, harassment, or bullying, or for participating in any investigation or other part of the process established by FCS.

Consequences for Hazing, Harassment, Bullying - General Guidelines

When a violation of **MRUSD Policy Code C10** is found to have occurred, the following general guidelines apply:

First Offense:

- Notification of parent/guardian,
- A meeting with the student,
- A firm, explanatory documented warning with possible detention, Internal School Support (ISS), or out of school suspension (OSS)

Second Offense:

- Notification of parent/guardian,
- A meeting with the student,
- A minimum of three days suspension,
- The development of a behavior plan that encourages the student to stop the behavior. Failure to complete the behavior plan will result in additional disciplinary action.

*** FCS reserves the right "to impose strict discipline immediately for first offenders where the situation or circumstances warrant it."**

Further Violations:

- Notification of parent/guardian,
- A minimum of ten days suspension,
- A meeting with the student, parent/guardian, administrator, school counselor, and principal
- Referral to the District Board of Directors for possible expulsion and/or educational contingency plans.

Be advised that in addition to school consequences, you may face legal charges.

At FCS, Heather Place is the contact person for HHB and Retaliation.

Other Resources Regarding Harassment

Vermont Human Rights Commission Office for Civil Rights, Boston Office

14-16 Baldwin Street US Department of Education

Montpelier, VT 05633-6301 8th Floor

5 Post Office Square

(802) 828-2480 Boston, MA 02109-3921

(800) 416-2010

(802) 828-2481 (fax) (617) 289-0111

Email: human.rights@vt.gov (617) 289-0150 (fax)

Email: ORC.Boston@ed.gov

Title IX Sexual Harassment Policy

> The US Department of Education's Office of Civil Rights announced new regulations in May 2020 specific to Title IX Prohibited Sexual Harassment. Maple Run Unified School District adopted **MRUSD Policy Code: C12 Title IX Sexual Harassment Policy**, and information on this policy and proceedings is included separately below.

FCS prohibits all forms of sex-based harassment and maintains policies and procedures that align with the model policies and procedures set by the State of Vermont Agency of Education. The purpose of this policy is to address regulations announced by the U.S. Department of Education's Office of Civil Rights in May 2020, specifically as they have defined sexual harassment. The school's response to conduct that satisfies the definition stated in Title IX, is governed by ***MRUSD Code: C12, Title IX Sexual Harassment Policy***.

A complete copy of MRUSD Policy Code C12, Title IX Sexual Harassment Policy, is available upon request in the FCS Main Office and on the Maple Run website,

<https://www.maplerun.org/page/policies-and-procedures> under Policies and Procedures.

Sexual Harassment prohibited under Title IX is conduct on the basis of sex, that meets one or more of the following thresholds: 1) occurring in an education program or District activity, 2) against a person in the United States, 3) by a student, district employee, or 3rd party contracted by the district.

Having met the threshold for consideration, the conduct is unwelcome and so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity. Or any conduct that would satisfy the definition of 1) sexual assault, 2) dating violence, 3) domestic violence, 4) stalking, or 5) a staff member conditioning a provision of a benefit, aid, or service, to another contingent upon participating in unwelcome sexual conduct.

ALL conduct which may be reasonable to believe may be considered sexual harassment must be reported to the school's Title IX Coordinator immediately. At FCS, Kate Howrigan is the Title IX Coordinator.

HEALTH INFORMATION

● Accidents

- Families will be notified if the services of a physician are advisable or if a head or face injury occurs.

● Illness/Communicable Disease

- Families will be notified if a child becomes ill at school. If no contact can be made, the nurse and principal or designee will determine a course of action.
- A student is sent home or asked to stay home from school when illness is acute or contagious (examples: fever, vomiting, diarrhea, significant respiratory illness). If a child has been ill or has had a communicable disease, the parent should make sure there is no longer any contagion before the student returns to school.

● Immunizations

- Vermont Immunization Law requires of all new students and transfer students a record showing the month and year of having received the following vaccines: DTaP, MMR, Polio, Hepatitis B, and Varicella vaccines along with a Tdap booster before the 7th grade. No child shall be required under this regulation to have such immunizations if documentation is provided that immunization is contraindicated for medical or religious reasons. The philosophical exemption was removed on July 1, 2016. Students who fail to provide immunization records as required may be excluded from school by the principal after a warning notice to the parent. If your child receives an immunization at any time please send a written notice of the date and immunization to the health office.

● Medication Procedure

- **No prescription medication will be administered without a doctor's permission.** Non-prescription medications must be brought in with a signed note explaining dosage and brought to the nurse's office. These must be in the original container. **Medication must be brought to school in the original, labeled container.** All medication must be kept in the Nurse's Office.

● Screenings

- Schools are required annually to screen for vision and hearing according to the Vermont Standards of Practice. Vision is screened in grades K, 1, 3, 5, and 7, but possibly may be screened in all grades; hearing is screened in grades K, 1, 3, and 5. This information is recorded on each student's Health Record. Parents are permitted to opt their children out

of such tests. Please contact the nurse's office in writing if you wish to opt out of any of the hearing tests. Referrals for further evaluation by the child's physician may be made to parents as needed. Additional screenings or more frequent monitoring of a health concern are possible by request to the school nurse. We participate in the Rise-VT Measurement Study, which collects anonymous information about student weight and height. An opt-out form for this study is available from the school nurse each year.

MANDATED REPORTING

As educators and mandated reporters, it is our duty to help protect students from abuse and neglect. Act 60 of 2015 provides that any mandated reporter who reasonably suspects abuse or neglect of a child shall report in accordance with the provisions of Section 4914 of this Title within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed. 33 V.S.A. § 4913(c). All school employees are mandated reporters, and we are obligated to follow the law. We are not permitted to contact parents with our concerns first if the parent is potentially implicated in the report. All concerns are reported to the Department of Children and Families.

POLICIES

The Maple Run Unified School District Board of Directors regularly reviews and approves policies. These policies guide the administration and staff in the governing and managing of the school and its operations. In addition, the policies guide the development of both procedures and instructional programs to ensure a quality education for all children in our district. If you wish to review a policy, please contact the main office. Adopted policies and policies under review are also available on-line at www.maplerun.org.

Right to Revise

The principal retains the right to revise any part of this handbook at any time during the school year.

PROMOTING POSITIVE STUDENT BEHAVIOR

We believe that children are successful when they grow academically, socially and emotionally. For this to happen we believe that all of our students possess core strengths that can be utilized to help them make good choices. Our approach has instruction as the key to mutually identify, develop, encourage, practice, and maximize the positive assets of our students. Although we have deep respect and empathy for those students who have encountered difficult circumstances in their lives, our focus is on the present. Our goal is to maintain a **safe and positive environment for our students.**

- It is a multi-tiered system of support that promotes a positive learning environment where behavioral expectations, interventions, support and celebrations are centralized for all students within their learning communities.
- **ALL** members of our school community are essential people in providing behavioral instruction and positive support.
- Classes spend the first 6 weeks of school building a school family through teaching, modeling, practicing and reteaching expectations.
- Our staff provide specific support and instruction through our MTSS (Multi-Tiered Support System) model to students who need extra support.
 - MTSS meets once a week to look at data and make informed decisions about how to best meet the needs of all students.

Social and Emotional Learning

We strive to support our students to be their best selves, and to demonstrate self-regulation, kindness, respect, and compassion for others. Students are taught school expectations and they are reinforced in all classes. Education is the goal of our system.

Our expectations are based on Fairfield's values; HR3,

1. **Honesty**
2. **Respect for self and others**
3. **Responsibility for our actions and obligations**

4. Readiness to learn

The matrix below defines what HR3 looks like across all settings. Each year, we spend time reviewing these expectations. Our MTSS Team meets weekly to review behavior data and make recommendations to support continued learning. If you have any questions about our system for teaching and reinforcing prosocial behavior at Fairfield Center School, please contact us anytime.

As part of our social emotional learning, we incorporate PBIS and Restorative Practices.

Social and Emotional Teaching Matrix

	Be Honest	Be Respectful	Be Responsible	Be Ready to Learn
In our Classrooms	<ul style="list-style-type: none">* I tell the teacher when I do not understand an instruction.* I tell the truth in all situations.* I do my own classwork and homework.* I accept consequences.	<ul style="list-style-type: none">* I follow the directions given by the adult in charge.* I value the learning of others by focusing on my own work.* I compliment other students for good effort.* I listen when others are speaking.* I value other's differences.	<ul style="list-style-type: none">* I respond to questions when asked.* I think before I speak or act.* I keep track of my belongings and learning materials.* I always give my best effort.* I take responsibility for my actions.	<ul style="list-style-type: none">* I come to class prepared to learn and work.* I complete my assignments and turn them in on time.* I get a good night's sleep and eat breakfast.* I sit at my desk.* I follow the dress code.
In our Hallways	<ul style="list-style-type: none">* I tell the truth in all situations.* I accept consequences.	<ul style="list-style-type: none">* I respect learning by walking quietly.* I admire the displays and avoid touching them.* I talk in a whisper voice so others can focus on teaching and learning.* I keep my hands and feet to myself and honor spatial boundaries.	<ul style="list-style-type: none">* I keep up with my class/group* I always have a pass and/or permission from my teacher when traveling alone.* I walk on the right side of the hallway.* I face forward when walking.	<ul style="list-style-type: none">* I go directly to my destination.

In our Bathrooms	<ul style="list-style-type: none"> * I tell the truth in all situations. * I accept consequences. 	<ul style="list-style-type: none"> * I give others privacy. * I aim for the toilet. * I keep my hands and feet to myself. * I wash my hands after using the restroom. 	<ul style="list-style-type: none"> * I flush once, clean-up, and dry off the areas that I have used. * I only use enough soap & water needed to wash my hands. * I use paper towels and toilet paper only for their intended purpose. 	<ul style="list-style-type: none"> * I go in a timely manner so that I can get back to my work.
In our Cafeteria	<ul style="list-style-type: none"> * I tell the truth in all situations. * I accept consequences. 	<ul style="list-style-type: none"> * I say “please” and “thank you”. * I only take the food I plan to eat/pay for. * I pick up anything that is dropped on the floor and do my best to keep everything on my tray. * I use an inside voice and talk only to those who are nearby. 	<ul style="list-style-type: none"> * I avoid spills on the serving line by moving my tray close for serving and by carefully placing each item on my tray. * I place trash and trays in the appropriate cans. * I take what I need as I move through the line. * I watch where I am going when walking in the cafeteria. 	<ul style="list-style-type: none"> * I bring my lunch and/or lunch card with me.
Outside Time and Recess	<ul style="list-style-type: none"> * I tell the truth in all situations. * I accept consequences. 	<ul style="list-style-type: none"> * I listen to the adult in charge and follow their directions. * I include everyone in play. * I encourage others by offering compliments and by showing good sportsmanship. * I keep my hands and feet to myself. * I take turns. 	<ul style="list-style-type: none"> * I use equipment as it was intended and I put it away before lining up. * I clean up after myself and do not litter on school grounds. * I get help from an adult if someone is in danger. * I stay in approved areas only. * I keep sticks, rocks, and other unsafe objects on 	<ul style="list-style-type: none"> * I dress appropriately for the weather. * I listen to classmate’s ideas. * I line up when the whistle is blown. * I stay in line. * I enter the building quietly.

			the ground.	
At our Assemblies	<ul style="list-style-type: none"> * I tell the truth in all situations. * I accept consequences. 	<ul style="list-style-type: none"> * I stay focused on the speaker or guest and do not talk with my friends. * I raise my hand and wait to be called on. 	<ul style="list-style-type: none"> * I use the restroom prior to coming to the assembly. * I participate when asked to do so. * I applaud appropriately at suitable times to recognize the performers. 	<ul style="list-style-type: none"> * I sit facing forward and keep my hands and feet to myself.
On our Buses	<ul style="list-style-type: none"> * I tell the truth in all situations. * I accept consequences. 	<ul style="list-style-type: none"> * I use a quiet voice. * I listen to the bus driver's directions. * I speak nicely to others. * I keep my hands and feet to myself. * I keep hands and objects inside the bus. 	<ul style="list-style-type: none"> * I stay in my seat. * I sit facing forward. * I walk on and off the bus. 	<ul style="list-style-type: none"> * I am on time, outside waiting for the bus. * I give my notes to the bus driver. * I sit where I belong.
Arrival and Dismissal	<ul style="list-style-type: none"> * I tell the truth in all situations. * I accept consequences. 	<ul style="list-style-type: none"> * I listen to all directions from adults. * I enter and exit the building quietly and orderly. * I quietly greet my friends and staff members by saying "good morning", "hello", or "goodbye". 	<ul style="list-style-type: none"> * I know how I am supposed to go home and turn in all notes for changes to my teacher. * I go directly to my destination. * When I am tardy I check in at the office before I go to my classroom. 	<ul style="list-style-type: none"> * I listen to morning announcements. * I unpack and hand in work. * I pack all materials needed to complete my homework. * I pack newsletters to bring home to my parents.

Each class has classroom expectations and a series of steps to manage redirections.

MRUSD Definitions and Behaviors

Level/Tier 1:

- Classroom/Teacher managed behaviors

- Considered to be low intensity, minor behaviors
- Repeated behaviors will be moved to level/tier 2

Level/Tier 2:

- Classroom/Teacher managed with additional support provided by behavioral staff and/or Dean of Students (*if applicable*)
- Considered to be medium-moderate intensity, minor behaviors
- Repeated behaviors will be moved to level/tier 3

Level/Tier 3:

- Directly managed by behavioral staff with additional support provided by administration (*as needed*)
- Considered to be high intensity, major behaviors that may include a safety risk to individual, school or district

MINOR Behaviors

(Level/Tier 1 and 2)

Behavior	Operational Definition	Examples and NON-Examples <i>What can be observed and measured</i> <i>What it looks like and doesn't look like</i>	Level/ Tier
Disruption	Low level behaviors that impede the teacher's ability to teach and the student's behavior to learn. Disruptive behaviors do NOT pose a safety risk to the classroom or larger educational environment.	<u>Examples:</u> <ul style="list-style-type: none"> • Tossing/throwing objects (in a non-threatening manner) • Persistent side conversations • Persistent noise making • Inability to keep legs, hands and feet to self in the absence of a safety risk ("roughhousing") <u>Non-Examples:</u> <ul style="list-style-type: none"> • Disrespectful language • Non-compliance/refusal • Physical Aggression 	1
Disrespect	Negative verbal and non-verbal language that is directed toward another	<u>Examples:</u> <ul style="list-style-type: none"> • Name calling • Teasing 	1

	person (student or adult).	<ul style="list-style-type: none"> • Unkind gestures (“dirty looks”) or words • Swearing that is NOT directed at another person <p><u>Non-Examples:</u></p> <ul style="list-style-type: none"> • Threatening language • Language that would be considered Hazing, Harassment or Bullying 	
Refusal/ Non-Compliance	Inability to follow expected norms and expectations as outlined by the classroom, school or district.	<p><u>Examples:</u></p> <ul style="list-style-type: none"> • Not following teacher directions after receiving the initial direction and at least 1 reminder • Not completing assigned classroom tasks or activities • Not following expectations or directions as outlined by an adult <p><u>Non-Examples:</u></p> <ul style="list-style-type: none"> • Disruption • Disrespect • <i>MRUSD policy violations would not be considered minor refusal. These would be captured under major behaviors.</i> 	1
Academic Misconduct	Completing educational tasks in the absence of honesty, trust and responsibility.	<p><u>Examples:</u></p> <ul style="list-style-type: none"> • Cheating • Plagiarism • Forging notes/signatures • Lying • Unprepared <p><u>Non-Examples:</u></p> <ul style="list-style-type: none"> • Rushing through work • Incomplete assignments 	1
Technology Violation (minor)	<u>Non-approved</u> use of devices (cell phone, air pods, etc.), social media, games or any other technology site and content.	<p><u>Examples:</u></p> <ul style="list-style-type: none"> • Accessing gaming sites • Unapproved downloads • Visiting inappropriate and unauthorized sites 	1-2

		<ul style="list-style-type: none"> Accessing social media sites <p><u>Non-Examples:</u> <i>(These would not be considered MINOR, see MAJOR section below)</i></p> <ul style="list-style-type: none"> Sending messages or other content of sexually explicit content Behavior or content that would be considered Hazing, Harassment or Bullying 	
Elopement <i>(minor)</i>	Not being in an assigned or permissible physical location <u>and remaining on campus.</u>	<p><u>Examples:</u></p> <ul style="list-style-type: none"> Tardiness Class cut/Skipping Leaving classroom or other location without adult permission 	1-2
Property Damage <i>(minor)</i>	Defacing school property	<p><u>Examples:</u></p> <ul style="list-style-type: none"> Writing on desks, walls or other school property Ripping books <p><u>Non-Examples:</u> <i>(This would not be considered MINOR, see MAJOR section below)</i></p> <ul style="list-style-type: none"> Destruction of structures and items that have a large monetary value to fix/replace or that impact the school and district's ability to run and stay open. 	1-2

MAJOR Behaviors
(Level/Tier 2 and 3)

Behavior	Operational Definition	Examples and NON-Examples <i>What can be observed and measured</i> <i>What it looks like and doesn't look like</i>	Level/Tier
Technology Violation <i>(major)</i>	<u>Non-approved</u> use of devices (cell phone, air pods, etc.), social media or	<p><u>Examples:</u></p> <ul style="list-style-type: none"> Sending messages or other content of a sexually explicit nature 	3

	any other electronic means of communication that includes a potential or real threat to the safety of the individual student, others (adults or students) or property.	<ul style="list-style-type: none"> ● Behavior or content that would be considered Hazing, Harassment or Bullying ● Electronic statements or threats of harm toward self, others or property. ● Accessing sites, content or information related to harming self, others or property. <p><u>Non-Examples:</u></p> <ul style="list-style-type: none"> ● Unauthorized access to gaming sites ● Unapproved downloads ● Visiting inappropriate and unauthorized sites ● Accessing social media sites in the absence of a safety threat 	
Physical Aggression	Use of one's body or an object to posture, threaten or harm self or another person (student or adult)	<p><u>Examples:</u></p> <ul style="list-style-type: none"> ● Hitting/punching/slapping ● Biting ● Kicking ● Use of an object as a weapon ● Cutting/burning self <p><u>Non-Examples:</u></p> <ul style="list-style-type: none"> ● "Roughhousing" ● Verbal threats of harm 	3
Non-Physical Aggression	Verbal, written or other communication that implies a threat or actual risk of harm to self or others.	<p><u>Examples:</u></p> <ul style="list-style-type: none"> ● Verbal statements/threats of harm ● Swearing that is DIRECTED at another person ● Written statements or other non-verbal and non-electronic means of communicating a threat (gestures, posturing) <p><u>Non-Examples:</u></p> <ul style="list-style-type: none"> ● Physical threats of harm ● Technological threats of harm 	3
Property Damage <i>(major)</i>	Defacing school property and/or destruction of	<p><u>Examples:</u></p> <ul style="list-style-type: none"> ● Flooding bathrooms 	2-3

	structures and items that have a large monetary value to fix/replace or that impact the school and district's ability to run and stay open.	<ul style="list-style-type: none"> • Extensive graffiti • Breaking windows and doors 	
Elopement (major)	Leaving campus and school/district property <u>without adult permission to do so.</u>	<p><u>Examples:</u></p> <ul style="list-style-type: none"> • Walking home or the streets • Going to the store or other local shop <p><u>Non-Examples:</u></p> <ul style="list-style-type: none"> • Tardiness • Class cut/Skipping • Leaving classroom or other location without adult permission 	2-3
Stealing/Theft	Taking property without permission to do so and that does not belong to you.	<p><u>Examples:</u></p> <ul style="list-style-type: none"> • Taking school property • Taking personal property of other student's, staff or adult 	2-3
Substance Use	Possession, use and/or sale/distribution of tobacco, alcohol or other substances.	<i>Defined in school and district policies and procedures (B07, B07P, C02, C02P)</i>	3
Weapon Possession	Being in possession of a weapon while on school property	<i>Defined in school and district policies and procedures (C51, C05, C05P)</i>	3
Hazing, Harassment and Bullying (HHB)	<i>Defined in school and district policies and procedures (C10, C10P)</i>		3
Title IX (Sexual Harassment)	<i>Defined in school and district policies and procedures (C12)</i>		3

Recess

Students in grades K-8 will have a recess period during the day. Students will not be able to go out in severe weather (rain, icy conditions, temperatures/wind chills of 10°F or below).

SCHOOL BOARD MEETINGS

Meetings are generally held the first and third Wednesdays of the month at 6:00 pm. For more information, please call the district office at 802-524-2600 or visit www.maplerun.org to view the schedule of meeting times and locations.



SCHOOL THREATS

Threats can come in a variety of ways including but not limited to firearms/weapons, bombs, fires, or hazardous spills. The variations make one thing certain: the only constant when dealing with a threat is that student safety is the number one priority.

While the numerous variables make it impossible to provide the community with one specific timeline on notification about an incident, we assure you that once we are certain that students and staff are safe, and we have clear facts, we will provide notification.

The St. Albans Police Department works closely with the district during threats and will usually be the first to provide situation updates. You will see those on Facebook or Twitter at <https://www.facebook.com/StAlbansPoliceDept/> or <https://twitter.com/StAPoliceVT>. In certain instances, due to strategy, they will be the only voice for updates, and we will share only what we receive from them.

The following factors are considered concerning release of information about a school threat:

1. Are the students and staff safe?
2. Has there been an evacuation of the school?
3. Will students be released, and where will parents go to pick them up?
4. Have the other district schools been put in lockdown?
5. Is this an active situation, or is it a search to determine the viability of the

threat?

6. Has there been communication with all school groups not on campus when the threat began, notifying them as to the location they return to?
7. Will the bus schedule be interrupted, or pick-up locations changed?

Depending on the threat, there may be more considerations.

We recognize that families find these threats very stressful, and lack of instant information is frustrating. Please understand that an incident at most of our schools may involve evacuating nearly 1,000 students and staff. This is no minor task. Add elements of stress and the unknown, it takes a concentrated effort by all involved to maintain the integrity of the situation, keeping students as safe as possible.

When cleared to notify families, a notice will be posted on the district website, maplerun.org, under news or live feed, on Facebook, and in more advanced situations, an automated message will be delivered via email and/or telephone through the district's emergency notification system.

Drills at each building are executed regularly, and safety plans are updated to account for the growing variety of possible threats. We hope that we never have to endure an active event, but we must continue to prepare for one.

FIRE DRILLS, LOCKDOWNS, AND EVACUATION/RELOCATION DRILLS

Directions for fire drills, lockdowns and evacuation drills are posted in each room. The school will have a fire drill and/or lockdown drill each month as directed by the Vermont Fire & Building Safety Code and the Vermont Agency of Education. Students prepare for these drills and are supported by their teachers. Fairfield Center School practices, at least once a year, an emergency evacuation/relocation drill where we stage to leave the school building.

STUDENT CONDUCT

There are some behaviors that are serious enough to result in an immediate referral to the principal for disciplinary actions. Some of these behaviors have consequences mandated by state law. Others are deemed serious enough to warrant intensified attention. These behaviors include but are not limited to:

- possessing a weapon or explosive device on school property

- possessing or using drugs, alcohol, tobacco, or vaping products on school property
- intentional physical aggression
- threatening the school with an explosive device
- threatening to seriously harm other individuals
- persistently violating behavior guidelines

Incidents involving weapons, drugs, or alcohol have mandated consequences that involve suspensions or expulsion governed by law or policy. Suspension/expulsion shall follow due process requirements. Other serious infractions including incidences of intentional physical aggression or serious threats of physical harm could result in suspension. Parents will be notified if their child is involved in one of the above serious incidents.

RESPONDING TO STUDENT CONDUCT

Our first response to students struggling to meet school expectations is to provide redirection, teaching, and support. Some infractions however, require a different response. Please refer to Appendix A and B, which outline our procedures for responding to some specific student infractions.

Detentions

Detentions may be assigned by teachers or by the behavioral staff for inappropriate behaviors. Detention will be served either during lunch or after school on assigned days.

Academic/Classroom misbehavior or missed work may earn a detention. Generally, teacher detentions take place during lunch, but they may be after school at the behavior staff's discretion. After school detention will be served on the next day a staff member is available. Students will serve after-school detentions from 3:00-3:40. Parents will be notified by phone whenever possible or appropriate. No detention will be served on the day it is earned without prior parent notification. Violations of detention rules can lead to suspension. Unexcused absences from detention may lead to automatic suspension. Serving detention takes priority over all other activities. Families are responsible for transportation.

Students who engage in severe misbehavior including vandalism, possession or use of alcohol, illegal or dangerous drugs, tobacco products, vaping products, marijuana, and weapons, assault, threatening staff or students, theft, abusive obscenity, and insubordination will be sent to the office until an investigation can be held. When

students are asked to leave the classroom due to misbehavior and refuse to do so, support will be called. Refusal to leave could result in clearing the classroom of other students, physical removal, families being called in, or the police being called.

Suspension

Suspensions may be in-school or out-of-school as determined by the principal. The length of suspension will be determined based on the severity of the offense and prior suspensions. Any acts that may be considered violations of law will be referred to the appropriate law enforcement agencies. Students serving suspension will do assigned class work and may participate in reflective and educational exercises.

Due Process

Families may request a meeting at any time concerning a consequence their child receives for rule violations. Families should direct the first communication to the person giving the consequence. If families are not satisfied with the results, they can contact the principal. If still no satisfaction results, contacting the superintendent is next.

- Steps for suspension:
 - In all cases of suspension from school, a member of the behavior team will confer with families, notifying them of the consequences and of the resources for help available to them.
 - When a child's days of suspension total 5 or more, the behavior team will develop, with the family, a comprehensive plan for managing the child's school behavior. They will review the plan following each subsequent suspension and revise it as needed.
 - When a child's days of suspension total 7 or more days, the superintendent or his designee may review the child's case and support the family to take suitable actions to correct the child's school behavior.
 - When a child's days of suspension total 10 or more days, the board of directors shall consider long-term suspension or expulsion from school until the school is satisfied that the child will behave appropriately.

The above steps and procedures shall not be construed as preventing the administration from petitioning the board for long-term suspension or expulsion at any time the conditions warrant it.

Due Process for Students with Disabilities

While the due process requirements for students with disabilities do not prohibit their immediate suspension, they do require consultation with the child's case

manager prior to suspension. The case manager will call a meeting if there is a need to determine whether the offense is related to the child's disability. If it is related, alternatives to suspension/expulsion must be considered.

TECHNOLOGY

How does our School handle Technology and Safety?

All children at our school have access to school-supplied technology. Each family and child signs an agreement around the use of this technology (see internet use below). Safety is taught and supported.

What about Internet Use?

Computers are provided for every child to use at school to equip our students with the anticipated technical skills to compete in today's world of information and technology. Prior to receiving authorization to use the Internet, students and parents/guardians must sign a "Permission and Contract" document provided by our School. Use of the Internet is a privilege and all students must abide by the Maple Run "Internet Use Policy and Procedures" to assure it is used appropriately and responsibly. Teachers are expected to abide by the same expectations of the Acceptable Use Policy.

Title I Parental Involvement Compact

Fairfield Center School cares deeply about all students. Each student has a gift which adds to the vibrancy of our school. It is our job as educators to nurture and inspire all students to flourish to the best of their ability. To do this, we strive to build strong partnerships between home, school and the community. With support from community members, staff, and parents, Fairfield Center School thrives.

We advocate for what is best for students. We can best serve our students when community members, and especially families, are committed to the school's

livelihood. Fairfield Center School provides many opportunities for family involvement. Our hope is that families will attend school events as often as possible, within the boundaries of our current COVID-19 pandemic.

Some of the many programs that we offer include:

1. Outdoor Classroom Committee meetings and activity volunteers (including gardening, sugaring, watershed restoration, nature trails, etc.)
2. Four Winds Nature Program (parents come in and teach science lessons once volunteers are allowed in the buildings again).
3. Fairfield Parent-Teacher Organization (PTO), meetings by Zoom.
4. Hay Day and the Harvest Dinner
5. Title I Annual Parent Meeting
6. Informational letters and brochures to help families understand school procedures and child development and know about upcoming events.
7. Maple Run Unified School District board meetings (first and third Wednesdays).
8. Family-Teacher Conference Nights, by Zoom or in-person.

In addition to participating in events, we ensure pathways for families to have a voice regarding their children's education. From school board meetings to open houses, we regularly provide information parents need regarding the Title I program and solicit their opinions.

Volunteers

As part of our safety measures and in order to be in compliance with the Maple Run Volunteers Policy, there are strict procedures that must be followed before parents/community members will be allowed to volunteer in our school or on school sponsored field trips or activities. The procedures require that all volunteers fill out an application and release form at least one month before volunteering. This must be completed each school year. Forms can be found in the front office. The release form allows us to do a cursory background check before parents or community members are eligible to volunteer in classrooms or chaperone field trips, etc. We appreciate your support in our endeavors to make our school a safe and secure place to work and learn.



MAPLE RUN POLICIES

School policies are a plan of action adopted by our Maple Run Unified School Board that protects all students within the environment of school. Policies evolve from Federal and State Laws and must be adhered to. For a complete copy of the following policies please stop into our main office or check our Maple Run Unified School District website. If you would like a copy of any of these policies please contact the front lobby receptionist, administration, or download them from the MRUSD website.

<https://www.maplerun.org/browse/9745>

Maple Run Notices

This is the link to the notices and reports that are adopted by the MRUSD. They include Notice of Non-Discrimination, Asbestos Notice, FERPA Notice to Parents, New Americans, and Transgender and Gender Non-Conforming Students are a few.

<https://www.maplerun.org/browse/11247>

These can be printed out for you at any time by contacting the front office administration.

CHILD FIND AND SECTION 504 ANNUAL NOTICE

In accordance with the Rehabilitation Act of 1973, (Section 504), and the Individuals with Disabilities Education Act (IDEA) 20 U.S.C. § 33, the schools within the MRUSD hereby notify disabled children and their parents of their duty under the Regulations to Section 504.

MRUSD schools shall provide a free appropriate public education to each qualified child who resides in the district regardless of the nature or severity of the disability. MRUSD schools shall educate each qualified disabled child with children who are not disabled to the maximum extent appropriate to the needs of the disabled child and shall also ensure that disabled children participate with non-disabled children in nonacademic and extra-curricular activities to the maximum extent appropriate. A disabled child shall be afforded an equal opportunity for participation in such services and activities.

MRUSD schools shall provide disabled children an equal opportunity for

participation in physical education courses, interscholastic, club or intramural athletics.

MRUSD wishes to inform interested parties that all individuals with disabilities from birth through age of 21, who need special education and related services, need to be identified, located and evaluated. Also, any person between the ages of 3 through 21, who is need of special education and related services, is entitled to a free and appropriate public education. Therefore, anyone who has information about individuals with disabilities should contact the individual listed below.

MRUSD schools shall conduct pre-placement evaluations and shall establish standards and procedures consistent with Section 104.35 for the evaluation and placement of children who need or are believed to need special education or related services. Periodic reevaluation shall be conducted of children who have been provided special education or related services.

Placement decisions shall draw upon information from a variety of sources and shall be made by a group of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. MRUSD schools shall establish and implement a system of procedural safeguards that includes notice, an opportunity for the parent to examine relevant records, an impartial hearing with the opportunity for participation by the parent and representation by counsel, and a review procedure.

MRUSD Contact for Section 504: Alexis Hoyt – 370-3946 or

Andrea Racek – 370-3949 MRUSD Policies and Procedures:

<http://www.maplerun.org/policies-procedures--8>

Appendix A: MRUSD Required Annual Notices Maple Run Unified School District (MRUSD)

Notification of Management Plan Availability

The Asbestos Hazard Emergency Response Act (40 CFR 763.93 (g)(4) requires that written notice be given that the following schools have Management Plans for the safe control and maintenance of asbestos-containing materials found in their buildings. These Management Plans are available and accessible to the public at the Administrative offices listed below. Due to COVID19, call ahead to make arrangements to view.

Building ADDRESS TELEPHONE MRUSD Main Office 28

Catherine St., St. Albans (802) 524-2600 BFA/NWTC 71 South Main
St., St. Albans (802) 527-6555 Fairfield Center School 57 Park St.,
Fairfield (802) 827-6639 St. Albans City School 29 Bellows St., St.
Albans (802) 527-0565 St. Albans Town Educational Center 169
South Main St., St. Albans (802) 527-7191 Collins Perley Sports
Complex 890 Fairfax Road, St. Albans (802) 527-1202 **Maple Run**

Unified School District (MRUSD)

Notice of Non-Discrimination

MRUSD and its schools will not unlawfully discriminate in its programs and activities against any person or group on any basis prohibited by federal or state law and will provide equal access to the Boy Scouts and other designated youth groups.

MRUSD and its schools do not discriminate on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, political affiliation, gender identity, limited English language proficiency, crime victim status, or marital status of any person in admission or access to, or treatment or employment in, any of the accommodations, advantages, facilities, and privileges of the place of public accommodation or in its programs and activities. Inquiries regarding non-discrimination policies to:

MRUSD

Dr. Bill Kimball, Superintendent, 28 Catherine St. (802) 524-2600

BFA

St. Albans Polly Rico, Principal, 71 S. Main St. (802) 527-6555

NWTC

Leeann Wright, Director, 71 S. Main St. (802) 527-6517

FCS

Kelsey Malboeuf, Principal 57 Park St., Fairfield, VT 05455 (802) 827-6639

SATEC

Angela Stebbins, Principal, 169 South Main St. (802) 527-7191

SACS

Stephanie Gagnon, Principal, 29 Bellows St. (802) 527-0565

For further information on notice of non-discrimination, request a list of OCR enforcement offices for the office that serves your area, or call 1-800-421-3481.

Maple Run Unified School District (MRUSD)

Annual Notice of Designation of Directory Information and Right of Refusal

TO: All parents of students, and to eligible students currently attending schools in MRUSD.

Schools in MRUSD may disclose designated directory information on students and eligible students without the prior consent of the parent or eligible student, and without any record of such disclosure, unless you have advised the school to the contrary in accordance with MRUSD procedures. The following types of personally identifiable information have been designated directory information:

Student's name, address, telephone number, photograph, date and place of birth, grade level, major field of study, participation in officially recognized activities or sports, weight and height of members of athletic teams, dates of attendance, and/or degrees/honors/awards received.

Disclosure may include personally identifiable information contained or reflected in photographs.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without prior written consent. (See 20 U.S.C. 7908, as amended; 10 U.S.C. 503, as amended.)

If you are an eligible student and are currently attending any of the above-named schools, or if you are the parent of a student currently attending school in any of the MRUSD schools, you have a right to refuse to permit the designation of any or all of these types of information as directory information concerning your child or yourself, by providing written notice of your refusal, listing the type(s) of

information which you refuse to have so designated, to the principal of the school your child attends (or the school you attend, if you are an eligible student), on or before September 15, 2020.

Maple Run Unified School District (MRUSD)

Annual Notice to Parents RE: Student Records

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

1. The right to inspect and review the student’s education records within 45 days of the day the MRUSD school receives a request for access.
2. Parents of eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will arrange for access and notify the requester of the time and place where the records may be inspected.
3. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading, or otherwise in violation of the student’s privacy rights under FERPA.
4. Parents or eligible students may ask the MRUSD school to amend a record that they believe is inaccurate or misleading. They should write to the school principal; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.
5. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise him/her of his/her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
6. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. Disclosure without consent is disclosure to school personnel with legitimate educational interest, included, but not limited to, school officials employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee,

or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the District will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by a school in the MRUSD District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office - U.S. Department of Education
400 Maryland Avenue, SW - Washington, DC 20202-4605

This is a summary of the procedures. Full procedures are available at the Superintendent's and Principal's Offices:

Superintendent, Bill Kimball - 524-2600

SACS Principal, Stephanie Gagnon - 527-0565

SATEC Principal, Angela Stebbins, Principal - 527-7191

FCS Principal, Kelsey Malboeuf - 827-6639

BFA Principal, Polly Ricco - 527-6555

NWTC Director, Leeann Wright - 527-6510

Maple Run Unified School District (MRUSD)

Protection of Pupil Rights Amendment Notice and Consent/Opt-out for Specific Activities

The Protection of Pupil Rights Amendment (PPRA) requires MRUSD schools to notify and get permission from parents to allow their children to participate in certain school activities. This means parents can also opt their children out of participation in certain school activities. These activities include student surveys, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationship;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;

7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.
- This requirement also applies to the collection, disclosure, or use of student information for marketing purposes, and certain physical exams and screenings.

Schools will provide parents with a schedule of activities requiring parental notice and consent/opt-out for each school year, as well as advance notice of surveys, etc., with opportunities to review the materials and to opt out. This does not apply to such areas as school climate, learning opportunities, student assets, and other surveys that are not of a sensitive nature.

Maple Run Unified School District (MRUSD)

NEW AMERICANS

We have a responsibility to ensure that all students feel safe and supported. This occurs when we create school cultures that are responsive to the needs of the children in our care, and our families. Under Federal law, undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents (*Plyler vs. Doe*, 457 U.S. 202 (1982.)). And, under state law, all Vermont children, including undocumented children are required to attend school until the mandated age of 16. Meeting this obligation means going beyond telling families to enroll their student(s). It includes working proactively to ensure they feel safe, supported and welcomed.

Public schools may not:

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

Maple Run Unified School District (MRUSD)

Transgender and Gender Nonconforming Students

All students need a safe and supportive school environment to progress academically and developmentally.

State Policy: It is the policy of the State of Vermont that all Vermont educational institutions provide safe, orderly, civil, and positive learning environments.

Harassment, hazing and bullying have no place and will not be tolerated in Vermont schools. No Vermont student should feel threatened or be discriminated against while enrolled in a Vermont school. 16 V.S.A. § 570.

State Law: An owner or operator of a place of public accommodation or an agent or employee of such owner or operator shall not, because of race, creed, color, national origin, marital status, sex, sexual orientation, or gender identity of any person, refuse, withhold from, or deny to that person any of the accommodations, advantages, facilities, and privileges of the place of public accommodation. 9 V.S. A. § 4502(a).

Discrimination/Harassment: Harassment of a student based on sex can limit or prevent a student from participating in or receiving educational benefits, services or opportunities. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex stereotyping. For example, harassing a student for failing to conform to stereotypical masculine or feminine notions or behaviors constitutes sex discrimination.

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status, gender identity or gender nonconformity should be handled in accordance with the Policy on the Prevention of Harassment, Hazing and Bullying of Students.

The Vermont Secretary of Education has developed best practices for supporting our transgender and gender nonconforming students at the link below:

<http://education.vermont.gov/documents/best-practices-schools-regarding-transgender-and-gender-nonconforming-students>

Maple Run Unified School District (MRUSD)

Annual Notice of Requirements Pertaining to Seclusion and Restraint

TO: All parents of students attending schools in the MRUSD schools.

The Vermont State Board of Education rules on seclusion and restraint require public and approved independent schools annually, at or before the beginning of each

academic year, to inform parents of enrolled students of the requirements pertaining to the use of physical restraint and seclusion, and of the Vermont preference to use positive behavioral strategies and supports in order to avoid the use of physical restraint or seclusion to address targeted student behavior.

The Vermont Legislature has exempted active duty “law enforcement officers,” who are certified in accordance with 20 V.S.A. § 2358, from the State Board of Education rules on seclusion and restraint. This provision applies to both full-time and part-time state police officers, municipal police officers, sheriffs and constables. The State Board of Education rules still apply to security guards and retired police officers (who are sometimes called school resource officers, but who do not fall within the definition of “active duty law enforcement officers.”)

Except for certified law enforcement officers, persons who impose a restraint or seclusion must report its use to the school administrator no later than the end of the school day, and school administrators must report certain types of restraints or seclusions to the superintendent.

The rules require notice to parents within 24 hours of each use of seclusion and restraint and afford an opportunity for parents to participate in a review of an incident of restraint and seclusion.

The superintendent must report to the Commissioner within three school days if:

1. There is death, or an injury requiring outside medical treatment or hospitalization of staff or student, as the result of a restraint or seclusion;
2. Physical restraint or seclusion has been used for more than 30 minutes; or
3. Physical restraint was used in violation of State Board of Education rules.

Recommendations and Guidance for Winter Holidays for Maple Run Staff

We are reissuing Maple Run’s guidance for celebrations within our schools. The leadership team wanted to reshare the ideas and resources for teaching about cultures, holidays, and traditions throughout the school year. During the 2021-2022 school year, the social study committee outlined teaching about different cultures' celebrations throughout the school year, focusing on the early grades. In addition, our new literacy program, Amplify, has integrated the teaching of different cultural celebrations in their units of study in kindergarten through fifth grade.

Below, we have given recommendations and guidance to adapt any planned activities and

celebrations to increase access for all students. These activities incorporate elements of trauma-informed instruction and connect to all members' diverse heritage and community Traditions. Recommendations and guidance to adapt planned activities for this school year:

- *Learning activities* -

- Cast a wide net to ensure that students have the opportunity to learn about the full range of winter holidays
- Continue the focus on learning about diverse holiday and cultural traditions throughout the school year
- Learning for Justice provides a range of ideas and resources that teachers can leverage in both instances.

- *Decorating* -

- Decorations in public areas, including classrooms, should connect to the planned learning activities and celebrations. All winter holidays and traditions should be represented in an equitable manner.

- *Celebrations and traditions* -

- Re-envision the gift exchange, which highlights and exacerbates poverty and other inequalities, to a more inclusive celebration such as those listed below.

- Gratitude card exchange – students write cards expressing messages of gratitude to other students in their class. Teachers provide a mix of free choice and student assignments to ensure every child gets a card (i.e. every student is assigned two people to write cards to and then can choose 2-4 additional people of their own choice).

- Secret compliment notes - similar to the above activity, students write short compliment notes to others in their class.

- Make a craft or a drawing for a peer in the classroom.

- Outdoor winter activities “festival” - structured time outside to engage in winter activities like sledding/hiking/snowshoeing.

- End of year celebration - students celebrate the end of the calendar year by bringing 2-3 written school-related “memories” for each category (best memories, funniest memories, memories I’d like to forget, and other) to a class or team “open mic night.” The mix of refreshments, music, time to socialize, and

students sharing some of their memories is fun for all.

- Game exchange - students pick a name from a hat (in advance) and then teach that person how to play their favorite card or board game, or engage in another activity that brings them joy and relaxation, such as a dance party or movie afternoon.

- Ask your students - share the dilemma with your students and ask them to partner with you in the creation of inclusive traditions and celebrations.

Thank you for your continued commitment to all the Maple Run students.