

Milton Middle School Student Handbook 2025-2026

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Disclaimer: Information is subject to change and adherence to guidelines is essential for the safety of all.

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SCHOOL HOURS

Grades 5-8: 7:40 am– 2:30 pm

Early Release Wednesdays: 7:40 am- 1:25 pm

ARRIVAL & DISMISSAL PROCEDURES

To ensure the safety of our students and staff we ask that you:

1. Please remember that students should **NOT** arrive at the Middle School before 7:30 am. There is no supervision before these times.
2. Buses pick up/drop off in the lanes in front of our building.
3. Students being transported by car use the back entrance, near the playground. **DO NOT** stop on the road or park in the District Office to drop off or pick up your child.
4. When using the drop-off lane, please pull all the way up.

When students arrive, they proceed directly to their homeroom. Breakfast is served each morning in the cafeteria as students enter the building. Students are permitted to stay after school for an extended period, provided they are accompanied by a teacher and have obtained permission from their parents/guardians.

EARLY DISMISSAL

We ask that any changes of the designated individual picking up your child, and dismissal time on a specific day, be shared with the Office before 1:30 PM on full days and 12:30 on early release days.

A student will not be permitted to leave the school premises during the school day unless signed out by a parent/guardian from the MMS office. If the adult picking up a student is not the parent or guardian, a parent/guardian must write a note specifying who has been given this responsibility. Office personnel will request proper identification from those picking up children for the first time they do so and on an as-needed basis. Whoever is picking up the student must come to the front office to sign them out. Students are not allowed to walk out to a parked vehicle.

It is the parents'/guardians' responsibility to provide the office copies of all updated legal information (such as trespass or restraining orders) that restrict those who may pick up a child.

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BUS EXPECTATIONS

Riding the school bus is a privilege. Students are expected to follow all school expectations on the school buses and at bus stops. All school rules and policies apply to the bus and bus stops. When a concern arises, the administration will follow up and respond according to school policy.

Parents/guardians who have concerns regarding bus behavior or student safety, please contact your child's principal. For all other concerns about transportation, please contact Darcy Millette at 802-893-5309 or Danielle Bunnell at 802-893-5523.

BUS ROUTES

Students are expected to be on time at the approved bus stop. Bus schedules will not permit waiting. Do not cross the road until the bus has completely stopped. Updated bus routes will be posted on the MTSD Website: <https://www.mtsd-vt.org/page/bus-information>

WALKING ZONE

No student shall be required to walk more than one-half (1/2) mile in order to receive transportation services unless it is the determination of the District that bus safety dictates a longer distance.

All Milton Middle School students are permitted to ride the bus to and from school unless they are within the walking zone.

The Milton Middle School walking zone (Grades 5-8) will encompass the following streets:

Aurora Lane, Baker Lane, Barnum Street, Bradley Street, Cherry Street, Cleveland Drive, Herrick Avenue, Lovely Lane, Mackey Street, Moss End Drive, River Street (from Barnum Street to Main Street – east side), School Street, Trayah Drive, Turner Avenue, Vernon Court, Village Drive, and Woods Court.

MMS ATHLETICS & CO-CURRICULAR ACTIVITIES

MMS athletics are for **grades 6-8 only**. Families should register their student-athletes at <http://miltonyellowjacketathletics.org>.

Fall season- <ul style="list-style-type: none">• Cross Country• Field Hockey• Girls Soccer• Boys Soccer• Flag Football	Winter season- <ul style="list-style-type: none">• Boys Basketball• Girls Basketball• Cheerleading	Spring season- <ul style="list-style-type: none">• Baseball• Softball• Track & Field
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CO-CURRICULAR HANDBOOK

C22 Procedure: Student Co-Curricular Clubs-MMS Secondary

All students need to remain in good academic standing. This means teachers or advisors will connect with and support students who have not completed their work. Students will need to complete assignments to ensure they are eligible to play.

A student may not be eligible to play in their next games/meets/performances if they receive an Office Discipline Referral (ODR) "office [major] infraction". This is at the discretion of the administration. In the case of a suspension, the student must meet with and be cleared by the administration to discuss when returning to games/meets/performances. Until the meeting occurs, the student is not eligible to practice or play. If a teacher documents a "classroom [minor] behavior" using an ODR, this is considered a learning moment and dealt with at the classroom level.

Students are eligible to participate in all of their practices at any time, unless otherwise directed by the administration.

MIDDLE SCHOOL PERSONAL ELECTRONIC DEVICE (PED) NOTICE

MMS provides one-to-one technology to support education; however, current research has caused MMS to reconsider its procedures for personal electronics and cell phone use in the school environment. MMS students' personal electronic devices must be off and away during school hours. Our goal is to create a safe environment, conducive to learning, and free of all distractions.

Any student found using a cell phone or personal device, or having it out during school hours, will be required to turn it in to an adult for storage for the remainder of the day. If a student refuses to turn in their cell phone or device when requested by staff, additional consequences may apply.

- **If a student refuses to comply**, a parent or guardian will be contacted and may be required to pick up the device and/or attend a meeting with the student and the principal.
- A cell phone/device plan for the student may be put into place.

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RESPONSIBLE AI (ARTIFICIAL INTELLIGENCE) USE AT MILTON MIDDLE SCHOOL

At Milton Middle School, we understand that tools like ChatGPT and other AI programs are part of how we learn today. These tools can be helpful, but it's important to use them the right way. That means being honest, thoughtful, and careful when using AI.

Here's what you need to know:

- Do your own work. It's okay to get help or ideas from AI, but your assignments should reflect your own thinking. Don't copy or let AI do the work for you.
- Give credit. If you use information from AI or any other source, say where it came from.
- Double-check facts. AI isn't always right. Use other sources to make sure the information is accurate.
- Use AI wisely. Don't rely on it for all your answers. Think for yourself and ask questions.
- Learn with support. Your teachers will help you understand how to use AI tools in a safe and smart way.
- MMS Administration will annually review and update these expectations to ensure they remain aligned with the evolving landscape of AI and ChatGPT technologies and best practices.

Misusing AI — like copying answers or submitting AI-written work — is considered cheating and will lead to consequences based on school rules.

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MMS DRESS CODE: The responsibility for the dress and grooming of a student rests primarily with the student and their parents or guardians.

<u>Allowable Dress & Grooming</u>	<u>Non-Allowable Dress & Grooming</u>
<ul style="list-style-type: none">Students must wear clothing including both a shirt with pants or a skirt (or the equivalent) and shoes.Shirts, pants, and dresses must have fabric in the front and on the sides.Clothing must cover undergarments (waistbands and bra straps excluded).Fabric covering all private parts must not be see-through.Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff member. Hoodies must allow the student's face to be visible to staff.Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, woodshop, and other activities where unique hazards exist.Specialized courses may require specialized attire, such as sports uniforms or safety gear.	<ul style="list-style-type: none">Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.Clothing may not depict pornography, nudity, or sexual acts.Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups.Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.Accessories, including but not limited to full-face masks or props, may be restricted to ensure visibility, manage safety, and reduce distractions in school.

Taken from Portland Public Schools Policy

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TRIMESTER DATES:

Trimester 1:

8/27/2025 - 11/21/2025

Trimester 2:

12/1/2025 - 3/13/2026

Trimester 3:

3/16/2026 - 6/15/2026

GRADING

MMS uses a proficiency-based system to communicate a student's growth. We progress monitor each trimester by sharing a report card with families. Families with students in 5-8 are also able to regularly monitor their progress by accessing PowerSchool. All of these learning outcomes are in alignment with the Proficiency-Based Graduation Requirements that all students in the MTSD must meet in order to receive their high school diploma.

- The report card shows the Proficiency-Based Graduation Requirements (PBGRs). They are linked to units and lessons that each core class is responsible for teaching (Common Core State Standards, the Next Generation Science Standards, C3 Framework for Social Studies, transferable skills, and MTSD curriculum), as well as a student's achievement on those standards using a 1-4 scale. The calibration and language of our reporting system are as follows:

Proficiency Score:	Description
4.0	Expanding: more complex evidence of the application of learning
3.5	In addition to score 3 performance, partial success at score 4 learning objective

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3.0	Proficient: meets the target learning objective
2.5	In addition to score 2 performance, partial success at score 3 learning objective
2.0	Developing: evidence of significant progression toward score 3 target learning objective
1.5	With help, partial success at learning objective
1.0	Beginning: with help, partial progression toward target learning objective
.5	With help, limited progression toward learning objective

- Transferable skills are an important component of the graduation proficiencies students need to demonstrate by the end of 12th grade. Transferable skills are similar to work habits and are skills that apply widely across all content areas.
 - [Clear and Effective Communication](#)
 - [Creative and Practical Problem-Solving](#)
 - [Informed and Integrative Thinking](#)
 - [Responsible and Involved Citizenship](#)
 - [Self-Direction Scoring Criteria](#)

[**PARENT TEACHER ASSOCIATION \(PTA\)**](#)

We seek to build strong partnerships with our families and communities. Milton PTA provides opportunities for families to support our school through fundraising and event planning. All are invited to attend the PTA monthly meetings and follow their Facebook page.

[**MMS STUDENT BEHAVIOR & DISCIPLINE PLAN**](#)

In alignment with MTSD C15 Policy for Student Conduct and Discipline and our mission and vision, our layers of prevention logic organize supports along a continuum, matching intervention intensity to student needs. Behavioral interventions have been designed to:

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1. Build a culture of learning for all areas of the whole child framework, deepening a sense of community and belonging amongst all stakeholders.
2. Promote positive behavior through consistent responses, common language, and data-driven decisions.
3. Prevent the development or decrease the frequency and/or intensity of the students' unexpected behaviors

Goals:

- Build a restorative community
 - Provide meaningful opportunities for social engagement that foster empathy and mutual responsibility for the well-being of individuals and the community
 - Promotes values and principles that use inclusive, collaborative approaches for being in community
- Build a culture of learning
 - Maximize on-task time and academic achievement for all students
 - Increase positive and civil social behavior
 - Foster stronger partnerships with families and the community
 - Improve school climate for students and adults
 - Reduction in the need for serious disciplinary measures such as suspension and expulsion
 - Improvement of post-high school outcomes for all students

Why Restorative Practices?

"In the simplest terms, whole-school restorative approaches build healthy school climates by creating space for people to understand one another and develop relationships; when things go wrong, restorative approaches create space to address needs, repair relationships, and heal.

Restorative practices provide meaningful opportunities for social engagement that foster empathy and mutual responsibility for the well-being of individuals and the community. Proactive practices intentionally build trust and understanding within the community to ensure a healthy, supportive climate and environment. When things go wrong, restorative practices engage those affected and create

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space so that individuals and communities can effectively identify, understand, and address harms and needs—this facilitates healing.

“Restorative practices promote values and principles that use inclusive, collaborative approaches for being in community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow us to act and respond in ways that are healing rather than alienating or coercive.”

~Lorraine Stutzman Amstutz and Judy H. Mullet, The Little Book of Restorative Discipline

Bolstering MTSS & EST

As we move to a whole-school restorative approach, it is also vital that our shift is anchored in the foundations of MTSS: (From Vermont Reads Institute at UVM MTSS-RtII Field Guide, p21)

The four pillars that support all discussion of instruction and intervention are:

1. *Multi-tiered instructional approach*--A systemic approach that maximizes opportunities for all students, which prevents both difficulties in learning and unexpected behaviors by layering increasingly-tailored instructional interventions and supports for all (teachers and students).
2. *Standards-based outcomes*--Instruction and intervention are based on explicit outcomes that have been determined based on standards, the curriculum, and student needs.
3. *Responsive decision-making*--Teachers take responsibility for making instructional decisions that consider the child's developmental level and learning needs in order to maximize learning.
4. *Access and equity*--Students participate in high-quality learning opportunities that are accessible, equitable, evidence-based, and engaging.

These four pillars subsequently support the essential elements:

- *High expectations for all students and teachers*--Teachers believe that all students can succeed academically and socially, given appropriate support.
- *Alignment and coordination of instruction across settings*--Students experience instruction across settings and over time that is coherent, interrelated, and designed to ensure comprehensive and balanced achievement and performance.
Communication across grade levels and content areas is critical.

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- *Differentiation to address learning differences and prevent learning difficulties*--Formative assessment data are used to ensure that instruction and intervention are increasingly differentiated, tailored, and targeted in a tiered system designed to accelerate learning.
- *Intervention to prevent difficulties and/or accelerate learning*--When needed, as evidenced by multiple ongoing assessments, students experience “enhancements of the general education curriculum and instruction” that provide more intensified instruction to promote more accelerated growth and development.

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Understanding the Behavior

Understanding the function of an unexpected behavior is essential to selecting appropriate interventions in order to reteach the behavior. The following questions should be considered in order to examine a possible relationship between the environment and the unexpected behavior:

- What is the unexpected behavior?
- What is the student gaining or avoiding by demonstrating the behavior?
- What do you want the student to do instead?
- How can you help this happen more often?
- How will you know if it works?

Universal Instruction

Universal instruction and interventions are effective, standards-based instruction that occurs in the general education classroom and is delivered by a general education teacher. Commonly referred to as “core instruction,” it is focused on meeting the needs of all students. The classroom teacher makes use of evidence-based instructional strategies and differentiates instruction to meet the needs of all students and ensure positive outcomes for all. Core instruction should include the whole class, small group, and individual student work that is informed by assessment data appropriate for your class/grade and the Common Core State Standards.

Targeted Interventions

Targeted interventions are supplemental, small-group, or individualized instruction. Even with good first instruction, some students continue to demonstrate unexpected behavior. Tier 2 or targeted instruction/intervention is designed specifically for those students who are not making adequate progress at the Universal level, or who are at risk for academic or behavior difficulties. Targeted interventions do not supplant Universal instruction, but are provided in addition to what the student is receiving in the classroom. These enhancements of the core curriculum are provided for a designated period of time and frequency. Interventions must be aligned to core instruction and are designed to match the needs of students identified as at-risk through screening and progress monitoring measures, and are provided by trained, knowledgeable, and skilled school professionals as soon as a need is identified.

Specially Designed Instruction

Specially designed instruction is intended for students who are not making sufficient progress, given high-quality instruction at both the universal and targeted levels. Specially designed interventions are supplemental, individualized, and customized for a very small number of students in a smaller group format and delivered with greater frequency and duration than at the targeted level. Students

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continue to receive core instruction, focused on appropriate CCSS. Interventions at this level are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled educator.

Discipline Types and Response

Below is a list of typical behaviors for each category; however, others may apply. Some Type II or III behaviors may be processed with Type III or IV responses, respectively, depending on the severity. Administrators should take into consideration the developmental level of the student and any mitigating circumstances. The administration will use their professional discretion on a case-by-case basis.

As a matter of policy, it is recognized that not all foreseeable situations or their severity can be anticipated. Students and parents should understand that if unforeseen situations should occur, the administrators would deal with these offenses at their discretion. The number of days for a suspension will be based on the severity of the incident as judged by the administration. There are MTSD policies that may result in disciplinary action at the Superintendent and/or School Board level.

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<p>Type I Behaviors: Classroom Behaviors (Minors)</p> <ul style="list-style-type: none">• Disrupting the learning environment by bothering or distracting other students and/or classes• Technology violation• Use of profanity or vulgarity (not directed towards others)• Failure to follow directions• Not in the assigned location (without permission)• Misuse of school property, including improper use of school materials• Academic dishonesty on minor assignments• Inappropriate physical interactions• Tardy or Skipping class without other misconduct	<p>Type I Response: (Faculty response)</p> <ul style="list-style-type: none">• Classroom-level behaviors are used as an educational and a 1:1 student-teacher relationship-building opportunity for faculty to uncover unmet needs.<ul style="list-style-type: none">◦ Initial restorative response required.◦ Classroom-based consequences (including making up missed work)◦ At a minimum, documented active communication with family by the teacher is required after the first repetition of the behavior.
<p>Type II Behaviors (Office Referral)</p> <ul style="list-style-type: none">• Repeated Type 1 Behaviors in which classroom intervention did not reduce the occurrence of the behavior• Trespassing• Verbal, written, or electronic comments that are sexually offensive or degrading• Misuse of facilities; disrespectful treatment of the environment• Targeted or directed language toward others• Possession or use of tobacco and/or nicotine• Physical contact, inappropriate physical behavior (mutual), hands-on.• Throwing objects in an inappropriate location• Instigating or initiating a physical altercation• Skipping with other misconduct concerns• Leaving the building without permission	<p>Type II Response: (Behavior Interventionist/ Admin. response)</p> <ul style="list-style-type: none">• Education, restorative options for response to behavior, and re-integration conversation with involved adults (restorative if the student is willing and able).• In school education for up to one day. A phone call/ meeting with family is required.• Suspension is discouraged, but the administration will use their professional discretion on a case-by-case basis. The reentry process is required for any suspension. Restorative reentry is highly encouraged if the student is willing and able to participate.

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Type III Behaviors (Office Referral)

- Repeated Type II Behaviors in which interventions did not reduce the occurrence of the behavior
- Failure to follow directions when it causes an unsafe situation
- Substantiated Bullying/Harassment/Hazing
- Substantiated Sexual Harassment
- Caused, attempted to cause, or threatened to cause physical injury to another person (not involving weapons)
- Fighting (mutual, resulting in minor injuries such as cuts, scrapes)
- Leaving school grounds without permission
- Throwing objects with the intent to cause harm
- False activation of the fire alarm
- Steals or attempts to steal school or private property
- Intentional Property Destruction / Vandalism
- Possession or use of marijuana/alcohol (See Policy/Procedures C2: Student Alcohol and Drugs) ******

Type III Response: (Admin. response)

- Mandatory parent conference, mandatory educational component, and up to 3 days of suspension at the discretion of the administrator.
- Student and family restorative options if the student is willing and able to participate.
- Re-entry process required.
- Restorative reentry is highly encouraged if the student is willing and able to participate.
- **** Substance is an exception and will adhere to the C2 Procedures for Drugs and Alcohol (see [MTSD Drug & Alcohol policy](#) below)**

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<p><u>Type IV Behaviors (Office Referral)</u></p> <ul style="list-style-type: none">• Assault• Repeated Bullying, Harassment, and Hazing• Repeated Sexual Harassment• Committed threats or intimidation• Possession of a weapon (excluding a firearm)• Engaging in consensual sexual behavior on campus	<p><u>Type IV Response: (Admin. response)</u></p> <ul style="list-style-type: none">• Mandatory parent conference, mandatory educational component, and up to 10 days of suspension at the discretion of the administrator and with approval of the superintendent.• Administrators can offer student and family restorative options in place of part of the suspension.• In school, educational options.• Re-entry process required.• Restorative reentry is highly encouraged if the student is willing and able to participate.
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<p><u>Type V Behaviors (Office Referral)</u></p> <ul style="list-style-type: none">• Committed or attempted sexual assault or battery• Possession of a firearm or imitation firearm• Brandishing or threatening with a weapon• Threat or Possession of an explosive• Arson	<p><u>Type V Response: (Admin. response)</u></p> <ul style="list-style-type: none">• Mandatory parent conference, mandatory educational component, and 10 days of suspension, or with the approval of the MTSD Board of Trustees, expulsion from school for up to the remainder of the school year or 90 days, whichever is longer.• The re-entry process is required. If applicable, restorative reentry is highly encouraged if the student(s) is/are willing and able to participate.
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Record Keeping and Due Process

The parent/guardian will be actively contacted concerning any information regarding student misconduct. All classroom (minor) and office infractions (ODRs & majors) need to be entered into SWIS. Depending on the infraction and state reporting requirements, the behavior may also be documented in PowerSchool. Behaviors that are state-reportable are:

1. Suspensions and Expulsions
2. Hazing, Harassment, and Bullying Complaints
3. Violent Crimes
4. Weapon Possession/Use
5. Unilateral Removal to an Alternate Setting

MMS will follow all federal and state guidelines in regard to Due Process. When a disciplinary infraction results in exclusionary discipline, the following will occur:

1. The student will be given an opportunity to explain what occurred during the disciplinary infraction, which the administration will consider when making disciplinary decisions.
2. The parent/guardian will be actively notified of the discipline infraction.
3. An advocate (case manager/representative when the student is on an IEP or a 504 plan) may be present.
4. Any exclusionary discipline, such as suspension, will be followed up in writing within 5 business days.

Restraint and Seclusion

It is the policy of the Milton Town School District that students not be subjected to inappropriate restraint or seclusion as defined by Vermont State Board of Education (SBE) Rule 4500. It is the district's intent to create and maintain a positive and safe learning environment and promote positive behavioral interventions and support in District schools. This policy is further intended to assist in creating a common understanding within the district of appropriate interventions by District staff.

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THE PREVENTION OF HARASSMENT, HAZING, AND BULLYING OF STUDENTS

The Milton Town School District is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect. It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont's Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

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

The District shall address all complaints of harassment, hazing and bullying according to the procedures described in Policy C10, and shall take appropriate action against any person – subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board's disciplinary policies or the school's code of conduct.

Parents/guardians, students, and employees should report conduct they believe might constitute harassment, hazing or bullying to a building administrator or designated employee.

Milton School Middle School designated employees at 42 Herrick Avenue, Milton, VT 05468

- **Dina Dressler, MES & MMS** 893-5464
- **Nichole Wehman, MMS** 893-5505
- **Sean Riehl, MMS** 893-5412
- **Anonymous Tip Line** 893-5497

For the complete policy and procedures, please click

[C10 - Prevention of Harassment, Hazing and Bullying of Students](#)

[C10P - Prevention of Harassment, Hazing and Bullying of Students Procedures](#)

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[MTSD Alcohol and Drug Policy](#)

No student shall knowingly possess, use, sell, give, or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school-sponsored activity away from or within the school.

For the complete policy, please click:

[C2 - Student Alcohol and Drug Policy](#)

[C2 Procedures: Student Alcohol and Drugs](#)

[WHAT TO DO IF YOU HAVE CONCERNs](#)

We understand that it can be confusing to know whom to contact for a discussion on particular issues. Parents/guardians and community members are encouraged to address their questions or concerns to the person or office most directly involved.

School Level

A child's teacher should be the initial point of contact when parents/guardians have a question or concern about specific issues such as student performance, discipline or school activities. Contact information for teachers can be located in the school's online directory, or within the school specific handbook.

The designated school administrator would be the appropriate person to contact initially when a question or concern exists relative to school policies, procedures, or transportation. The principal is also the first person of contact prior to initiating contact with District Personnel. [Find an Administrator](#)

A child's coach should be the initial point of contact when parents/guardians have a question or concern about specific issues related directly to the sport or team. If parents have athletic questions or concerns that cannot be answered by a coach and/or they have contacted the coach and are not satisfied, the Athletic Director, Marcel Choquette, would be the next point of contact.

802-893-5470 or mchoquette@mymtsd-vt.org

Hazing, Harassment and Bullying Complaints,

To make a complaint, notify one of the MTSD designated employees. Designated personnel for each school are available in the link below.

[MTSD Designated Employees - Hazing, Harassment and Bullying](#)

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District Level

Parents/guardians and community members should contact a teacher and/or principal prior to initiating contact with District Personnel.

The **Child Nutrition Services Manager**, Stephanie Bergen, should be contacted for any questions related to our school lunch program or other food service matters. She can be reached 802-893-5500 or sbergen@mymtsd-vt.org

The **Director of Curriculum and Instruction**, Lynne Manley, should be contacted for questions about instructional practices, education materials, curriculum and Multi Language Learning that cannot be resolved at the individual school level. 802-893-5386 or lmanley@mymtsd-vt.org

The **Director of Data Systems & Assessments**, Kurt Vogelpohl, should be contacted for questions regarding student data systems, local, state and district assessments such as the STAR, VTCAP, and student performance data, that cannot be resolved at the individual school level. 802-893-5307 or kvogelpohl@mymtsd-vt.org

The **Director of Student Services**, Tim Dunn, should be contacted for questions pertaining to all special education services and Federal programs that cannot be resolved at the individual school level. 802-893-5306 or tdunn@mymtsd-vt.org

The **Director of Operations**, Matt Grasso, should be contacted regarding operations related to finance, facilities or technology. 802-893-5173 or mgrasso@mymtsd-vt.org

The **District Superintendent**, Amy Rex, should be contacted with questions about District policies or procedures and their application, or for Board of Trustee related business. 802-893-5302 or arex@mymtsd-vt.org

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Contact Information for Breadloaf

<i>Teacher</i>	<i>Subject Area Taught</i>	<i>Telephone Number</i>	<i>Email Address</i>
Melissa Barnier	ELA	893-5513	mbarnier@mymtsd-vt.org
Brian Charash	Science	893-5642	bcharash@mymtsd-vt.org
Jasmine Keefer	Math	893-5514	jkeefer@mymtsd-vt.org
Nicole Wallace	Social Studies	893-5550	nwallace@mymtsd-vt.org
Katie Galichon	Literacy Consulting Teacher	893-5622	kgalichon@mymtsd-vt.org
Nancy Coli	Math Consulting Teacher	893-5610	ncoli@mymtsd-vt.org
Evan Eckstein	Speech and Language Pathologist(SLP)	893-5579	eeckstein@mymtsd-vt.org
Megan Smith	Co-Principal	893-5530	msmith@mymtsd-vt.org
Brandy Brown	Co-Principal	893-5504	bbrown@mymtsd-vt.org
Sean Riehl	School Counselor	893-5505	sriehl@mymtsd-vt.org
Colleen Carroll	School Services Clinician	893-5518	ccarroll@mymtsd-vt.org
Maike Camp	Nurse	893-5540	mcamp@mymtsd-vt.org
Danielle Bunnell	MMS front office	893-5523	dbunnell@mymtsd-vt.org

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Contact Information for Eagle

<i>Teacher</i>	<i>Subject Area Taught</i>	<i>Telephone Number</i>	<i>Email Address</i>
Katrina Antonovich	ELA & Social Studies	893-5515	kantonovich@mymtsd-vt.org
TBH	Science	893-5576	@mymtsd-vt.org
Selena Senesac	Math	893-5600	ssenesac@mymtsd-vt.org
Sophie Larson	Math & Literacy Consulting Teacher	893-5308	slarson@mymtsd-vt.org
Evan Eckstein	Speech and Language Pathologist (SLP)	893-5579	eeckstein@mymtsd-vt.org
Megan Smith	Co-Principal	893-5530	msmith@mymtsd-vt.org
Brandy Brown	Co-Principal	893-5504	bbrown@mymtsd-vt.org
Sean Riehl	School Counselor	893-5505	sriehl@mymtsd-vt.org
Colleen Carroll	School Services Clinician	893-5518	ccarroll@mymtsd-vt.org
Maike Camp	Nurse	893-5540	mcamp@mymtsd-vt.org
Danielle Bunnell	MMS front office	893-5523	dbunnell@mymtsd-vt.org

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Contact Information for Moosalamoo

<i>Teacher</i>	<i>Subject Area Taught</i>	<i>Telephone Number</i>	<i>Email Address</i>
Michelle Borbas	ELA	893-5501	mborbas@mymtsd-vt.org
Kate Shusdock	Science	893-5511	kshusdock@mymtsd-vt.org
Logan LaMoy	Math	893-5617	ltracy@mymtsd-vt.org
Emily Haddock	Social Studies	893-5525	ebrewer@mymtsd-vt.org
Courtney Pelkey	Literacy Consulting Teacher	893-5502	cpelkey@mymtsd-vt.org
Sarah Couture	Math Consulting Teacher	893-5498	scouture@mymtsd-vt.org
Evan Eckstein	Speech and Language Pathologist(SLP)	893-5579	eeckstein@mymtsd-vt.org
Megan Smith	Co-Principal	893-5530	msmith@mymtsd-vt.org
Brandy Brown	Co-Principal	893-5504	bbrown@mymtsd-vt.org
Sean Riehl	School Counselor	893-5505	sriehl@mymtsd-vt.org
Colleen Carroll	School Services Clinician	893-5518	ccarroll@mymtsd-vt.org
Maike Camp	Nurse	893-5540	mcamp@mymtsd-vt.org
Danielle Bunnell	MMS front office	893-5523	dbunnell@mymtsd-vt.org

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Contact Information for Prospect

<i>Teacher</i>	<i>Subject Area Taught</i>	<i>Telephone Number</i>	<i>Email Address</i>
Chris DeWolfe	ELA & Social Studies	893-5513	cdewolfe@mymtsd-vt.org
Leman Bronson	Science	893-5507	lbronson@mymtsd-vt.org
Amy Johnson	Math	893-5517	ajohnson@mymtsd-vt.org
Jennifer Chamberland	Literacy & Math Consulting Teacher	893-5512	jchamberland@mymtsd-vt.org
Tami Koester	Speech and Language Pathologist(SLP)	893-5416	tkoester@mymtsd-vt.org
Megan Smith	Co-Principal	893-5530	msmith@mymtsd-vt.org
Brandy Brown	Co-Principal	893-5504	bbrown@mymtsd-vt.org
Nichole Wehman	School Counselor	893-5537	nwehman@mymtsd-vt.org
Colleen Carroll	School Services Clinician	893-5518	ccarroll@mymtsd-vt.org
Maike Camp	Nurse	893-5540	mcamp@mymtsd-vt.org
Danielle Bunnell	MMS front office	893-5523	dbunnell@mymtsd-vt.org

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Contact Information for Equinox

<i>Teacher</i>	<i>Subject Area Taught</i>	<i>Telephone Number</i>	<i>Email Address</i>
Reilly Wells	ELA	893-5503	rwell@mymtsd-vt.org
Gena Elliott	Science	893-5527	gelliott@mymtsd-vt.org
Catherine Thibault-Cote	Math	893-5534	cthibault-cote@mymtsd-vt.org
Tara Genzlinger	Social Studies	893-5520	tgenzlinger@mymtsd-vt.org
Raymond Stebbins	Math Consulting Teacher	893-5546	rstebbins@mymtsd-vt.org
Gloria Crowe	Literacy Consulting Teacher	893-5588	gcrowe@mymtsd-vt.org
Tami Koester	Speech and Language Pathologist (SLP)	893-5416	tkoester@mymtsd-vt.org
Megan Smith	Co-Principal	893-5530	msmith@mymtsd-vt.org
Brandy Brown	Co-Principal	893-5504	bbrown@mymtsd-vt.org
Nichole Wehman	School Counselor	893-5537	nwehman@mymtsd-vt.org
Colleen Carroll	School Services Clinician	893-5518	ccarroll@mymtsd-vt.org
Maike Camp	Nurse	893-5540	mcamp@mymtsd-vt.org
Danielle Bunnell	MMS front office	893-5523	dbunnell@mymtsd-vt.org

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Contact Information for Sterling

<i>Teacher</i>	<i>Subject Area Taught</i>	<i>Telephone Number</i>	<i>Email Address</i>
Vincent Russell	Social Studies	893-5531	vrussell@mymtsd-vt.org
Hannah LaRose	Science	893-5528	hlarose@mymtsd-vt.org
Kisa Tabery	Math	893-5516	ktabery@mymtsd-vt.org
Therese King	ELA	893-5162	tking@mymtsd-vt.org
Joseph Smith	Literacy Consulting Teacher	893-5529	jsmith3@mymtsd-vt.org
Jess Huntley	Math Consulting Teacher	893-5640	jhuntley@mymtsd-vt.org
Tami Koester	Speech and Language Pathologist (SLP)	893-5416	tkoester@mymtsd-vt.org
Brandy Brown	Co-Principal	893-5504	bbrown@mymtsd-vt.org
Megan Smith	Co-Principal	893-5530	msmith@mymtsd-vt.org
Nichole Wehman	School Counselor	893-5537	nwehman@mymtsd-vt.org
Colleen Carroll	School Services Clinician	893-5518	ccarroll@mymtsd-vt.org
Maike Camp	Nurse	893-5540	mcamp@mymtsd-vt.org
Danielle Bunnell	MMS front office	893-5523	dbunnell@mymtsd-vt.org

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Contact Information for Student Support

<i>Teacher</i>	<i>Subject Area Taught</i>	<i>Telephone Number</i>	<i>Email Address</i>
Nichole Wehman	School Counselor	893-5537	nwehman@mymtsd-vt.org
Sean Riehl	School Counselor	893-5505	sriehl@mymtsd-vt.org
Maike Camp	Nurse	893-5540	mcamp@mymtsd-vt.org
Frank Bonavita	RP and Behavior Coordinator	893-5654	fbonavita@mymtsd-vt.org
Dina Dressler	HHB Coordinator	893-5464	ddressler@mymtsd-vt.org
Alice Larned	MMS Social Worker	893-5442	alarned@mymtsd-vt.org
Colleen Carroll	School Services Clinician	893-5518	ccarroll@mymtsd-vt.org
Brandy Brown	Co-Principal	893-5504	bbrown@mymtsd-vt.org
Megan Smith	Co-Principal	893-5530	msmith@mymtsd-vt.org
Robert Iannaco	Building-based behavior interventionist	893-5313	riannaco@mymtsd-vt.org
Lisa Godin	Building-based behavior interventionist	893-5519	lgodin@mymtsd-vt.org
Natalie Parker-McDaniel	Reading Interventionist	893-5510	nparker-mcdaniel@mymtsd-vt.org
Julie Steves	Reading Interventionist	893-5163	jsteves@mymtsd-vt.org
Cass Barrett	Math Interventionist		cbarrett@mymtsd-vt.org
Megan McLoughlin	EL Teacher	893-5175	mmclaughlin@mymtsd-vt.org

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Contact Information for Unified Arts

<i>Teacher</i>	<i>Subject Area Taught</i>	<i>Telephone Number</i>	<i>Email Address</i>
Andrew Rosacker	Vocal Music teacher	893-5594	arosacker@mymtsd-vt.org
Katherine Loalbo	Instrumental Music teacher	893-5542	kloalbo@mymtsd-vt.org
Jim Osborn	STEAM	893-5576	josborn@mymtsd-vt.org
Paul Curtiss	Theatre	893-5594	pcurtiss@mymtsd-vt.org
1) Nichole Wehman 2) Sean Riehl	School Counselors	1) 893-5537 2) 893-5505	1) nwehman@mymtsd-vt.org 2) sriehl@mymtsd-vt.org
1) Kody Weaver 2) Rachel Eckler	Physical Education	1) 893-5526 2) 893-5543	1) kweaver@mymtsd-vt.org 2) rcornwell@mymtsd-vt.org
Kaley Dickinson	Visual Arts	893-5545	kdickinson@mymtsd-vt.org
Kate Russell	Library	893-5578	krussell@mymtsd-vt.org
Kristen Pritchard	World Language-Spanish	893-5495	kpritchard@mymtsd-vt.org
Suzy Diner	World Language-French	893-5508	sdiner@mymtsd-vt.org
Matthew Bodwell	World Language-German	893-5523	mbodwell@mymtsd-vt.org
Dana Wainer	Health	893-5264	dwainer@mymtsd-vt.org