

# Walden School Family Handbook

2019-2020



## **Walden School Mission Statement:**

Our mission is to provide all Walden children with a supportive and safe environment. We will also provide sufficient resources to enable students to reach their full potential as lifelong learners and socially responsible citizens.

## Walden School Statement of Purpose:

Our purpose is to create an environment that values respect, responsibility, and safety to encourage lifelong learners and responsible citizens.

Area 1 Academic Responsibilities	Area 2 Behavior Responsibilities	Area 3 Social Skills Responsibilities
<p><b>Students will:</b></p> <p>Arrive on time to school with all materials.</p> <p>Participate and persevere to complete all classroom activities and work to the best of their abilities.</p>	<p><b>Students will:</b></p> <p>Use positive words and actions.</p> <p>Meet school-wide expectations.</p> <p>Take responsibility for their actions.</p> <p>Tell adults about unsafe behavior.</p>	<p><b>Students will:</b></p> <p>Use effective communication skills and demonstrate cooperation.</p> <p>Participate in the lessons and meet expectations.</p> <p>Care for Kids (Pre-K-4)</p> <p>We Care (4-8)</p>
<p><b>Faculty and Staff will:</b></p> <p>Analyze data to drive instruction.</p> <p>Design engaging and rigorous lessons, incorporating the workshop model.</p> <p>Provide differentiated instruction according to students' needs.</p> <p>Plan, teach, and assess, district and state standards. Inform parents of student activities and student academic progress.</p>	<p><b>Faculty and Staff will:</b></p> <p>Display, model, and teach all of the behavioral expectations (Be Safe, Be Respectful, Be Responsible) to all students.</p> <p>Provide behavior specific reinforcement.</p> <p>Consistently use the school's behavior management system.</p> <p>Employ positive reinforcement practices that enable students to remain in the classroom.</p>	<p><b>Faculty and Staff will:</b></p> <p>Implement Responsive Classroom practices supported by the framework of Multi-Tiered System of Support with fidelity.</p> <p>Display, model and teach social skills.</p> <p>Provide behavior-specific reinforcement for prosocial skills.</p>

<p style="text-align: center;"><b>Area 1</b> Academic Responsibility</p>	<p style="text-align: center;"><b>Area 2</b> Behavior Responsibility</p>	<p style="text-align: center;"><b>Area 3</b> Social Responsibility</p>
<p><b>Parents will:</b></p> <p>Participate in communication with the school.</p> <p>Encourage their child to give their best effort.</p> <p>Provide a time and place for their child to do their homework.</p> <p>Access homework tutoring and assistance programs offered by the school.</p>	<p><b>Parents will:</b></p> <p>Review the school-wide behavior management plan.</p> <p>Keep open communication with the school.</p>	<p><b>Parents will:</b></p> <p>Support social skills lesson content.</p>
<p><b>Administrator's will:</b></p> <p>Ensure that teachers have the resources to facilitate instruction.</p> <p>Provide feedback and support on instructional practices.</p>	<p><b>Administrator's will:</b></p> <p>Ensure school-wide expectations are posted in all settings.</p> <p>Communicate school-wide expectations to all constituents.</p> <p>Support and advise teachers in the implementation of the school behavior management system. (RC &amp; MTSS-B)</p>	<p><b>Administrator's will:</b></p> <p>Ensure teachers have the resources to facilitate instruction.</p> <p>Communicate school-wide expectations to all constituents.</p> <p>Support and advise teachers in the implementation of the social lessons. (RC &amp; MTSS-B)</p>

## **Non-Discrimination Policy**

The Caledonia Cooperative School District is committed to a policy of nondiscrimination in relation to race, religious creed, color, national origin, disability, sex, marital status, age, sexual orientation. In keeping with the requirements of the federal and state law, the district strives to remove any vestige of discrimination from employment, assignment, and promotion of personnel; in educational opportunities and services offered students, in their assignment to school and classes, and in their discipline; in location and use of facilities; and in educational offerings and materials.

## **FERPA Notification**

The school will annually notify parents of students currently in attendance and eligible students currently in attendance of their rights under the Family Rights and Privacy Act of 1974. Notice will be given in a manner reasonably likely to inform parents and eligible students have the right to:

- Inspect and review the student's educational records
- Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.
- Consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that the Act authorizes disclosure without consent.
- Parents may request that the school not release any directory information about a student to the public. The school routinely releases information to newspapers that contain students' names, grade level, and awards or honors received. Parents who want to restrict the release of this information should inform the school in writing.
- Obtain a copy of the school's policy and written procedures and protocols related to student records.
- File with the U.S. Department of Education a complaint concerning alleged failures by the school to comply with the requirements of the Act.
- The federal statute and regulations are enforced by the Family Education Rights and Privacy Act Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington. D.C., 20202, which is empowered to investigate timely written complaints.

## **Caledonia Cooperative School District**

The Caledonia Cooperative School Board meets the second Monday of every month at 6:00 p.m. rotating among Barnet, Walden and Waterford schools. Parents and community members are invited to attend. If you wish to include an agenda item, please contact the Superintendent's office or Board Chair Heather Gonyaw, one week in advance.

## **Caledonia Central Supervisory Union Staff**

Superintendent	Mark Tucker
Business Manager	Patricia Amsden
Human Resource Manager	Vanessa Koch
Executive Assistant to The Superintendent	Katie Callan
Financial Office Assistant	Sharon Alger
Special Services Coordinator	Sabrina Brown
Curriculum Director	Monica Morrisey
Curriculum Leader	Jessica Monahan
Preschool Coordinator	Ingrid Reade

## Walden School Staff

Pre-K	Kendall Darrell
Kindergarten	Marie Langmaid
Grades 1 & 2	Randi Lowe
Grades 3 - 5 Humanities	Tamara Thompson
Grades 3 - 5 Math & Science	Travis Hill
Grades 6 - 8 STEM	Tammy Russell
Grades 6 - 8 Humanities	David Irwin
Literacy Interventionist	Jill Bell
Literacy Interventionist	Kimberly Larose
Math Interventionist	Richie Benoit
Special Educator	Kate Gansle
Art	Jayne Donahue
General Music & Chorus	C.Luna Dunbar
Band & Instrumental	Scott Foote
Physical Education & Health	Alex Hight
Principal	Elizabeth Benoit
Secretary	Helen Lamberton
Nurse	Molly Brock
Custodian / Buildings & Grounds	Paul Greaves
Food Service	Karen Fitzgerald
Preschool Support	Lisa Olson
Individual Assistant	Allison Horne
Individual Assistant	Jessica Buxton
Individual Assistant	Kristen Millard
Individual Assistant	Cathy C. McNally
School Counselor	Linda Gajowski
WMCH MTSS - B Analyst	Damien Owczarski

### Contact Information

Walden School  
135 Cahoon Farm Road, West Danville, VT 05873  
Ph: 802- 563-3000 Fax: 802-563-3030

# Important Information

## Daily Schedule

Walden School Day Hours: Preschool - 8th grade 8:00 a.m. - 3:00 p.m.

Early Parent Drop Off	Bus Arrives at School	School Begins	School Dismissal	Bus Departure
<b>7:45 a.m.</b>	<b>7:45 a.m.</b>	<b>8:00 a.m.</b>	<b>2:55 p.m.</b>	<b>3:00 p.m.</b>

## Advice for Arrival

Teachers are required to arrive at school by 7:30 a.m. Teachers are participating in professional development activities which are important, and therefore, unable to supervise children. Students who walk or arrive by car should arrive as close to 8:00 a.m. as possible.

The driveway in front of the building can be used for dropping students off in the morning. It is the entry point for the school bus. Please use the driveway in the front of the building for drop off only.

- Only use the front driveway if you are not coming into the building.
- Keep behind the vehicle in front of you, to avoid passing the vehicle, particularly, the bus.
- If you are going to walk your child into the building, please enter the lower driveway by the basketball court and park in the rear parking lot.
- Upon arrival at school, students in grades K-8 will go directly to the multi-purpose room for breakfast and not to their classrooms.
- Pre-K students will be escorted to the Pre-K classroom upon their arrival.
- Parents may leave messages for staff with the secretary

## **Advice for Dismissal**

It is important for children to be with their class until the end of the school day. We request that parents wait for their children in the atrium. This helps to relieve congestion and helps classes to have a calm closure to the day.

Students will depart their classroom single file under the supervision of a staff member. Students attending the *After School Program* will be dismissed directly to the *ASP* room. Those riding the bus will be dismissed first, followed by those being picked up by parents. If parents are not present in the atrium during dismissal, students will wait in the multi-purpose room under the supervision of a staff member. Students who walk home from school will be dismissed from the multi-purpose room after the bus has departed from the driveway.

Students will be released from school only to their parent/guardian or to people authorized by their parent/guardian. Any student who needs to leave school before the normal dismissal time is required to provide a note from their parent to the secretary at the beginning of the school day. Students will not be released unless a parent or guardian comes to the office to sign them out. If the dismissal is for a part of a school day, the student must report to the office when he/she returns to school.

Any change in the student's dismissal routine must be done in advance and accompanied by a written note. This includes changes in adult pick up. No student will be allowed to make a change in his/her routine unless a note or phone call has been received by the office. Please note that due to the routines for dismissal, phone calls between 2:30-3:00 will be forwarded to voicemail. Therefore, changes in dismissal plans need to be made prior to 2:30.

## **Bicycles**

Students are expected to walk bicycles from the road onto the driveway and place them securely in the bicycle rack upon entering the school grounds.

## **Cancellation, Delayed Opening or Early Closing**

The Superintendent, in consultation with the Road Foreman and school bus owner, will make a determination by 6:00 a.m. if school should be delayed or cancelled due to inclement weather or other emergency. On these occasions, families will be notified via the school's One Call system.

If you are concerned that the bus is late, please call the office for an update.

## **Academics**

### **Academic Reports**

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

Twice a year, once in the fall and once in the spring, we host student-led conferences, where students articulate their academic and social progress in regard to goals they have set as well as against established standards. New assessment research shows conference should not only include the child but perhaps should even be led by the child. The child should know what he or she has learned and what his/her goals are for the next trimester. Within a student-led conference, student work portfolios and student reflections on their work in addition to tests, projects and other demonstrations of learning are showcased. This allows the child to demonstrate how they evaluate his/her progress and articulate clearly what he/she needs to learn, thus gaining greater responsibility over their progress. It is VERY important every parent attend conferences with his/her child. The following are suggestions you may want to ask your child or the teacher during a conference:

- What is my child's class schedule?
- What are my child's strengths and weaknesses in major subject areas?
- Does my child need special help in any subject? If so, how can I help my child at home?

- What will my child be instructed this year in reading? Math? Science?
- How much time should be spent on homework, and how can I help with homework.
- What standardized tests will my child take this year, and what will the results be used for?
- Does my child get along with other children? With you?
- Can you mention other ways I can help my child to reach academic success?
- Are there special interest activities that the school or I can provide?

### **Curriculum and Assessment**

Under the direction of CCSU Literacy Coordinator and the CCSU Math/Science Coordinator, curriculum groups across the Supervisory Union are developing units of study aligned with the *Common Core State Standards* as well as the *Next Generation Science Standards*. Teachers implement the standards based units with students. These units include a common framework and common assessments that are continually refined for effectiveness.

As required by the Vermont Agency of Education, Walden School has an on-going assessment plan. The Smarter Balanced Assessment Consortium (SBAC) is given as a formal assessment to students in grades 3-8. Students in grades Kindergarten-Grade Two, are administered the Primary Observation Assessment (POA) and the Fountas and Pinnell Benchmark of Assessment. Grades 3-8 are assessed using the Fountas and Pinnell Benchmark of Assessment. In addition, Walden School Primary Numbers Observation Assessment (PNOA) is administered to students in grades K-2 while the STAR Math/Reading assessment three times a year to monitor student progress.

### **Allied Arts**

Allied Arts offerings at Walden School include the following: Music, Health, Physical Education and Art.

General music is offered to all students grades K-8. Each year students perform at two concerts, a winter and spring concert. Students in grades 5-8 may sign-up to learn a band instrument. Group lessons and performing ensembles are offered weekly.

## **Early Education**

The Caledonia Early Education Project (CREEP) is a program throughout the supervisory union that supports the learning and socialization of 3-5 year olds. Preschool students must be 3 or 4 years old by September 1st of the current year to attend.

## **Information Technology**

Walden School staff is dedicated to the use of technology as a tool to promote communication, and an understanding of the world. A Library Media Specialist works in consort with staff to assist students in the effective use of technology.

## **Literacy**

Teachers use the CCSU Literacy Curriculum that is based on the Common Core State Standards. Literacy instruction is taught using a workshop model and includes quality literary literature, informational texts, guided reading groups, vocabulary development and word work. Students write in a variety of genres such as narrative, explanatory, and argumentative. All of these components are necessary to ensure success in the acquisition of early literacy. Students in grades K-2 will have the support of curriculum materials created by *Fountas & Pinnell*.

## **Mathematics**

Mathematics is taught using a workshop model. Walden School has transitioned to the Common Core State Standards and uses Eureka Math as one of our resources. We attempt to integrate mathematics and science in a way that is both meaningful and engaging.

## **Science**

Teachers continue to develop science units of study using the *Next Generation Science Standards* as a framework. Walden School enjoys a partnership with the Montshire Museum that offers programs for our students, materials to use within the classroom, as well as content support for our teachers.

## **Global Citizenship Studies**

The K-8 CCSU Social Studies curriculum is consistent with the *C3 Standards*. A variety of primary and secondary resources, simulations, works of fiction and place-based learning opportunities occur at each level.

## **WCMH MTSS-B School-wide Analyst**

In collaboration with Washington County Mental Health, we have the services of an MTSS-B Schoolwide Analyst. The analyst works with students, families and staff to provide necessary behavioral support for students and assist in forming plans for success in student learning.

## **Walden School Counselor**

Guidance is available for individual and small groups of students, with a focus on relationships, problem solving, career exploration, and student concerns. Parents are encouraged to call the school with questions or concerns regarding their individual student's needs.

## **Graduation**

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

## **Homework**

Our school strives to help every student meet the Common Core State Standards. Homework is designed to provide practice, reinforcement, extension, application or integration of learning. It teaches students responsibility and time management, offers an opportunity for family involvement and prepares students for high school.

As our students progress through school, you will see an increased amount of homework. Below are suggested guidelines:

Kindergarten: 10 minutes  
Grades 1 & 2 20 minutes ( 3-4 times a week )  
Grades 3 & 4 35 minutes ( 3-4 times a week )  
Grades 5 & 6 45 minutes ( Monday - Thursday )  
Grades 7 & 8 55 minutes ( Monday - Thursday )

We ask your help and involvement in seeing that homework is complete. It is important to offer help and encouragement. Showing interest and support for the homework practice and sharing your experience with time management and strategies for persevering through a problem will be valuable to your child's success with homework. We acknowledge that sometimes home life is busy. If your child does not complete homework because of a family event, please write a brief explanation to the classroom teacher.

If homework is not completed at home, your child will be asked to complete the work the next day at school. This could be during morning meeting or through a working lunch. If lack of homework completion becomes a chronic issue, your child will be asked to stay after school to complete the work.

### **Promotion / Retention**

Most children mature and acquire basic skills necessary to foster future growth. In instances where a child has not demonstrated sufficient maturity, social, emotional growth and mastery of basic skills, it may be best for the child to repeat the grade to allow for catch up. Automatic promotion can lead to a greater gap in achievement level.

While no one criteria is the basis for a decision to retain, if a child is failing Reading or Math, he/she will be looked at closely for retention. Retention would be examined more closely if the child was also failing Science or Social Studies in addition to Reading and/or Math.. If the child is failing both Reading and Math, the likelihood is strong that he/she would be retained.

In addition, the following criteria will be considered as well.

Relevant Test Scores  
Study Skills & Habits  
Academic Ability  
Past Performance  
Attendance Record  
Maturity

Parental Support  
Teacher Recommendation  
Academic Performance  
Previous Retention  
Chronological Age  
Social/Emotional Development

### **Procedures for Retention**

- There should be on-going communication between home and school from the beginning of the year, relative to any students considered at risk.
- In making a retention decision, the teacher should seek the involvement of other professionals who work with the child. This could include, but is not limited to, other teachers, literacy interventionists, math interventionists, special education personnel, and the principal. Conferences between the teachers, appropriate educational specialists, principal and parents will be arranged to discuss the reasons for the recommendation.
- At the end of the second trimester, the classroom teachers will submit a written review to the principal for each child previously referred. A second conference between the teachers, appropriate educational specialists, principal and parents will be arranged to discuss student progress.
- There are occasions when it is appropriate to assign a student to the next grade because of chronological age or other individual considerations. An assignment is not an academic promotion. It may be granted by the principal and/or superintendent if it is in the best interest of the student and the school to do so.
- The principal and/or special services coordinator, where appropriate, will take extenuating circumstances affecting retention of any student under advisement. If the child is to be retained, the parents shall normally be notified in writing before school closes in June.
- An individual plan will be developed for each student being retained in grades K-8, specifically indicating the goals and objectives that should be accomplished during the year of retention.

## **Retention Appeal Process**

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

### **Acceleration of a student to Another Grade Level**

"Academic acceleration in its many forms is without question the most effective means...for meeting the needs of academically advanced learners". Each case for subject or grade-level acceleration must be handled individually. Acceleration should be considered after differentiation strategies for content, process, product, learning environments, and time have been explored, implemented, and documented with success or failure.

#### **Criteria and Considerations for Acceleration Criteria for subject and/or grade-level acceleration:**

- The student's instructional level is at least **two or three grades above** same-age peers across major subject areas, social and emotionally able to accept the acceleration as well above level executive functioning skills.

#### **Considerations when reviewing a student for subject and/or grade-level acceleration:**

- The student may demonstrate intense frustration or disengagement with the current academic program.
- The student demonstrates success when provided with access to educational options two or three grade levels above their current level.
- The student expresses interest in acceleration.
- The parents/guardians support acceleration.

- The school environment supports acceleration and recognizes that the student may, in the transition, reveal some gaps in knowledge and skills that can be quickly remediated.

#### Subject or Grade-level Acceleration Procedures

- I. At the beginning of an academic school year (no later than September 30<sup>th</sup>), a teacher or parent may request a meeting to discuss acceleration of a student to the next grade level. If a child is to be considered for acceleration to the High School level, the principal must contact the High School of choice for entrance criteria.
- II. The parents, teacher and principal will conduct a comprehensive analysis of data and administer additional assessments if needed. All assessments must be done by October 15<sup>th</sup> of the current school year.
- III. The team will review the results of the assessments as well as reviewing data that has been collected. This is to include work samples, classroom observations, and parent/teacher input forms.
- IV. If the team deems that the student meets the criteria to accelerate, a plan will be created by October 30<sup>th</sup> as to how the child will be exposed to the curriculum of the grade that they will miss. A detailed plan must be received in the Waterford School office by November 1<sup>st</sup>. A copy of the plan will be sent to the Superintendent.
- V. If the team disagrees with the results of the data and assessments, the Principal will review all information and make the final decision on acceleration. The party that disagrees must put into writing the reason that they disagree with the results and what the disagreement is based upon.

#### Plan for Acceleration

- Documentation of goals of the plan must be documented monthly by the classroom teachers and presented at the monthly meetings. At any time the team can amend the plan or chose to not accelerate the child to the chosen grade level.
- A final decision on acceleration will be made by May 15<sup>th</sup>. A copy of the decision will be kept in the students file as well as a copy will be sent to the Superintendent.
- If the team disagrees with the decision of acceleration, the principal will make the decision.

## **Appeal Process**

If the parents disagree with the decision, they can appeal to the Superintendent. The Superintendent has the final decision for acceleration.

## **Multi-Tiered Systems of Support**

The Multi-Tiered Systems of Support (MTSS) is defined as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche et al, 2005.)

## **Special Education**

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

## **ATTENDANCE**

Vermont State Law requires students to attend school for the full number of days that school is in session unless prevented by illness. This is the only circumstance where an excused absence will be given. All other absences from school are considered unexcused. Prior notification by parent/guardian regarding

an anticipated absence should be made to the office by sending a note or by calling the school. If a student will be late or absent, notification should be made to the school before the start of the school day on the day of the absence.

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

The administration has the authority to request a written medical verification from a healthcare professional.

Parents must notify the school (563-3000) prior to 8:00 a.m. in the event that their child will be absent or tardy.

Unreported absences will be followed up by a telephone call from the school nurse or secretary.

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

### **Attendance at School Sponsored Events**

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

## **Make Up Work After An Absence From School**

The school will provide make-up work for excused absences. Students are responsible for requesting make-up work immediately upon returning to school. In the case of a prolonged absence, the student will be allowed a reasonable amount of time to complete their make-up work. Following an absence from school, students will be permitted double the time of the absence to make up class work (example: absent 2 days – has 4 days to make up work). Exceptions would be in cases of long illness more time may be permitted at the discretion of the teacher and with the approval of the principal. Students will be reminded by the teacher that they have make-up work to complete, but they must understand that it is ultimately their responsibility to find out what the missed work included and to hand it in when due. If a student is suspended out-of-school, he/she will make up exams or turn in projects on the day the student returns following his/her suspension. Students will be provided class assignments before leaving for a suspension and will be expected to have their work completed upon return. Work that is not completed upon return will be considered incomplete and graded accordingly.

### **Tardiness**

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

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

# BEHAVIOR

## Alcohol, Drugs and Tobacco

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

### Walden School-wide Expectations for Behavior

We view discipline as learning. We strive to associate discipline with positive acts and learning. Thus, we develop rules and use logical consequences when rules are broken to help students learn how to behave differently.

We work to help students develop self-control and empathy in order to create a community where students learn to be responsible, resourceful, independent learners. We also understand that parents are partners in their child's education and expect that they will be part of the process in teaching discipline. The goal is that students will take responsibility for solving their own problems in positive and respectful ways, thereby increasing their feelings of competency and self-respect. Walden School implements the *Responsive Classroom* model that is supported by a *Multi-Tiered System of Support - Behavior* (formerly known as PBIS). Teachers take opportunities to pre-teach and model expectations, and practice, practice, practice. Students are expected to make appropriate behavior choices with the support of a positive classroom environment and a variety of interventions.

There are three overarching rules that frame all expected behavior. They are: To be Safe, Responsible and Respectful. Throughout the school year, the expectations are referred to in order to help students be mindful of their actions. Teaching the rules is viewed as an activity that we take advantage of whenever the opportunity arises. The rules serve as a guideline for how we behave. We use them to help us determine how to act and how we might behave differently. These rules are expectations for behavior not only for students, but for staff and visitors as well.

## Playground Expectations

	Be Safe	Be Respectful	Be Responsible
Recess and Playground	Use equipment appropriately  Be within eyesight or earshot of an adult  Keep hands and feet to yourself	Use equipment appropriately  Be within eyesight or earshot of an adult  Keep hands and feet to yourself	Use equipment safely

## Playground Consequences

Behavior	Consequence
Misuse of Equipment	Loss of equipment for that recess
Not following rules of a game	Find another activity for that recess
Uncooperative play	Play with someone else for recess
Rough play/unsafe behavior	Stage 1 timeout on bench (5 minutes) Sending teacher processes at end of Time/Out
Swearing	Sit on the bench for recess
Defiance of supervisors	Stage 2 time out and classroom teacher notified
Repeated violations of playground rules	Recess Academy for K-4 Stage 2 time out for 5-8
Hitting, Kicking, Pushing	Office referral

## Lunchroom Expectations

	Be Safe	Be Respectful	Be Responsible
Lunchroom & Lunch in the Classroom	<p>Walk safely</p> <p>Keep your hands and feet to yourself</p>	<p>Use an inside voice</p> <p>Use food/materials respectfully</p> <p>Appropriate conversations</p> <p>Be respectful of student's space</p>	<p>Clean up after yourself</p> <p>Eat your own food</p>

## Lunchroom Consequences

Behavior	Consequence
Disruptive voices	Eat at a Tranquil Table
Inappropriate or disrespectful behavior	Eat at a Tranquil Table
Continued misbehavior at a Tranquil Table	Finish lunch in separate, quiet area
Failure to master skills	Practice appropriate behavior at recess (5 minutes)
Repeated misbehavior	Suspension of lunchroom privileges for one week Referral to teacher

## Classroom Expectations

	Be Safe	Be Respectful	Be Responsible
Classroom	Handle materials appropriately  Keep hands and feet to yourself	Listen politely  Raise your hand  Leave the room better than you found it	Be prepared  Do your best work  Leave the room better than you found it

## Classroom Consequences

Behavior	Consequence
Abuse of a privilege, equipment, item or activity	Temporary loss of privileges, equipment, items or activities
Incomplete work	Finish at Morning Meeting  (or after school with parent agreement/plan)
Wasting instructional time	Recess Academy
Talking during instruction	Separation from group (stage 1 time out)
Disrespectful behavior	Separation from group (stage 1 time out)
Failure to master skills	Recess Academy to practice routines: Lining up Entering/Exiting the room Walking instead of running Raising a quiet hand

### Hallway Expectations

	Be Safe	Be Respectful	Be Responsible
Hallway Expectations	<p>Walk</p> <p>Walk on the right side of the hallway</p> <p>Keep a respectful distance between yourself and others</p>	<p>Move quietly</p> <p>Hands to your side</p> <p>Leave wall displays intact</p>	<p>Arrive at your destination promptly</p> <p>Pick up litter</p>

### Hallway Consequences

Behavior	Consequence
Running	Recess Academy to practice walking
Disrespecting wall displays	Repair the damage
Skid marks	Repair the damage
Screaming	Practice walking quietly

## Bus Expectations

	Be Safe	Be Respectful	Be Responsible
Bus Expectations	<p>Stay in your seat and face forward with your back against the seat and your feet on the floor</p> <p>Backpack on your lap or on the floor</p> <p>Be careful with your body and stay out of other rider's personal spaces</p> <p>Remain seated properly until the bus stops for you to get off the bus</p> <p>Keep hands and feet to yourself</p>	<p>Appropriate conversations with your seat buddy</p> <p>Kind words and deeds</p> <p>Use a 6 inch voice</p> <p>Remain seated and show the bus driver that you can make respectful behavior choices</p> <p>Put any trash in the trash bucket and leave the bus seat and floor clean</p>	<p>Be on time</p> <p>Watch for your stop</p> <p>Find something to think about or talk quietly about with your seat buddy</p> <p>Quietly watch out the window and pay attention to all there is to see along the bus route.</p> <p>Allow the bus driver to do his/her job by cooperating and following the bus rules</p>

## Bus Consequences

Behavior	Consequence
Not following the school bus safety regulations	<p>First time - Student given Verbal Warning</p> <ul style="list-style-type: none"> <li>- Driver talks with student and reports to principal</li> <li>- Principal talks with student</li> <li>- Bus riding privilege continues</li> </ul>
Not following the school bus safety regulations	<p>Second time - Student receives a bus ticket</p> <ul style="list-style-type: none"> <li>- Principal talks to the parent</li> <li>- Parent signs ticket</li> <li>- Student attends Bus Etiquette School*</li> <li>- Student assigned seat at front of bus</li> <li>- Bus riding privilege continues</li> </ul> <p>Third time - All of the above and loss of bus riding privilege for three days</p>
Not following the school bus safety regulations	<p>Repeated violation - All of the above and loss of bus riding privilege for 2 weeks.</p> <ul style="list-style-type: none"> <li>- Meet with School Principal, Bus Driver and Parent in place of Bus Etiquette School</li> </ul>
<p>Excessive Unsafe Behavior including:</p> <ul style="list-style-type: none"> <li>Physical Aggression (hitting, kicking, pushing, fighting)</li> <li>Aggressive Non-appropriate Language (threats, swears directed toward others)</li> <li>Defiance toward driver</li> <li>Destruction of bus seats</li> <li>Throwing anything out of a bus window</li> <li>Possession of a weapon</li> </ul>	<p>First violation - Any or all of the above consequences that are deemed necessary to address the egregious behavior.</p> <ul style="list-style-type: none"> <li>- Any additional consequence deemed fair and appropriate for the specific "unsafe" situation (may include loss of bus riding privilege for the rest of the school year).</li> </ul>

\*Bus Etiquette School is held on the rider's school bus during the time that the buses are waiting to load at the end of the school day.

## Discipline Procedures

Expectations are established modeled and practiced. Occasionally, a student is not successful in demonstrating the desired behavior. A majority of discipline learning will take place in the classrooms. Classroom intervention procedures at Walden include Steps to Self-Control:

- Reminder or redirection
- Think Chair - think time in the classroom
- Buddy Teacher - think time out of the classroom to a Buddy Teacher
- Crisis Team and/or Administration

Children are occasionally asked to take a *time out* at the Think Chair in their classroom when they cannot control their behavior. The purpose of the *time out* is to give the student an opportunity to regroup and make a better choice so that he/she can be successful.

A *Timeout* may occur in another classroom as well. We call this a “*Buddy Teacher*.” The student will remain at the “Buddy Teacher’s” classroom briefly until he/she regains control and returns to his/her classroom. The child joins the ongoing work of the classroom. Should the student become disruptive in the “Buddy Teacher’s” classroom or continue to misbehave upon return, the “Buddy Teacher” will send for the school-wide behavior analyst, principal or designee to retrieve the student and escort him/her to the office for a time-out until the end of the period or such time as the behavior analyst and/or the principal determines that the student is ready to re-enter the classroom. In this case, parents will be notified by the classroom teacher that step four has been reached. This will require that a parent/guardian confer with the teacher to re-establish expectations at the onset of a new school day.

When a child has repetitive “Buddy Teacher” visits, a plan may be devised to prevent continuing loss of class time. Parents will be asked to assist in the development of the plan. Teachers will notify parents in writing or by a phone call when a student is sent to the “Buddy Teacher.”

If a child continually demonstrates that he/she cannot control himself/herself, exhibits an extreme behavior, or engages in behavior for which board policy or state law requires, he/she may be removed from the classroom. Such action may then be followed by, but is not limited to, assistance from the crisis team and/or administration. This will be used only in extreme situations, when health or safety is jeopardized. Every attempt will be made to notify the parent, prior to seeking outside agency assistance/or the police.

Upon parent notification, the principal or appropriate administrator will inform the student of the misconduct for which he or she is charged and give the student an opportunity to give his or her version of the incident. The principal or appropriate administrator will notify the student of the consequences for his/her actions.

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

The rules and disciplinary procedures in this handbook are intended as guidelines only. In determining the level of discipline, the administrator may consider relevant facts and circumstances, including but not limited to the nature of the violation, the student's grade level, the student's behavior accompanying the violation, the student's willingness to cooperate with the investigation, and the student's prior disciplinary record. When a student is referred to the office, students will receive disciplinary action deemed appropriate such as conference, community service, in-school suspension, out-of-school suspension, or expulsion. Some administrative referrals may also be subject to state or federal law.

## Major Behaviors

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

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

<ul style="list-style-type: none"> <li>● Alternative Placement/Programming</li> <li>● Community Service</li> <li>● Conference with student</li> <li>● Counselor referral</li> <li>● Detention</li> <li>● In-school suspension</li> </ul>	<ul style="list-style-type: none"> <li>● Loss of privilege</li> <li>● Out of school suspension</li> <li>● Parent contact</li> <li>● Police report</li> <li>● Restitution</li> <li>● Time in office</li> </ul>
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### Major Behaviors Which May Result in Off-Campus Suspension

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

<ul style="list-style-type: none"> <li>● Caught damaging or attempting to damage school property</li> <li>● Committing physical assault</li> <li>● Committing public lewdness</li> <li>● Criminal mischief if punishable as a felony, whether committed on or off campus</li> <li>● Engaging in conduct containing the elements of retaliation against any school employee</li> <li>● Engaging in inappropriate sexual or physical contact, sexual harassment or sexual abuse whether by word or gesture ● Extortion, coercion or blackmail</li> </ul>	<ul style="list-style-type: none"> <li>● Misdemeanor robbery or theft</li> <li>● Possession of and/or use of alcohol</li> <li>● Possession of matches, lighter, or tobacco</li> <li>● Possession of, using, giving, or selling paraphernalia related to any prohibited substance</li> <li>● Retaliation against a school employee</li> <li>● Using, possessing, or exhibiting a firearm, club, or other prohibited weapon</li> <li>● Violating school safety rules (such as pulling a fire alarm)</li> </ul>
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## Minor Behaviors

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

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

Extra Curricular Activities & Programs.

<ul style="list-style-type: none"> <li>• Apology of action or written apology</li> </ul>	<ul style="list-style-type: none"> <li>• Loss of Privilege</li> </ul>
<ul style="list-style-type: none"> <li>• Community Service</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> </ul>
<ul style="list-style-type: none"> <li>• Conference with Student</li> </ul>	<ul style="list-style-type: none"> <li>• Redirecting Teacher Language</li> </ul>
<ul style="list-style-type: none"> <li>• Restitution</li> </ul>	<ul style="list-style-type: none"> <li>• Social Conference</li> </ul>
<ul style="list-style-type: none"> <li>• Reteaching</li> </ul>	<ul style="list-style-type: none"> <li>• Stage 2 Time Out</li> </ul>
<ul style="list-style-type: none"> <li>• Stage 1 Time out</li> </ul>	

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

## Sexual Harassment

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

impeding or blocking of movement; and visual harassment, such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures. Sexual harassment is not allowed at Walden School. The school will respond to all incidents of sexual harassment in accordance with school district policy and Vermont law.

### **How to report sexual harassment at Walden School:**

1. Write it down: who, what, where and when.
2. Report the harassment immediately to an administrator, behavioral interventionist, school-wide clinician, school counselor, teacher, nurse or other staff member. Students who make false reports will be subject to disciplinary action. Students who retaliate against those who report harassment will also be subject to disciplinary action. Once a report of sexual harassment is received, the administration will investigate the incident and make a finding. Those students who have been found to commit acts in violation of the sexual harassment policy will face appropriate disciplinary action.

## **Extra Curricular Activities**

### **Dances**

Only students from Walden School, or homeschooled students involved in the Walden School extracurricular activities may attend dances at Walden School. Dances must be chaperoned by at least three staff members and may only occur once per trimester. Any student who has been suspended in or out of school in the time period between dances will not be permitted to go to that dance. Any student who is referred to the office or receives a Stage Two time out more than once during the time period between dances will not be permitted to go to the dance. Students may not leave a dance and then reenter at a later time. General school rules and expectations apply.

### **After School Program**

The After School Program is held after school and runs in eight week sessions. Students receive a snack, outdoor recreation, homework/tutoring time and activities meant to engage the students in fun learning experiences. Classes on a variety of topics for a variety of age groups are offered during each session.

Activities for younger students range from Sports Fitness, Lego Club, Engineering, Sewing, Forestry Fun, to name just a few.

Sign-up sheets will be sent home in the Monday folders at least two weeks before a session is to begin. Activity Selection Sheets and Fee Agreements need to be turned in one week prior to the start of the session. Classes are filled on a first come - first served basis. Enrollment forms are also needed for new students and may be found in the school office.

Attendance will be taken each day. If your child is present and signed up for that day the After School Program staff members are not allowed to let them go home unless we receive a note, telephone call or email from a parent. This policy is in effect for all students, including older students, since they are the responsibility of the After School Program if they are signed up for that day. If your child is found to be on the bus and is signed up for the day, we will remove them from the bus. If the bus is not still at school, we will have it return the student to school, and/or we will notify a parent as soon as possible. If you are picking your child up at 3:00, please let the After School Program staff know that your child will not be attending that day.

The school is locked each day. Please use the walkie-talkie provided outside to radio the After School Program staff that you have arrived to pick up your child. You will be required to sign-out your child. We ask that you pick up your child no later than 4:30 p.m. If you have any questions, you may contact the site coordinator at: 802-745-1367.

### **Student Leadership, Student Ambassador**

Students in grades 7 & 8 are invited to apply for a position on the Student Leadership team. These students serve as role models and mentors to the Walden School community. They are instrumental in promoting safe, responsible and respectful behavior while persevering through all academic endeavors. Successful completion of the application process and continued good standing in all areas of conduct are necessary in order to be a Student Leader.

# Home & School Partnership

## Parent Involvement

Parents and teachers are partners in education. We have a common goal to see that all children receive an excellent education in which they are allowed to grow towards their potential. It is important that children observe their parents support for the programs and teachers at school. There are a number of ways that you can support the education of your child:

- Send your child to school every day unless he/she is sick.
- Plan family vacations in accordance with the school calendar.
- Support the school's behavior education strategies and expectations. If you have an adverse opinion on a strategy or an expectation, direct your thoughts or ideas to your student's classroom teacher in order to find a solution to the problem. Children who know that their parents are working with teachers are motivated to improve.
- Converse with your child about their day. Find out what new learning took place and what homework is assigned.
- Stay in charge of your child's eating and sleeping habits. Well rested children are more engaged in learning.
- Contact your child's teacher with any questions or concerns you may have.
- Attend parent and student-led conferences with teachers.
- Become an active citizen by attending Caledonia Cooperative School District meetings. Meetings are held on the first Monday of the month, beginning at 6:00 p.m.

## Communication

Effective communication is essential in working with students, families, and community members. The following protocol is helpful when concerns arise: If you have questions or concerns about what is happening at school, please contact your child's classroom teacher to discuss the concern and arrive at a mutually satisfactory solution. Many misunderstandings can be prevented by open and honest communication. If you still have concerns after discussing the issue with the classroom teacher, do not hesitate to contact the principal.

The principal will carefully investigate the concern and work with the parents and staff member to resolve the concern. If this discussion does not relieve your concerns, the next person to contact is the Superintendent. If the concerns are not resolved at the Superintendent level, the School Board will meet to resolve concerns. Please note that individual school board members do not meet with parents on staff concerns.

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

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

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

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

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

Teachers are participating in professional development activities that are important, both before school and after school. Additionally, teachers may be participating in a student meeting and therefore, unable to meet with you, without prior arrangement. If you arrive at school and would like to meet with a staff member, please check in with the secretary who will check with the staff member on their availability to meet with you. The secretary will then inform the school personnel of your request. Once the secretary confirms the availability of the staff member, she will direct you to sign the visitor's log and provide you

with a visitor pass then direct/escort you to the specified destination. Upon completing the visitation, please sign-out in the visitor's log in the office.

### **Community Meetings**

School-wide Morning Meetings, also known as Community Meetings, are held once per month. This is an opportunity to introduce the character trait of the month and for classes to showcase new learning that is taking place. It is also a time for us to celebrate student accomplishments.

### **Messages to Teachers and Staff**

Faculty and staff may be reached by dialing the main school number (802-563-3000.) During school hours, we attempt to reduce the number of classroom interruptions by connecting callers to faculty/voice mail, when available, or by having the secretary take messages for personnel. If you do not receive a timely response from a teacher, please make contact with them again to make sure they received your message. If you send a teacher an email and you do not hear back from them within 24 hours, please call the school to make sure they received it. Sometimes emails get blocked and do not make it through to the teacher.

### **Monday Messages**

Teachers will be sending notices and newsletters on Monday. We are transitioning to the use of technology for communication and will be linking classroom newsletters to our new website.

### **2019-2020 Calendar**

The 2019-2020 Walden School Calendar identifies key dates including scheduled school closings, Early Release days, progress and report card dates, etc..

## **Chaperones**

Parents may be invited to chaperone trips. This help is greatly appreciated. Parents will be expected to adhere to the following guidelines:

- Complete a Criminal Background Check (The form is sent yearly to parents at the beginning of the school year and must be completed yearly.)
- Chaperones are expected to support and participate in the students' learning. The main purpose is not to socialize with parents. It is to support the educational experience.
- Chaperones may not bring siblings or other children on trips or to classroom events unless arrangements have been made in advance with the teacher sponsoring the field trip.
- Chaperones are not to use tobacco or alcohol while on field trips.
- Chaperones agree to be responsible for other students assigned to them, besides their own child, and stay with the assigned group at all times.
- Chaperones are expected to adhere to the standards of behavior for Walden faculty.
- Chaperones are expected to use appropriate language at all times and follow the same dress code guidelines as students.
- Chaperones are expected to maintain confidentiality and refrain from posting messages and pictures of the field trip or class event on social media.

Walden School reserves the right to decline a parent's offer to chaperone an event.

## **Field Trips**

When appropriate, field trips are scheduled during the year to enhance classroom instruction. Participation on a field trip is a privilege, not a right. Any student who does not meet the school standard for conduct may be excluded from a field trip. The principal will determine exclusion from a field trip, after consultation with the classroom teacher(s). Parents will be notified in writing if their child is considered ineligible for participation in a field trip. Students who do not attend field trips must attend school on the day(s) of the field trip. Arrangements will be made for alternative instruction to be provided for students who do not attend.

Parents will receive information explaining the intent and cost of the field trip, and requesting permission for students to participate. A Medical Authorization form will accompany the notice. If medication must be administered during a field trip or other school activity off campus, you must deliver an original labeled container with the appropriate dosage for the day (your pharmacy can provide you with the appropriate container). If we do not receive medication in the original container with the appropriate dose, your child will not receive medication while attending the school activity. Please be advised that the school nurse is not always in attendance. Therefore, appropriate notification of the need for medication to be administered, must be timely, so the nurse can train a designee to administer the medication.

Students will not be allowed to attend field trips without a written permission slip. No verbal permission will be allowed. When a bus is used to transport students, all students must ride the bus to and from the location of the field trip. The only exception will be for a student to ride with his or her own parent or guardian. No other exceptions will be made. Parents must submit proof of motor vehicle insurance that meets the minimum legal requirement. The document will be placed on file with CCSU. The supervising teacher must be notified in writing by the parent or guardian that the student will be riding home with the parent.

### **Dress & Grooming**

All students are expected to be neatly and cleanly dressed in clothing appropriate for school. The sense of school as community means that clothing and accessories must conform to reasonable standards of modesty, cleanliness, good taste and manners. Dress or appearance disruptive to an orderly learning process is not acceptable.

#### **Guidelines Include:**

Clothing with graphics that contain references to alcohol, drugs, tobacco, or sexual content is prohibited on the basis that these promote and condone activities that are harmful to children. Shirts that expose the cleavage, stomach or back are prohibited. Shorts/skirts must be an appropriate length (use the fingertip rule). Pajamas are not allowed. In all cases, no undergarments should be visible. Heavy chains or studded accessories or clothes that are deliberately ragged or tattered are not to be worn at school. Head coverings including hats

and hoods may not be worn in the building, except on special occasions such as Hat Day. These items are for outside use and cannot be worn in school except as designated by the school nurse for medical reasons. Appropriate footwear must be worn at all times. Steel toed boots are not allowed. During the winter months, it is recommended that students bring a pair of sneakers to wear (particularly on PE days) as wearing boots in the building is not allowed.

Parents are urged to assist the school in monitoring the clothing that students wear to school. Students who dress inappropriately will be required to change and in some cases may be asked to call home for a change of clothing. Ultimately, the appropriateness of a student's appearance will be determined by the faculty and administration. When possible, students found in violation of these guidelines will be permitted to stay in school if they change out of the inappropriate attire. Students who continue to violate the dress code or who refuse to change may be subject to suspension.

### **Disruptive Devices & Toys**

Objects such as toys, radios, iPods, electronic games, cell phones, pagers, or similar equipment are not to be used in school. Students who choose to bring these items to school assume the risk of losing or damaging these items. Walden School cannot be responsible for the loss or damage of these items. Students may have these items confiscated if they do not adhere to the guidelines.

### **Gum Chewing**

Students may chew gum as allowed by the classroom teacher. Gum chewing is not permitted in hallways or during recess due to safety concerns. Students must dispose of gum properly in a waste receptacle. Improper disposal of chewing gum becomes a sanitation concern as well as a maintenance concern and will be cause for suspending this privilege.

### **Internet and Technology Use Procedures**

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

## **Students must...**

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

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

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

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

*Respect and protect the intellectual property of others.*

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

*Respect and practice the principles of community.*

- Communicate only in ways that are kind and respectful.
- Report threatening or discomfoting information to a teacher.
- Avoid intentionally accessing, transmitting, copying, or creating material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, violent, or meant to harass.).
- Avoid intentionally accessing, transmitting, copying, or creating material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
- Refrain from using the resources to further other acts that are criminal or violate the school's code of conduct.
- Refrain from sending spam, chain letters, or other mass unsolicited mailings.
- Use the Internet for purposes that have been approved by a teacher. Using the Internet to conduct business, to sell, buy or advertise is not permitted in school.

### *Respect School Expectations related to Electronic Devices.*

- Adhere to using their devices for specific times as determined by the school.
- Follow all of the procedures as mentioned in this document.

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

### **Language**

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

### **Use of School Property**

Books, materials, equipment, lockers, etc., are the property of the school. Students who damage school property will be asked to pay for replacement items or repairs.

Students in grades 5-8 will be assigned a locker. It is the student's responsibility to see that his/her locker is kept closed and in order at all times. A student is to use only his/her assigned locker. School combination locks will be assigned to each student. A student may not tamper with another's locker or give his/her locker combination to another.

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

## **Telephone Use**

The office telephone is a business phone. A student will have access to the office phone for an outgoing call if the call is deemed an emergency, he/she has a staff person's permission, and the staff person monitors the call. Such calls should be kept to a minimum and are at the discretion of school personnel. Social arrangements must be made before coming to school. Incoming calls from parents should also be kept to emergency status. After school arrangements need to be made prior to your child leaving for school.

## **Visitors**

When entering school, all visitors must enter through the main doors and are required to sign the visitor's log and obtain a visitor's pass in the office. The secretary will then let school personnel know that the visitor has arrived. The secretary will direct/escort the visitor to his/her specified destination. Upon completing their visitation, visitors are to sign-out in the visitor's log in the office. Student visitors are only permitted on school grounds if they are potential students at Walden School. Two days notice must be given to the principal. Visitors are asked to report to the office upon arrival and will be asked to wear a visitor pass. All rules of conduct that apply to Walden School students apply to the visitor.

# **Safety, Health and Wellness**

## **Emergency Procedures**

Emergency drills are held frequently during the school year. The State of Vermont requires bi-monthly Crisis Command drills. Once the signal has been given, all students and adults will follow our school-wide procedures. Students are expected to be quiet and respectful during these times.

**Fire Drills:** When the alarm sounds, a swift, quiet, and orderly evacuation is required. Instructions are posted in each room and will be discussed and modeled by the classroom teacher. A student must remain with his/her class and walk to the assigned area using the appropriate walkways when leaving the building.

## **Health Restrictions**

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

## **Illness at School**

The nurse is available on Monday and Tuesday afternoons and Thursday and Friday (full days.) In the absence of the school nurse, the nurse designees are the secretary and the custodian. Emergencies will be addressed as they occur. Parents will be called if there is any indication of a serious illness, which might include: temperature elevation above 100 F, vomiting, diarrhea, rash and potential signs of communicable disease. If your child is sent home from school due to illness, please keep him/her home until fully recovered. Your child should be fever free for 24 hours (without the use of fever reducing medications) prior to returning to school.

## **Injury at School**

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

## **Medication**

If your child's physician feels that it is necessary for school personnel to administer prescription medication to a student, he/she must send or fax a signed medication order. The medication must be in the original container and be transported to and from school by an adult. Non-prescription medication may be administered if the parent/guardian gives yearly permission on the health Information Update sheet. The school nurse needs to be consulted if any medication changes occur throughout the year.

## School Nurse

The school nurse addresses acute and chronic healthcare needs of students, monitors the immunization status of students and assists families. Routine vision and hearing screenings are performed for grades K, 1,2,3,4, 5, and 7 and for individual students with an IEP. Additional student screenings are performed per teacher or parent concern/request. The nurse performs periodic head lice screenings and follow-up throughout the year. As a health educator, at times, the school nurse partners with the Physical Education/Health teacher on units. The school nurse is also available to parents and teachers for consultation and discussion of any health problems or communicable diseases.

## Meals Program

The Community Eligibility Provision expired on June 30, 2019. Walden School did not meet the prerequisite requirements to reapply for the provision. For this reason Walden School students will return to the traditional “family pay” for school meals.

The Caledonia Central Supervisory Union Food Service Department and the Walden School Administration respectfully request that all families complete the 2019 - 2020 Application for Free and Reduced Price School Meals application and return it to the Walden School as soon as possible. The application will be sent to families in the School Update packet at the beginning of the year. The application will be reviewed within a few days of receipt. A determination letter will be mailed once the application review is completed. If the application is denied or your application is outstanding, you may receive a follow-up telephone call.

**If an application is determined to qualify for discount school meals, either as Free or Reduced, your students are entitled to breakfast and lunch school meals at no cost.**

If an application does not qualify for discount school meals your family will be charged the Paid Student meal prices for school meals accepted.

**The school meal paid prices are: Breakfast \$1.75      Lunch \$3.00.**

Through the Fresh Fruits and Vegetables grant, Walden School provide snacks each day for all students.

# **APPENDIX A**

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

In VT, local school boards are responsible for enacting policies in many areas which affect students' education. In addition, the Superintendent is responsible for seeing that schools comply with both federal and state laws and policies. We are required to restate certain laws/policies for families and students on a yearly basis. These are described below. We have also included several policies which are of major interest to parents and students. The Caledonia Cooperative School Board is currently in the process of reviewing all of its policies. All policies are warned and discussed two times by the board and interested citizens before they are adopted. The complete Policy Manual is available for your perusal at the school office or on the school website.

## **PUBLIC COMPLAINTS ABOUT PERSONNEL**

### **Policy**

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

### **Resolving Complaints**

The complainant shall be encouraged first to bring a complaint to the individual concerned. If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the immediate supervisor or administrator. The complaint should be in writing stating the issues and supporting facts. The individual employee involved shall be given every opportunity for explanation, comment, and presentation of the facts as he/she sees them. If the issue is not resolved by involvement of the immediate supervisor, the complainant may refer the issue to the Principal for his or her review and decision. In the event the Principal's review does not lead to a satisfactory resolution, the complainant may submit the issue to the Superintendent for review and decision. In cases of alleged discrimination, the complainant should follow the procedures accompanying anti-discrimination policy (A4).

### **Appeal to the Board**

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

**Date Warned:** 11/20/2015–Danville, 11/20/2015-Walden, 12/03/2015, 12/30/2015-Barnet, 12/03/2015- Peacham, 11/06/2015-CCSU Date Adopted: 12/01/2015-Danville, 12/01/2015-Walden, 01/11/2016-Barnet, 12/14/2015-Peacham, 11/19/2015-CCSU Legal Reference(s): 16 V.S.A. §1752 (Suspension, dismissal) 1 V.S.A. §§310 et seq. (Open meetings) Cross Reference: Board Commitment to Non-discrimination

## STUDENT CONDUCT AND DISCIPLINE

### Policy

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

### Definitions

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

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

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

The plan will include clear guidelines for student behavior. The guidelines may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school. The guidelines may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the

school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.

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

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

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

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

Legal Reference(s):

16 V.S.A. §1161a (discipline)

16 V.S.A. §1162 (suspension and expulsion)

20 U.S.C. §§1400 et seq.(IDEA)

29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)

VT State Board of Education Manual of Rules & Practices  
§4311, 4312, 4313; 2120.8.12

Cross Reference:

Board Commitment to Non-Discrimination

Public Complaints About Personnel

Search and Seizure

Alcohol and Drug Abuse Weapons

## **STUDENT ATTENDANCE**

### **Policy**

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

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

### **Administrative Rules and Procedures**

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

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

### **Administrative Responsibilities**

1. The principal is responsible for maintaining accurate and up-to-date records of student attendance.

2. The principal is responsible for assuring that the school has the appropriate family information that allows the school to contact the parent(s) or guardian(s) of all students whenever necessary.

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

### I. Statement of Policy

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

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

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

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

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

### II. Implementation

The superintendent or his/her designee shall:

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

be also be assigned to one or both of the Designated Employees. The designated equity coordinator is Elizabeth Benoit.

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

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

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

### III. Constitutionally Protected Speech

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

### IV. Definitions.

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

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

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

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

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

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

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

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

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

Harassment includes conduct as defined above and may also constitute one or more of the following:

(1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:

(i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status, or progress; or

(ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

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

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

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

H. "Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and (1) Which is intended to have the effect of, or should reasonably be expected to have the effect of endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

(1) The goals are approved by the educational institution; and

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

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

(A) is registered in or in attendance at an educational institution;

(B) has been accepted for admission at the educational institution where the hazing incident occurs; or

(C) intends to attend an educational institution during any of its regular sessions after an official academic break.

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

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

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

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

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

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

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

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

## **Walden School Board Policies**

Link to Policies [CCSU Approved Board Policies](#)