

2009-2010 Staff

Kindergarten	Ellen Martyn
Primary Class	Judy Jarzombek-Lang
3rd/4th grades	Erica Morse
	Emma Hallowell (co-teacher)
5th/6th grades	David Holzapfel
7th/8th grades	Tim Hayes
	Rachel Boyden
Librarian/	
Instructional Technologist	Pam Burke
Art	Linda Whelihan
Music	Charlene Morse
Physical Education	Chris Brown
Rhythms	Kate Morgan
Band	Michael McKinney
Strings (Violin)	David Tasgal
Spanish	Peter Gould
Poetry	Ann Gengarelly
Guidance Counselor	Tom Hudak
Nurse	Susan Kunhardt
Primary Assistant	Liz Vick
Instructional Support	
Teacher	Christine Moyer
Special Education	
Learning Specialist	Janie Bell
Special Education Assistant/	Yvonne Laseter
Behavior Interventionist	
Bus Drivers	Jackie Bemis
	Gail MacArthur (coordinator)
Marlboro AfterSchool	
Program	Rose Watson
Custodian/Building Engineer	Tim Burns
Administrative Assistant/	
Bookkeeper	Gail Chaine
Principal	Francie Marbury

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Marlboro Elementary School

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WELCOME TO THE MARLBORO SCHOOL!

This handbook has been prepared to help acquaint families with the school's philosophy, goals, structure, programs, special activities, and opportunities. We hope it will encourage and enhance communication between the school staff and the community.

A parent is the most important teacher a child will ever have, so your child's attitudes, values and ideas about education begin with you. Teachers and parents must work together to meet the needs of children and to help them to function well and achieve their best in school.

Following are a few ideas that will help:

- Set aside a time to ask your child about his/her day in school. Try to be specific.
- An integral part of your child's reading and language development hinges on the opportunities to read at home. Daily reading with, to, or by your child is very important.
- Please check with your child each night to see if any notes have been sent home. Each Friday, one child per family will bring home the weekly newsletter. We will also offer you the opportunity to receive this via e-mail.

School Philosophy

The school's mission is to support students in developing their creative abilities and learning the skills needed to live and work with others. The school strives to provide an environment in which children can experience success and develop their feeling of self-worth. Along with these creative accomplishments, we provide instruction in the basic skills necessary to succeed in our changing world. All this is done in an atmosphere characterized by the joy of learning.

Realms of Learning for Marlboro Students

The following Realms of Learning guide our instruction, focus student learning, and provide the broad palette used to assess how students are progressing.

Marlboro Realms of Learning

- Communication
- Problem Solving
- Personal Development
- Civic and Social Responsibility
- Knowledge (knowledge and understanding, application of knowledge, making connections)

As you read the descriptions for the different grade levels below, you will see how each of these is addressed from Kindergarten through Junior High.

About the Classes Curriculum and More

Teachers have written the following descriptions so that you can have a general idea of your child's course of study during her/his years at Marlboro. Although these descriptions do not refer directly to the Vermont Framework of Standards, we review the curriculum on an ongoing basis and are committed to our students working towards meeting these standards.

Kindergarten

Kindergarten, which meets until 1p.m. every day, provides a creative climate where children can develop physically, socially, emotionally, and intellectually at their own rates. Learning takes place through play as well as structured lessons and field experiences outside of the school. It is a place where children begin to work cooperatively as group members in the classroom and within the MES community. Kindergartners acquire basic skills and learn about their worlds through the arts, science, social studies, math, reading and writing activities. The students participate in multi-age activities at "all school" events as well as with their reading partners in Jodi's class and students from the junior high doing their kindergarten internships.

The Primary Room

After completing Kindergarten, students spend two or three years in the Primary Room before moving on to Jodi's Room. Judy, the teacher in the Primary Room, works with a teacher assistant (when needed) to coordinate each student's activities and learning experiences. The students are divided into small groups in several ways at various times during the typical school day; sometimes the students are grouped according to age or ability and sometimes the students are grouped heterogeneously.

A variety of resources and techniques are used in basic academic work. An overall skills checklist guides each student's progress. Social Studies and Science instruction focuses on several major themes each year. Students learn basic information about each theme and also learn beginning research skills as they pursue topics of special interest to them.

The Primary Room is set up to provide students with the flexibility to relate to a wide variety of their peers. Students may also have the opportunity to work with an instructional support teacher(s) over the course of the school year which gives them an opportunity to work with other adults. Students are encouraged to advance academically according to their own individual rate of learning.

Third-Fourth Class

Students enter Erica's Room following the Primary Room. It consists of third and fourth grade students.

Community building is the foundation for a productive classroom and our work the first month focuses on creating a positive social climate. This climate is maintained through daily class meetings. Students determine group and individual goals for the school year.

The academic skills instruction in Erica's Room is determined on an individual needs basis. In addition to cooperative learning, emphasis is placed on developing independent study and research skills and positive home/school connection.

We primarily use the Investigations curriculum for math instruction. This curriculum is based on constructing one's own understanding of a given concept. Working hands-on with manipulatives, working with small groups and individually, and continually sharing strategies for solving a problem help support individual understanding. The formation of an enthusiastic attitude, a strong number sense and the ability to reason supports all future mathematics.

Language skills include reading, writing and verbal discourse. A strong literature-based program is enhanced by non-fiction reading. Comprehension, vocabulary and making connections are the learning at this level. Reading and writing assignments are often linked with the content-area theme. Organization

skills are practiced using Thinking Maps. Spelling and pre-writing strategies are emphasized and editing skills continue to be practiced. These years should support a love of reading for pleasure, information and an understanding of oneself.

Social studies and science units are taught through an interdisciplinary learning format. Place-based education and developmental geography determines the theme-based units of study. Local treasures and the state of Vermont are explored through natural science, reading the landscape and relevant history. Connection to the greater community is viewed as an extension of our smaller classroom community. Inquiry-based experimentation will be pursued through topics in both physical and natural sciences. The school garden is an ongoing piece of thematic study that changes with the seasons. Students are able to be part of an entire growing season while in the third/fourth grade and this experience is connected to the curriculum in many different ways.

Fifth-Sixth Class

In David's room great emphasis is placed upon the students' responsibility for their own life-long education. Individual and consensual thinking, decision making, and responsibility are stressed throughout the curriculum.

Language Arts: Reading for pleasure, information, and to promote self-reflection are components of the literature program. Combining structured examination of literary elements with less formal interpretive discussion students investigate a variety of literary genre such as the short story, poetry, mythology, the novel, science fiction, and mystery. Grammar study, spelling, public speaking, interviewing, handwriting, listening, vocabulary development, conducting research, and a strong emphasis on the Writing Process are skills which round out the language arts program.

Mathematics: The main goal of the math program is to develop in students a willingness to explore numbers and an excitement for math as an every day experience. Developing strategies for solving problems is a primary emphasis. Students are expected to gain a complete mastery of the basic facts and all whole number operations and to have an understanding of fractions, decimals, and percents.

Science: Stressing active experimentation, observation, and interpretation, the program seeks to establish the fundamental principles of science without losing sight of the belief that science should be "fun". Areas include technology, human health, and physical and biological sciences.

Social Studies: While establishing the essential concepts and skills the social studies curriculum constantly dovetails with other curricular areas throughout the year; while studying the geographical rain forests of the world, for example, they also read the literature of their people and study their ecology. Such an interdisciplinary approach strives to elevate the social studies beyond a mere

collection of facts, dates, and definitions to make it a broader, more meaningful experience. Individual and group research projects play a vital role in this curricular area.

Junior High

The 7th & 8th grades are commonly known as the Junior High, but the classroom more closely resembles a one-room schoolhouse than the locker-lined hallways of a typical junior high school. It is a small program with big ideas.

Philosophy

The adolescent years are characterized by profound physical, intellectual and personal growth, though these changes occur at widely different rates. Because the search for personal identity is so consuming, it is a critical time for students to experience meaningful relationships, widening responsibilities, and opportunities to establish themselves in positive, productive ways. Our program continues to evolve as we endeavor to meet the developmental needs of young adolescents, but it remains committed to providing:

- A curriculum that is relevant, challenging, hands-on, and exploratory, and that integrates the subject areas just like the problems and issues of the real world;
- A curriculum that addresses the questions and concerns of the students, enabling them to construct their own meanings;
- Opportunities for students to assume increasing responsibility for their learning and to make contributions to their community;
- Assessment and evaluation that enables students to monitor their continuous improvement while maintaining rigorous academic standards;
- Varied teaching and learning approaches that encourage a problem-solving focus, help develop critical thinking skills, and cultivate the skills of communication, collaboration, and cooperation;
- Opportunities to develop a better understanding of themselves and our culture as they formulate their own moral principles and learn to make wise life choices.

Writing and Literature

A strong emphasis is placed on the development of writing that communicates with skill and grace. In our writing workshops, students learn grammar, usage and mechanics, the self-critical skills of revising and editing, and writing techniques for a variety of purposes and audiences. A special part of graduation from MES is the Consortium—a formal gathering at the Meeting House when students read from their best writing.

The reading and study of literature involves a good deal of writing, drawing, and group discussions, including a Friday afternoon with tea and cookies.

Mathematics & Science

The study of mathematics is a collaborative, active exploration of concepts at a variety of levels. Most of our students are engaged in the study of algebra, while solidifying general math concepts, geometry, and probability. There is an emphasis on problem solving, often looking more like a class in physics.

Whether it is life science or the physical sciences, a hands-on approach is favored, working with the scientific method in active experiments. We try to connect investigations of scientific topics with real projects that address environmental issues, most recently global warming. We present a developmentally appropriate study of human reproduction, as well as an exploration of media, addiction and the use of alcohol and other drugs.

Social Studies

The curriculum addresses the cultural clashes among Native Americans, Africans and Europeans, US government, the American & other Revolutions, the Civil War, and related geography. These topics have connected well with our field trips and enabled us to pursue work on real issues, just as we have in science. Students learn through primary & secondary research and read a variety of documents—including a look at relevant literature, art and music.

Drama

A highlight of every year is the March cabaret of dramatic & comedic scenes, improvisations, and musical performances at Marlboro College's Whittemore Theater. The scenes and one-act plays allow every student to have a major part. The professionally written scripts - most for and about teenagers - are selected by the students from the many we read. They co-direct their scenes, design the costumes, props, and set, and some get to work with the college's computerized lighting system! We study script writing in writing class, and some student work has been produced.

Design Technology

The woodworking shop not only enables us to study design and construction, but also can be used by the class to produce fundraising opportunities and perform community service. In 2006 we created four rustic benches that were raffled off, raising \$3000 for a trip to Costa Rica.

Field Trips

MES has its own buses—and a JH teacher with a license to drive! This allows us to extend the walls of the classroom. In addition to local field trips to augment our curriculum, the Junior High takes a major trip each spring: Washington, DC every other year; other destinations have included London, Montreal, Dominican Republic, and Costa Rica. These trips include research and community service: to

the DR we brought hands-on science lessons to a local school and helped a building project at an orphanage; to CR we brought a play about fair trade coffee and helped a community irrigation project.

Class Government

Starting with the town meeting model of direct democracy, each new class redesigns their class government. Because we also study forms of government, there have been interesting efforts to dovetail this form with a “rotating oligarchy” and a constitutional monarchy! Along with planning fundraising events, this practice of democracy also provides the forum for class participation in other matters that affect classroom life, and it has become an essential part of the Marlboro Junior High.

Portfolios & Student-led Conferences

In order to show what they have learned and demonstrate skills they have acquired, students keep portfolios of their work organized by these realms of learning: knowledge, problem solving, communication, personal development and civic/social responsibility. To graduate, 8th-graders must present their portfolio to a panel and justify adequate learning in these five realms. Throughout this process, finished work is critiqued and revised, with an emphasis on self-evaluation. Twice a year, all students present their portfolios to their parents at student-led conferences.

Binder Organization & Weekly Conferences

A system for binder organization is taught and checked at weekly conferences. These meetings enable teacher and student to discuss individual issues, academic and otherwise, and insure that students stay organized and current on assignments due.

Kindergarten Internships

Each student participates in a 3-day internship in the Kindergarten. This is an investigation into child development that involves observations and reflections, direct work with the students, and leading a final activity.

Family Involvement

Input and involvement of families is encouraged through conferences, round table discussions, chaperoning trips, and opportunities to work with students on fund raising, yearbooks, and graduation.

The Marlboro Junior High attempts to create a community of learning, empowering both students and teachers to become active inquirers, imaginative and responsible thinkers, tolerant and cooperative colleagues, and compassionate and optimistic contributors to their community.

Instructional Support

Students who need additional academic support but do not qualify for Special Education receive this support through our Educational Support System. The Educational Support Team, which includes the principal, the instructional support teacher, and several classroom teachers meets with the student's classroom teacher and identifies strategies and accommodations to help the student learn. An individual plan is written, implemented, and reviewed on a regular basis.

Special Education

MES offers special education services to all students in need of specialized educational intervention. These services vary from teacher consultation / classroom intervention to extensive special education instruction.

Literally every classroom teacher at MES is a member of an I.E.P. (individual education program) team and works closely with the special education team. The core members of special education are: the school nurse, the learning specialist / teacher consultant, and the speech and language pathologist. Although each member has specific duties, they work together to develop I.E.P.'s for every student identified as in need of special education at Marlboro according to the State of Vermont regulations.

Marlboro's special education program is committed to ensuring that every child has a free and appropriate education in the least restrictive environment. The team members also see themselves as advocates for any student who is experiencing difficulty in learning and are always willing to offer their expertise to the classroom teacher and/or parents.

The special education team encourages parents to contact them at the school at any time if you have any questions or would like a more detailed description of the program.

Library and Technology

The library maintains an excellent collection of materials for both student research and leisure reading. We also make extensive use of online material. The librarian maintains the web site for the school, which includes an extensive collection of links to online research material.

The library does not assess late fees, but students are regularly reminded to return their books in a timely manner. The library is open to all families. As the library collection is a valuable and beloved resource of our school, we encourage students to embrace the responsibility of caring for the library collection.

An important educational component of the library skills program is teaching students how to effectively use computer technology and digital research tools. Our goals are to ensure that our students have an understanding of how to use computer and internet technology, have a healthy curiosity for learning new technologies, and that students have a comfort level with computers that facilitates the quick adoption of new technologies.

Use of the School Computers

Use of the school computers is restricted to school-related projects only. Students sign an agreement at the beginning of each school year that governs the use of the computers. One component of the library skills curriculum is the appropriate and ethical use of digital resources.

Important Aspects of the Marlboro School

Community Involvement

In many ways it can be said that the Marlboro Elementary School is as good as the community makes it. The school not only welcomes parents and community volunteers, it depends on them to lead many extra-curricular and curricular activities and to help in many special events. For example, parent volunteers have organized and run after-school sports programs and have worked with children on cooking and woodworking projects. They have worked with groups of advanced students and have helped in classrooms in the areas of reading and math. Parents serve on the school Action Plan committee. Volunteers designed and built the primary playground. They have raised money for the school in a variety of ways. Activities change as the talents and energy of volunteers change. Without the volunteers, the school could not provide the rich program that has existed for many years. During the 2006-2007 year a community liaison/volunteer coordinator will continue to support this work.

Parents and Friends (P&F)

This organization includes parents, teachers, and other friends of the school. Its main purpose is to provide a means by which parents can meet other parents and teachers to deal with issues of mutual concern. P&F sponsors fundraisers whose proceeds benefit the school in a variety of ways. Often there are family social events and community education opportunities put on by P&F. Current officers are Susanne Shapiro (254-2570), Vanessa Redfield (349=9899), and Julianne Mills (254-0014). They welcome your participation!

The Marlboro School Association

The Marlboro School Association was formed in 1995 with the purpose of enriching the education of our town's current and future elementary students by establishing a permanent source of additional funding for Marlboro Elementary School equipment, projects, and programs. Normally, only the Association's income is distributed, though we also consider donations for specific projects. The Marlboro School Association is a nonprofit 501 (c-3) corporation, and gifts to the Association are tax deductible, as allowed by law.

To date, the Marlboro School Association has provided funds for the climbing wall, the John Esau covered bridge, internet access, computers and

software, library books, artist-in-residence programs, playground renovation, and for the development of the tech-ed center.

For further information on the Marlboro School Association, please contact Adrian Segar at 254-3566.

Field Research

An important educational component of the intermediate grades and the Junior High programs is field research. Preparations, both scholarly and practical, are thoroughly planned in the classroom prior to departure. Depending upon the focus of the fieldwork, students may conduct interviews, gather information for research papers and projects, or experience places they have studied in the classroom, thus integrating the theoretical with the experiential.

In recent years three to seven day field work excursions have taken students, teachers and chaperones to Washington, D.C., New York City, Cape Cod, and Costa Rica, and all around the State of Vermont. Such trips afford students the opportunity to broaden their experience of the world and its people, while engaged in academic training.

Field and research trips are integral parts of the Marlboro Elementary School curriculum and students are expected to participate.

Student Evaluation and Assessment

Ongoing assessment is part of every classroom as teachers observe students and adjust instruction to individual needs. Students in 3rd-8th grades participate in the NECAP (New England Common Assessment Program) as required by federal law.

Portfolios

As part of our school assessment plan, portfolios of student work are kept. Students are involved in the collection and selection of portfolio pieces. Older students organize their work by Learning Realm. Students use the portfolios to share their learning with parents during conferences. As part of our MES graduation requirements, eighth graders must present a completed portfolio to a panel consisting of their teachers, the principal, and another teacher.

Progress Reports and Conferences

The teachers at MES believe that conferences provide the best vehicle for sharing student progress and that students benefit from taking the responsibility of describing and demonstrating their learning. They may set goals for themselves and/or choose pieces of work to show their parents. Parents are encouraged to take advantage of the time set aside for regularly scheduled conferences in November and March and to request conferences any time during the year if desired. Conferences may be arranged directly with your child's teacher or through the office.

Report cards are sent home to parents three times per year. In all classrooms students are graded on an individual basis rather than on how their work compares with other students'. Students receive "letter grades" beginning in 5th grade. Receiving an A indicates that the student is considered to be working to his/her full potential, a B indicates that the student is doing very well, but could do better; a C indicates mediocre work and a D is regarded as unacceptable work. An incomplete in lieu of a grade indicates that work has not been completed in a given area. The teaching staff will be revising our report cards in the coming year.

School Hours and Attendance

School begins each day at 8:30 am and is dismissed at 3:00pm. **Children who do not ride the school bus should arrive at MES no earlier than 8:15 am. Those who do not ride the school bus home should be picked up no later than 3:15pm.** Kindergarten students may ride the bus to school each morning but transportation is not provided for them at their dismissal time of 1 p.m.

Good attendance and on-time arrival is essential to success in school. We monitor attendance and tardies carefully and work with students and parents when there appear to be excessive absence or lateness. Of course, parents are encouraged to keep children home if they are sick. The school will make every effort to send work home, but often it's impossible to make up for the missed instruction. Our School Attendance Protocol is included in the Additional Information section at the back of this handbook.

If your child is going to be absent or tardy, we ask that you notify us by 8:45am. If we do not hear from you by then, we will try to get in touch with you. We also ask that you stop in the office to sign your child out if you need to pick them up before dismissal time. If your child is not going home the way s/he usually does, please send in a note for the bus drivers and the office.

Student Behavior Plan

All children have the right to learn and grow in a safe and supportive environment and the responsibility to help provide this for others. The goal of this plan is to involve the entire school community in supporting the development of each student's sense of responsibility for her/his actions.

At school we pursue a variety of strategies to develop students' abilities to demonstrate responsibility, self-discipline, and the skills needed to live harmoniously within a community. As adults, we recognize the importance of our role as models for these behaviors. Morning Meeting is often a time to discuss and practice these skills and abilities. Students learn problem-solving and conflict resolution skills and are encouraged to use them in the classroom and on the playground. We believe that children need to learn to care for themselves and for each other. They must learn to identify the needs underlying their behaviors and to communicate with each other with compassion.

It is important for children to be part of the process of defining the school environment in which we all want to live. Our behavior expectations were developed with input from all the classes. They will be reviewed every year. Our guiding principles come from the Junior High students.

Respect, help, and listen to others Respect your surroundings

The detailed list of behaviors expected in our shared spaces is posted throughout the school. Individual classes and teachers will determine other expectations in support of mutual respect, safety, and learning in their classes.

Consequences for Behavior Contrary to our Expectations

We assume that most students will comply with all of the expectations most of the time. When a student does not follow the expectations there will be consequences designed to help that student to learn and practice appropriate behavior. We view consequences, not as punishment, but as an opportunity to learn. School staff will employ a range of consequences appropriate to individual needs and situations. The following may be used for infractions which do not involve serious verbal or physical aggression:

- Reminder to the student that s/he has not observed a specific expectation.

- Guided self-correction: identify the inappropriate behavior and why it was inappropriate, think of another way to get a desired result, make an informal plan as to how to behave in the future, etc.,.
- Time away or Time out: leave the activity and return with a plan for changing the behavior
- Restitution based on the offense: cleaning desks during recess, writing a letter of apology, etc.,.
- Make up lost academic time during recess, lunch, or after school.
- Referral to the principal for development of a plan of action and/or parental contact and involvement in developing a plan.

Consequences for Major Offenses

Certain offenses require immediate intervention above and beyond the plan outlined above. Such offenses include:

- Physical aggression
- Verbal assault or threat
- Major destruction of property
- Other behavior which indicates that a student is not able to control his/her behavior.

The consequences for such major offenses are immediate removal from the learning environment. The student may spend the rest of the day in in-school suspension or may receive other consequences determined to be appropriate by the principal. The parent/guardian will be contacted. The parents, student, and school staff will cooperate in developing a plan for the child to learn to take responsibility for safe and respectful behavior in the future.

Students in possession of drugs, alcohol, or weapons in school will be referred immediately to the principal for appropriate action in accordance with the law.

After Marlboro Elementary School

There is no public high school in Marlboro. We have, in effect, a voucher system, whereby the town pays the tuition for students attending high schools in other towns. The town will also pay a comparable amount towards an approved private secondary school.

Most students choose to attend Brattleboro Union High School; at this time that is the only high school to which transportation is provided.

Students begin to consider seriously where they will go to high school when they enter Junior High. To help students and their families decide, guidance counselors and principals from the area high schools come to talk with students and their parents. School visitations are arranged and information on a variety of private schools is also available.

Dress Standard

It is the responsibility of parents to regulate their sons' / daughters' personal appearance during school time. However, when the style of dress and appearance disrupts the educational program or constitutes a threat to the health or safety of students, appropriate action will be taken by the principal. Students are reminded that they should use common sense and good taste in dressing for school. Bare feet will not be permitted.

Students are outside in all kinds of weather - before and after school, as well as during recess. Please be sure to send appropriate outerwear such as rain gear, boots, coats, hats, mittens. Our gym floor is beautiful and we want to keep it that way. Your child should have a clean pair of non-marking shoes at school at all times.

Marlboro After School Program

The Marlboro After School Program (MASP) provides after school care and enrichment activities for students in grades one through six. MASP operates every school day from 3-6 p.m. as well as during some in-service days and vacations.

Programs and Events

All School Sing

Every Friday morning, 8:40-9:20, the entire school comes together for singing, dancing, and celebrating. Parents and community members are always welcome to join us.

Spanish

Students in 3rd through 8th grades study Spanish twice a week. The emphasis is on speaking.

Strings

All the students in 1st through 3rd grades learn to play the violin. They work in small groups with the instructor twice a week. Students may choose to continue with strings in the older classes and play in a small ensemble.

Band

Band is open to all students fourth grade and beyond who choose not to continue with the violin. Students participate in both small group instruction and band rehearsal once a week.

Winter Sports

When the snow falls and temperatures do not rise above 40 degrees that means it's time for winter sports! Each Monday beginning right after the New Year and continuing for six weeks, all MES students in grades 1-8 board the buses after an early lunch and head either for Mt. Snow Ski Area for downhill skiing or snowboarding instruction or to Memorial Park in Brattleboro for skating instruction. Molly Burke teaches ice skating lessons and Mt. Snow provides certified instructors for all students. It is important for everyone to dress warmly. If children have their own equipment they are urged to use it; however, rental equipment is available at a reduced fee. Parent volunteers are needed to chaperone both skiing and skating.

Winter Workshops

Winter workshops offer hands-on, multi-age experiences in the arts during the mornings of winter sports days. This year a grant from the Vermont Arts Council will enable us to bring in artists in a variety of disciplines to work with our students.

Fall Fiesta, All School Hike, and All School Skate

These activities happen each year as part of our cross age community building.

Learning Fair

The best way to see what our students are learning is for them to show you. Each spring we hold an evening celebration of learning with each classroom exhibiting and demonstrating their work.

Holiday Concert and Spring Concert/Art Show

Each year before winter vacation, MES has a wonderful holiday concert. Each class sings and/or performs dances they have learned with Charlene. Band and strings students share pieces they've learned David Tascal and Michael McKinney. The concert is held at the theater at Marlboro College in the evening so that all parents, brothers, sisters and alumni can come. In the spring another concert is held in conjunction with an all school art show. As with the holiday concert, music classes, band, and strings students perform, but this time it's in the Outback, which is transformed into a wonderland of student artwork.

Basketball

Our third through sixth grade students, if they're interested, play basketball during the winter and early spring in the Valley Youth League, which involves games every Saturday morning. Seventh and eighth grade boys and girls teams have a busy schedule of after school practices, scrimmages and games and are also coached and made possible by parent or community volunteers.

Snack, Milk, and Lunch at MES

Each class has a regular midmorning snack time. As we do not have a cafeteria, lunch is eaten family style with teachers in the classrooms at 12:15. MES does not have a lunch program. Children bring lunch and snack from home. We encourage students to bring nutritious food. Soft drinks are not allowed. At the beginning of the year parents sign up for their children to get milk at a small cost. Students study nutrition throughout their time at MES and are expected to apply what they learn as they bring food to school.

Bus Reminders

Bus transportation is available to all students but may involve parents needing to get children to the closest bus stop. Every summer, Gail MacArthur, the bus coordinator plans the routes based on where students live. These routes and schedules are mailed home with Summer Notes.

We want you to have a safe and pleasant ride both to and from school. Please remember that the bus driver is in charge of your safety and should be obeyed at all times. Anything that interferes with the driver's concentration may affect your safety, therefore the following rules should be observed.

1. Remain seated while the bus is in motion; if you want to change seats, ask permission of the driver and do so when the bus is stopped.
2. Talk QUIETLY on the bus to the person next to you.
3. Keep your head and arms inside the bus. Don't throw objects out of the windows.
4. Be sure to bring a note from home if you are not getting off at your regular stop.

The following will not be allowed.....spitting, throwing objects, fighting or rough play, or inappropriate language.

Any infraction of the rules regarding the privilege of riding the bus, or any other action which the driver deems inappropriate to the safe operation of the bus, or which interferes with the well being of the other students will be subject to the following disciplinary procedure:

1. A verbal warning by the driver will be issued to the student(s) involved.
2. A second verbal warning will be issued and the principal and the students' parents will be notified in writing.
3. A third verbal warning will result in written notification and the suspension of riding privileges for a time to be determined by the principal. An appeal may be made to the School Board.

REMEMBER.....Riding the bus is a privilege and your best manners are a must. When misconduct occurs, the driver may verbally discipline you and/or report the incident to the principal and your privilege to ride the bus may be revoked.

Attendance

This school attendance protocol uses a team approach, if necessary, to explore with the student and the family what obstacles are hindering school attendance. An individualized plan will be developed to increase school attendance. Follow-up steps are set to assess if the plan is working

for the student and the family. Records are kept in school files of all contacts related to this plan made with the family of the student.

Team Membership The protocol initially relies on the school staff and parents to ensure attendance. If needed at a later stage, staff from community and state agencies, as well as parent liaison supports, will assist.

Tardiness Tardiness is a disruption of the educational process. It sets a tone that devalues education. It disrupts the child's schedule for the school day.

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|------------------------|---|
| After five tardy days | Principal contacts family in person or by phone. |
| After seven tardy days | Principal contacts parents in person or by phone.
Parent meeting may be scheduled. |
| After ten tardy days | Letter to go out to family from principal.
Parent meeting may be scheduled with principal, counselor, and teacher.
At the meeting, a waiver is signed by the family to allow discussion between the school and outside agencies if necessary. |

Absences – both excused and unexcused

- | | |
|---------------------------|---|
| After five absent days | Teacher contacts family in person or by phone. |
| After seven absent days | Letter to family, including, if appropriate, a request for a doctor's note for any future absences.
Parent meeting may be scheduled with EST.
At the meeting, a waiver is signed by the family to allow discussion between the school and outside agencies if necessary.
Law enforcement referral may be made.
Law enforcement may assist in getting waiver signed. |
| After ten absent days | Letter to family.
Parent meeting scheduled, if appropriate, with school personnel and outside agencies and programs. These could include Family Services, HCRS, and other community agency supports. |
| After fifteen absent days | Referral may be made to SRS.
Depending on the SRS assessment, affidavit goes to Windham County State's Attorney.

The State's Attorney makes the decision whether the case should go to Windham County Family Court or District Court. |

Snow Days

School is occasionally called off for a day during the winter months because the roads are unsafe for the buses. Announcements are placed on the radio -

WTSA, 96.7 FM and WKVT, 92.7 FM, and WYRY, 104.9 - normally before 7:00a.m. This will also be posted on the school website.

If it's determined that the roads may be safe later in the morning, a two hour delay will be called and posted on the radio and the website. In the event of a two hour delay school will begin exactly two hours later at 10:30AM. Buses will run two hours later than usual. For example, if a student is normally picked up at 7:50AM the delayed time will be 9:50AM. Check the radio and/or the web at 8:30AM to see if the two hour delay has been upgraded to a full cancellation. There are also days when, due to mechanical problems, mud or snow, a bus may be delayed. When it is evident that this will happen, please know that an attempt is made to reach everyone on the route by phone.

Additional Information

Friday Notes: Each Friday a newsletter is sent home. This is our attempt to keep parents aware of what is going on at school. Parents and community members are welcome to submit announcements for the Friday Notes.

School Website: The website is another good source of information. Please check it for school closings as well as information and photographs of school activities.

In Service Days: Several days during the year are designated as Early Release inservice days. On these days the children go home at 11:45 a.m. and the teachers go to school! Check your school calendar and the Friday Notes.

Marlboro College: A small liberal arts college is located three miles from Marlboro Elementary School. The school frequently uses the college facilities; and the college faculty, staff, and students often serve as resource people for MES.

The School Board: The hiring of school personnel, the making of school policy, and the preparation and spending of the budget are all duties of the school board. It is made up of three members, elected at the annual town meeting. School board meetings are normally held once per month, second Tuesdays at 6pm, and are open to the public.

Graduation: The eighth grade graduation ceremony is planned by the seventh graders. They choose a speaker, music, and other special events. Traditionally, each seventh grader "predicts" what each of the eighth graders will be doing as an adult, and each eighth grader "wills" something to each seventh grader. The diplomas are awarded by a school board member.

School Policies and Procedures: It is the responsibility of the school board to adopt policies and procedures to ensure the effective operation of the school and to comply with state and federal requirements. The Student Behavior Plan on p. 13 is one of these, as is the Attendance information above. Below you will find additional policies which state and/or federal law

require us to publish annually. Other policies and procedures are compiled in a notebook in the principal's office and may be reviewed upon request.

**CODE F20
(Mandatory)**

MARLBORO SCHOOL POLICY ON PREVENTION OF HARASSMENT OF STUDENTS

I. Purpose.

- A. The Marlboro School District ("the District") is committed to providing a safe and supportive school environment in which all students are treated with respect. This policy involves incident(s) and/or conduct that occurs on school property, on a school bus or at a school-sponsored activity, or misconduct not on school property, on a school bus or at a school-sponsored activity where direct harm to the welfare of the school can be demonstrated.
- B. The purpose of this policy is to prevent harassment as defined in 16 V.S.A. § 11(a)(26) and amended by Act 91 of 2004, and to ensure that the District's responses to allegations of harassment comply with 16 V.S.A. §565 as amended by Act 91 of 2004, Title VI and IX of the Civil Rights Act. It is the further purpose of this policy, when it is found that harassment has occurred, to ensure that prompt and appropriate remedial action, reasonably calculated to stop harassment, is taken by school district employees.
- C. It is the intent of the District to apply and enforce this policy in a manner that is consistent with and protects students' rights to free expression under the First Amendment of the U.S. Constitution. The District respects and promotes the rights of students and others to speak freely and to express their ideas, including ideas that may offend the sensibilities of others. However, the District does not condone and shall take action in response to behavior that interferes with the learning of students and is not otherwise protected expression.

II. Definitions

A. Harassment

- (1) "Harassment" means an incident or incidents of verbal, written, visual or physical conduct 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, sex, sexual orientation, disability, 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.
- (2) Harassment includes conduct which violates subsection (1) of this definition and constitutes one or more of the following:
 - (a) Sexual harassment, which means conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual, or physical conduct of a sexual nature 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.
 - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.
 - (b) 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 racial customs.

- (c) Harassment of members of other protected categories, which 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, sex, sexual orientation, or disability 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.
- B. "**Complaint**" means an oral or written report 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 harassment.
- C. "**Complainant**" means a student who has filed an oral or written complaint to an employee or is the alleged victim in a report made by another alleging conduct and/or incident(s) that may rise to the level of harassment.
- D. "**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.
- E. "**Designated Employee**" means an employee who has been designated by the District to receive complaints of harassment pursuant to 16 V.S.A. § 565(c)(1).
- F. "**Principal**" means the building level administrator, or his/her designee, at an independent or public school designated by a school governing board to be a school principal, headmaster, or technical center director.

III. Reporting of Student Harassment Complaints

- A. A student who believes that s/he has been harassed, or who witnesses conduct that s/he believes might constitute harassment, should report the conduct to a designated employee, or to any other school employee.
- B. When a student reports such conduct to a school employee, other than a designated employee, that school employee shall refer the report to a designated employee.
- C. An employee who witnesses conduct that s/he believes might constitute student harassment under this policy shall take prompt and appropriate action to stop the conduct and immediately report the conduct to a designated employee.
- D. Any other person who witnesses conduct that s/he believes might constitute student harassment under this policy should report the conduct to a designated employee.
- E. Consistent with this policy and 16 V.S.A. §565, the Superintendent or Principal shall develop procedures regarding the reporting of student harassment complaints and the District's handling of such reports.
- F. Annually, the District shall select two or more designated employees to receive complaints and shall publicize their availability.

IV. Procedures Following a Report

- A. Consistent with this policy and 16 V.S.A. §565, the Superintendent or Principal shall develop procedures for complaint response following a report, initiation of an investigation, investigation, independent review, and alternative dispute resolution provisions.

- B. Independent Review: A complainant who desires independent review under 16 V.S.A. § 565(f) because s/he is either dissatisfied with the final determination of the school officials as to whether harassment occurred, or believes that, although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem, shall make such request in writing to the Superintendent. Upon such request, the Superintendent shall initiate an independent review, and shall comply with the District's procedures and any applicable rules on this subject promulgated by the Commissioner of the Vermont Department of Education ("Commissioner"). The District may request an independent review at any stage of the process.

V. Discipline and/or Corrective Action.

If after investigation, harassment has been found, the District shall take prompt and appropriate disciplinary or remedial action reasonably calculated to stop the harassment. Consistent with this policy, the District's Student Conduct and Discipline policy and 16 V.S.A. §565, the Superintendent or Principal shall develop procedures regarding discipline and corrective action including final action on a complaint, retaliation, false complaints, and appeal provisions.

There will be no adverse action taken against a person for reporting a complaint of harassment when the complainant has a good faith belief that harassment occurred or is occurring or for participating in or cooperating with an investigation. Any person who knowingly makes a false accusation regarding harassment will be subject to disciplinary action.

VI. Confidentiality; Notification of Results; and Record Keeping.

- A. The privacy of (1) the complainant, (2) the accused individual, and (3) the witnesses shall be maintained consistent with the District's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.
- B. Subject to state and/or federal laws protecting the confidentiality of personally identifiable student information, the complainant and the accused individual shall be informed in writing of the results of the investigation. If either the complainant or the alleged individual is under the age of 18, subject to the above limitation, his or her parent(s) or guardian(s) shall be provided with a copy of this policy and related procedures, notified when an informal resolution to a harassment complaint is attempted, notified when a complaint is filed, and notified in writing of the investigation results. An authorized school official may seek waiver of confidentiality rights in order to inform the complainant of remedial measures undertaken.
- C. The Superintendent or Principal shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District in a confidential file accessible only to authorized persons. The report of the investigation shall be kept for at least six years after the report is completed.

VII. Mandatory Reporting to State Agencies

- A. If a harassment complaint is made that conduct by a licensed educator might be grounds under the State Board of Education Rules for suspension or revocation of a license or endorsement, the Principal shall report to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner.
- B. When a person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq., determines that a complaint made pursuant to this policy must be reported to the Commissioner of the Department for Children and Families, he or she shall make the report as required by law and related District policy. If the victim is a vulnerable adult, as that term is defined in 33 V.S.A. §6902(14), the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6903 and 6904.

- C. Nothing in this policy shall preclude anyone from reporting any incidents and/or conduct that may be considered a criminal act to law enforcement officials.

VIII. Dissemination of Information, Training, Comprehensive Plan for Responding to Student Misbehavior and Data Gathering.

- A. **Dissemination of Information.** Annually, prior to the commencement of curricular and cocurricular activities, the District shall provide notice of this policy and its procedures to students, custodial parents or guardians of students, and employees. Notice to students shall be in age-appropriate language and include examples of harassment. At a minimum, this notice shall appear in any publication of the District that sets forth the comprehensive rules, procedures and standards of conduct for the District.
- B. **Training.** The Superintendent or Principal shall develop age-appropriate methods of discussing the meaning and substance of this policy with students and staff to help prevent harassment. Training may be implemented within the context of professional development and the school curriculum to develop broad awareness and understanding among all members of the school community. Staff training shall enable staff to recognize, prevent and respond to harassment.
- C. **Comprehensive Plan for Responding to Student Misbehavior.** The District's comprehensive plan pursuant to 16 V.S.A. §1161a(a)(6) shall include provisions that promote the positive development of youth and actions to prevent misconduct from escalating to the level of harassment.
- D. **Data Gathering.** The District shall provide the Vermont Department of Education with data requested by the Commissioner.

IX. Complaints to the Human Rights Commission and the U.S. Office of Civil Rights.

In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted in the procedures accompanying this policy.

PROCEDURES FOR PREVENTION OF HARASSMENT OF STUDENTS AND HANDLING COMPLAINTS

The following administrative procedures apply to the District's policy # F20: Prevention of Harassment of Students.

I. Definitions

The terms "harassment," "employee," "complaint," "complainant," "Principal," and "designated employee" shall have the same meaning when used in these procedures as they are defined in the District's Prevention of Harassment of Students policy.

II. Designated Employees

The following employees have been designated by the District to receive harassment complaints pursuant to the Prevention of Student Harassment policy and 16 V.S.A. §565(c)(1):

Francie Marbury, Principal 254-2668
Gail Chaine, Administrative Assistant 254-2668

III. Reporting Student Harassment Complaints

- A. A student who believes that s/he has been harassed, or who witnesses conduct that s/he believes might constitute harassment, may report the conduct to a designated employee, or to any other school employee.
- B. When a student reports such conduct to a school employee, other than a designated employee, that school employee shall refer the report to a designated employee.
- C. A complaint or report may be made either orally or in writing. If a complaint report is oral, a designated employee shall promptly reduce the report to writing, including the time, place, and nature of the conduct, and the identity of the participants and the complainant.
- D. An employee who witnesses conduct that s/he believes might constitute student harassment under the Prevention of Harassment of Students policy shall take prompt and appropriate action to stop the conduct and immediately report the conduct to a designated employee.
- E. Any other person who witnesses conduct that s/he believes might constitute harassment under the Prevention of Harassment of Students policy should report the conduct to a designated employee.
- F. If one of the designated employees is the person alleged to be engaged in the conduct witnessed or complained of, the report shall be filed with the other designated employee.

IV. Procedures Following a Report

- A. At any stage of the procedures following a complaint, the complainant and the accused individual may request alternative dispute resolution methods, including mediation, of the District.
- B. When a designated employee receives a complaint, the designated employee shall complete a harassment complaint form based on the written or verbal allegations of the complainant.
- C. The completed complaint form shall detail the alleged facts and circumstances of the incident or pattern of behavior. Harassment complaint records shall be maintained consistent with the requirements of the Family Educational Rights and Privacy Act, 34 C.F.R. Part 99.
- D. Depending on (1) the nature of the accusations, (2) the age of the complainant and the accused individual, (3) the agreement of the complainant and (4) other relevant factors, the designated employee or another individual identified by the designated employee may attempt to resolve a complaint through a conversation with the complainant and the accused individual. If such informal resolution is either not appropriate or is unsuccessful, the designated employee shall initiate or cause to be initiated an investigation of the allegations in accord with the timelines established herein.
- E. Upon receipt of notice of a complaint, the designated employee shall provide a copy of the Prevention of Harassment Policy and these procedures to the complainant and the accused individual. If one of the above named is under 18 years of age, his/her parent(s) or guardian(s) shall be notified of the complaint and shall be provided with a copy of the policy and procedures.
- F. Unless special circumstances are present and documented, the Principal shall, no later than one school day after the receipt of a complaint, initiate or cause to be initiated, an investigation of the allegations. The Principal shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the Principal from assigning him/herself or a designated employee as the investigator.

- G. No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the [Superintendent][Principal]. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes a violation of the Prevention of Harassment of Students policy. When the initial determination is that an accused student has engaged in harassment, the [Superintendent] [Principal] shall use his or her discretion to decide the appropriate disciplinary and/or corrective action. If expulsion is recommended, the [Superintendent][Principal] will seek approval of the board of the District. He/she shall also notify the parties of the results of the determination and as allowed by law, disciplinary and/or corrective action to result. An authorized school official may seek waiver of confidentiality rights in order to inform the complainant of remedial measures undertaken.
- H. Consideration of whether a particular action or incident constitutes a violation of the harassment policy requires review of all the facts and surrounding circumstances. Although conduct may be found to be in violation of other standards of student or employee conduct or decorum, it shall not be deemed harassment when the subject of a complaint is an incident(s) that is not shown to have the effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or to have created an objectively intimidating, hostile, or offensive environment. Free expression rights of the First Amendment of the U.S. Constitution will be protected.
- I. All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the District, be completed within 30 calendar days after the review is requested.
- J. When the initial determination is that an employee has engaged in harassment against a student, the Superintendent and/or Principal shall use his or her discretion to initiate disciplinary and/or corrective action in accord with the District's policies and procedures, employment contracts and state and federal law.

V. Independent review.

- A. A complainant who desires independent review because s/he is either dissatisfied with the final decision of the District as to whether harassment occurred, or believes that although a final decision was made that harassment occurred, the District's response was inadequate to correct the problem, shall make such request in writing to the Superintendent.
- B. Upon such request, the Superintendent shall initiate an independent review by a neutral person selected from a list developed jointly by the Commissioner of Education and the Human Rights Commission and maintained by the Commissioner.
- C. The District shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of, but is not limited to, an interview of the complainant and the relevant school officials and review of written materials involving the complaint maintained by the school or others. The independent reviewer shall be considered an agent of the school for purposes of being authorized to review confidential student records.
- D. Consistent with Act 91, An Act Relating to Harassment in Schools, upon the conclusion of the review, the reviewer shall advise the complainant and the designated employee as to the sufficiency of the school's investigation, its determination, the steps taken by the school to correct any harassment found to have occurred, and offer recommendations for any future steps the District should take. The reviewer shall advise the student of other remedies that

may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution.

- E. The District may request an independent review at any stage of the process.
- F. The District shall bear the cost of independent review.

VI. Discipline and/or Corrective Action

- A. **Final Action on Complaint.** The District shall take prompt and appropriate disciplinary and/or corrective action reasonably calculated to stop the harassment. Disciplinary or corrective action may include, but shall not be limited to, warning, reprimand, education, training, counseling, suspension and/or expulsion of a student, and warning, reprimand, education, training, counseling, transfer, suspension and/or termination of an employee.
- B. **Other Disciplinary Response.** If the conduct does not rise to the level of harassment, but otherwise violates the District's disciplinary policies or Comprehensive Plan for Responding to Student Misbehavior including anti-bullying provisions, disciplinary or corrective action under those policies or plan shall be taken.
- C. **Retaliation.** Acts of retaliation for reporting harassment or for cooperating in an investigation of harassment is unlawful pursuant to subdivision 4503(a)(5) of Title 9. There shall be no adverse action taken against a person for reporting a complaint of harassment when the complainant has a good faith belief that harassment has occurred or is occurring or for participating in or cooperating with an investigation. In the context of retaliation, "adverse action" means any form of intimidation or reprisal such as verbal/physical threats or abuse, diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits or other unwarranted disciplinary action in the case of students and includes any form of intimidation, reprisal or harassment such as suspension, termination, change in working conditions, loss of privileges or benefits or other disciplinary action in the case of employees. Any individual who retaliates against any employee or student who reports, testifies, assists or participates in an investigation or hearing relating to a harassment complaint shall be subject to appropriate action and/or discipline by the District.
- D. **False Complaint.** Any person who knowingly makes a false accusation regarding harassment shall be subject to disciplinary action up to and including suspension and expulsion with regard to students or up to and including discharge with regard to employees.
- E. **Appeal:** A person determined to be in violation of the Prevention of Harassment of Students policy may appeal the determination and/or any remedial action taken as a consequence of the determination.
 - 1. **Student.** If the person filing the appeal is a student, the appeal shall proceed in accordance with the District's policy and procedures governing discipline of students.
 - 2. **Staff.** Employees subject to disciplinary action shall appeal in accord with applicable statutes, collective bargaining agreements, and the District's policy and procedures.

VII. Confidentiality; Notification of Results; and Record Keeping.

- A. The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with (1) the District's obligations to investigate, (2) to take appropriate action, and (3) to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.
- B. Subject to state and/or federal laws protecting the confidentiality of personally identifiable student information, the complainant and the accused individual shall be informed in writing of the results of the investigation. If either the complainant or the alleged individual is under

the age of 18, subject to the above limitation, his or her parent(s) or guardian(s) shall be provided with a copy of this policy and related procedures, notified when an informal resolution to a harassment complaint is attempted, when a complaint is filed, and in writing of the results of the investigation. An authorized school official may seek waiver of confidentiality rights in order to inform the complainant of remedial measures undertaken.

- C. The Superintendent or Principal shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District in a confidential file accessible only to authorized persons. The report of the investigation shall be kept for at least six years after the report is completed.

VIII. Mandatory Reporting to State Agencies

- A. If a harassment complaint is made that conduct by a licensed educator might be grounds under the State Board of Education Rules for suspension or revocation of a license or endorsement, the Principal shall report to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner.
- B. When a person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq., determines that a complaint made pursuant to the Prevention of Harassment of Students policy must be reported to the Commissioner of the Department for Children and Families, he or she shall make the report as required by law and related District policy. If the victim is a vulnerable adult, as that term is defined in 33 V.S.A. §6902(14), the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6903 and 6904.
- C. Nothing in these procedures shall preclude anyone from reporting any incidents and/or conduct that may be considered a criminal act to law enforcement officials.

IX. Complaints to the Vermont Human Rights Commission and the U.S. Office of Civil Rights.

In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil rights of the U.S. Department of Education at the following addresses:

Vermont Human Rights Commission
133 State Street
Montpelier, VT 05633-6301
(800) 416-2010 or (802) 828-2480 (voice or tty)

Director, Compliance Division Area II
Office of Civil Rights
U.S. Department of Education, Region I
John W. McCormack Post Office Courthouse, Rm. 222
Post Office Square
Boston, MA 02109
(617) 223-9667

ALCOHOL AND DRUGS

Policy

It is the policy of the Marlboro School District that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school.

Philosophy

This policy is concerned with the health and well-being of all students and the policy takes into consideration the individual needs of students with alcohol and substance abuse problems as well as the right of all students to receive an appropriate education in an alcohol and drug free environment. The Board encourages educational programs that provide every student with an understanding of the physical, psychological, social and legal dangers associated with drug abuse.

Chemical abuse and dependency are treatable health problems that are primarily the responsibility of the home and the community. The school shares this responsibility in the areas of prevention (education) and intervention (identification and referral).

Community and schools share in this responsibility because chemical problems often interfere with behavior, learning, and the fullest possible development of each student.

Definitions

Alcohol and drug (substance) abuse is the ingestion of a substance in such a way that it interferes with a person's ability to perform physically, intellectually, emotionally, or socially.

Drug means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal regulation or statute.

Implementation

The Superintendent (or designee) is responsible for implementing procedures to see that the following requirements are met:

1. **Educational Program.** The District shall conduct an alcohol and drug abuse educational program on a sequential basis from early childhood through grade 12 in accordance with the mandates of 16 V.S.A. §909, the Vermont Alcohol and Drug Education Curriculum Plan, and the federal Safe and Drug-Free Schools and Communities Act (20 U.S.C. §§1701 et seq.).
2. **Cooperative Agreements.** In dealing with substance abuse cases, every effort will be made to promote responsible decision-making by the student involved and other students who are aware of another student's use or abuse. The focus will be to encourage appropriate medical and/or psychological intervention by trained professionals. Students and parents or guardians will be given information about outside agencies and will be encouraged to take advantage of their services and programs.

The Marlboro School District works has a cooperative agreement with Youth Services.

No student under the age of eighteen will be referred to an outside agency for substance abuse treatment without parental consent unless, in accord with 18 V.S.A. §4226, the

student is 12 or over and found by a licensed physician to be dependent upon regulated drugs or an alcoholic.

Parental consent is not required for student participation in group programs conducted within the schools which are educational in nature and designed to impart information and/or assist students in improving their sense of self-esteem. Such groups may be conducted only by trained professionals contracted by the schools to perform such service or by trained school staff who have been approved by the school administration to conduct such groups.

3. **Substance Abuse Team.** In each school the Principal shall form a Substance Abuse Team which shall screen students who refer themselves and students who are referred by staff for suspected drug and/or alcohol use and/or abuse problems. The membership of the team and the procedures to be used by the team will be developed by the Principal and disseminated in writing to the building faculty and staff.
4. **Staff Training.** The District will provide school staff with training such that teachers and health and guidance personnel can competently teach or provide other services required in the school's alcohol and drug abuse prevention education program. Such training is outlined in State Board Rule 4213.2.
5. **Community Involvement.** The District will provide for a program to inform the community about substance abuse issues and about how schools are handling such issues.
6. **Annual Report.** In a standard format provided by the Department of Education, schools will submit an annual report to the Commissioner of Education describing substance abuse education programs and their effectiveness.
7. **Notification.** Parents and students will be given a copy of the standards of conduct and disciplinary sanctions contained in this policy and accompanying procedures, and will be notified that compliance with the standards of conduct is mandatory.

CODE F7-R

PROCEDURES FOR DEALING WITH SUBSTANCE ABUSE INCIDENTS

Students who are experiencing problems with alcohol and drugs are in need of assistance. The type of assistance needed may vary; however, the school system is committed to providing the most appropriate response to each individual. The actions set forth below will be considered routine procedures. In situations where extreme violations occur, the specific action may be waived by the administrator. Any action taken by waiver of these procedures will be explained in a written report to the Superintendent. All disciplinary measures taken in accordance with this policy will comply with due process requirements and, where appropriate, will be consistent with the rights of students with disabilities as reflected in the school's discipline policy. **Students under the influence of alcohol and/or drugs**

1. **First Offense**
 - A student will be treated as an ill student and will be sent home by an administrator after the parents have been notified. In crisis situations the matter will be handled as a medical emergency and accordingly the school officials will involve ambulance and police assistance as may be appropriate.

- Police shall be notified when drugs are involved. Reporting of 1st offense alcohol problems to the police is within the discretion of the administrator.
- The student will be referred to the school's Substance Abuse Team.

2. **Second offense**

- Steps (a, b and d) of the 1st offense procedures.
- Police shall be notified regardless of whether the offense is drug or alcohol related.
- The student will undergo an alcohol/drug assessment within 10 days of the incident and will participate in a treatment program if warranted by the assessment.
- Failure to comply with (c) above (will / may) result in the student being suspended from school for ten (10) day.

3. **Third Offense**

- Step (a) of the 1st offense procedures..
- Police shall be notified..
- The student (will / may) be suspended from school for ten (10) days and may be recommended to the Board for long-term suspension or expulsion..

Students in possession of drugs, drug paraphernalia, and/or alcohol

When students are found in possession of drugs, drug paraphernalia, and/or alcohol, the substance(s) will be removed from the student. Procedures for handling such incidents will be identical to those used when a student is found to be under the influence of drugs and/or alcohol, except for Step 1a.

Students selling or furnishing alcohol and/or drugs

1. **First offense**

- The student will be suspended from school for ten (10) days after the parents have been notified...
- Police shall be notified...
- The student will be referred to the school's Substance Abuse Team...

2. **Second offense**

- Steps (a) and (b) for 1st offense will be followed...
- The student may be recommended to the Board for long-term suspension or expulsion...

Suspected Substance Abuse

When a staff member has reason to believe that a student might be having a problem related to substance abuse, the staff member shall make a referral to the Substance Abuse Team.

Co-Curricular Activities

Students who violate the School District's policy on alcohol and drugs while they are members of a school team, are subject to additional disciplinary actions as are defined in the school's training rules. Any student who commits a second offense, in the same year, of the School District's policy may not represent the school and consequently the student will immediately be dismissed from all co-curricular activities (athletic and non-athletic) for the remainder of the school year.

CODE E8
(Mandatory)

TOBACCO PROHIBITION

Policy

It is the policy of the Marlboro School District to prohibit the use of tobacco on school grounds in accordance with state law. This ban extends to any student, employee or visitor to the school, and applies at all times, whether or not school is in session. Students are, furthermore, prohibited from possessing tobacco products at all times while under the supervision of school staff or at school sponsored activities. The Superintendent or his or her designee shall develop procedures, rules and regulations that are in his or her judgment necessary to implement this policy and, at a minimum, will include provisions ensuring that tobacco products are confiscated when found in the possession of students and that referrals to law enforcement agencies are made when appropriate.

Definitions

For purposes of this policy and administrative rules and procedures developed pursuant to this policy:

School grounds means any property and facilities owned or leased by the school and used at any time for school related activities, including but not limited to school buildings, school buses, areas adjacent to school buildings, athletic fields and parking lots. **School sponsored activity** means activities including but not limited to field trips, project graduation events, sporting events, work internships and dances.

Tobacco product has the same meaning as set forth in 7 V.S.A. 1001(4), as amended from time to time.

CODE F27
(Mandatory)

MARLBORO SCHOOL POLICY: PUPIL PRIVACY RIGHTS

It is the intent of the school board to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA) governing the administration of certain student surveys, analyses or evaluations funded in whole or in part by the U.S. Department of Education.

Definitions

As used in this policy, the following terms shall mean:

"Invasive physical examination" means a medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.

"Personal information" means individually identifiable information including a student's or parent's name, address, telephone number, or social security number.

"Instructional material" means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

"Parent" means a natural or adoptive parent, a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of a child).

Student Rights

The rights provided to parents under the Pupil Rights Amendment and this policy transfer to the student when the student turns 18 years old, or is an emancipated minor under applicable Vermont law.

Policy

1. No student shall be required, without prior written parental consent, to take part in a survey, analysis, or evaluation funded by the U.S. Department of Education that reveals information concerning:
 - A. political affiliations or beliefs of a student or a student's parents
 - B. mental or psychological problems of a student or student's family;
 - C. sex behavior or attitudes;
 - D. illegal, anti-social, self-incriminating and demeaning behavior;
 - E. critical appraisals of other individuals with whom student respondents have close family relationships;
 - F. legally recognized privileged or analogous relationships, such as those of lawyers, physicians or members of the clergy. income (other than that required by law to determine eligibility for participation in a program for receiving financial assistance under such program; or
 - G. religious practices, affiliations, or beliefs of the student or the student's parents.
2. Parents shall have the right to inspect any survey created by a third party before the survey is administered or distributed to a student. Requests for inspection shall be in writing, and shall be made in sufficient time to allow a response at least two weeks in advance of any survey to be given.
3. Parents shall be notified at least annually, at the beginning of the school year or when enrolling students for the first time in district schools, of this policy. The notification shall explain that parents/guardians or students 18 years of age or older, have the right to "opt out" of the following activities:
 - A. the collection, disclosure and use of personal information gathered from students for purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational services for, or to students.
 - B. the administration of any survey not funded in whole or part by the U.S. Department of Education that includes the eight subject areas listed in paragraph 1 above; or

- C. the administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of a student or other students and not otherwise permitted or required by state law.
4. In addition parents shall be notified, through U.S. Mail, email or other direct means, at least annually at the start of each school year of the specific or approximate dates of any activities described in sub-paragraphs A-C of paragraph 3 above, and shall be provided an opportunity to opt out of participation in those activities.
 5. Parents shall have the right to inspect, upon request, any instructional material used as part of the educational curriculum.
 6. The superintendent or his or her designee shall develop administrative procedures as required to ensure implementation of this policy.

**CODE F5
(Mandatory)**

STUDENT RECORDS

Policy

The Marlboro School District recognizes the importance of keeping accurate and appropriate education records for students as part of a sound educational program and is committed to act as trustee of this information, maintaining these records for educational purposes to serve the best interests of its students. The information contained in students' education records belongs primarily to the students and/or their parent(s), or guardians.

The principle of confidentiality underlies all policies and procedures for the collection, maintenance, disclosure and destruction of educational records. The building Principal will be the legal custodian of all student records in a given school. The Superintendent has overall responsibility for school records throughout the District and for assuring that adequate systems are in place to maintain such records.

Definitions

1. ***Other school official determined to have legitimate educational interests*** means a person who needs to review a student's education record or receive information therefrom in order to fulfill his or her employment or official responsibilities and who is:
 - A. A person employed by the Marlboro School District as an administrator, supervisor, educator or substitute therefore, paraprofessional or support staff member, including tutorial, health, law enforcement, custodial, transportation, nutrition, athletic, extra-or co-curricular, clerical or other support staff;
 - B. A member of the Marlboro School Board;
 - C. A person or company with whom the Marlboro School District has contracted to perform a special task, including an attorney, auditor, medical consultant, therapist, evaluator;
 - D. A volunteer assisting another school official in the performance of his or her tasks; and
 - E. Any other person designated by the Marlboro School Board or Principal of any school within the Marlboro School District to have legitimate educational interests.
2. ***Directory information.*** The school will release directory information without prior written consent unless the parent or guardian or eligible student informs the Principal in writing that any or all of the information designated below should not be released without

prior consent.

- A. Student's name, address, date of birth, dates of enrollment;
- B. Parent or guardian's name and address;
- C. Student's grade level classification;
- D. Student's participation in recognized school activities and sports;
- E. Weight and height of member of athletic teams;
- F. Student's diplomas, certificates, awards and honors received.

NOTE: FERPA regulations permit the identification as directory information any "information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed." The above list is, therefore, suggestive.

Implementation

The Superintendent is responsible for developing procedures to assure the consistent implementation of this policy. The procedures shall comply with all federal and state laws and regulations governing the collection, maintenance, disclosure and destruction of education records.

1. **Parental Notification.** Annually, the school will notify parents or guardians of students currently in attendance and eligible students (age 18 and over) currently in attendance of their rights under the Family Educational Rights and Privacy Act (FERPA) of 1974. Notice will be given in a manner outlined by the Superintendent and likely to inform parents or guardians and eligible students of their rights. The notice will include a statement that the parent or guardian or eligible student has a right to:
 - A. Inspect and review the student's education records;
 - B. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
 - C. 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;
 - D. File with the U.S. Department of Education a complaint concerning alleged failures by the school to comply with requirements of the Act; and
 - E. Obtain a copy of the school's policy and written procedures or protocols related to student records.
2. **Notification to Parents Required by the No Child Left Behind**
 - A. Parents of students attending grades 9-12 and eligible students shall be notified annually that the No Child Left Behind Act requires the release of a student's name, address and telephone listing to military recruiters and institutions of higher learning upon request. In accord with the Act, parents or eligible students will further be notified that they may request that the district not release this information, and the district will comply with the request.
 - B. Parents shall be notified annually if the district has or adopts a policy on the collection or use of personal information collected from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose, including arrangements to protect student privacy in the event of such collection, disclosure or use.
3. **Release/Review of Student Information**
 - A. Disclosure of student information will be made only with the written consent of the parent or guardian or eligible student subject to the following exceptions:
 1. Information may be disclosed to officials of the school in which the student is enrolled who have a legitimate educational interest in the records and require the information to

adequately carry out their jobs;

2. Information may be disclosed upon request to officials of a school in which the student seeks or intends to enroll;
3. Under court order or subpoena;
4. To individuals seeking Directory Information: see definitions
5. In connection with a student's request for financial aid;
6. To appropriate parties in a health or safety emergency.

B. Parents or guardians of students or eligible students may inspect and review the student's records upon request. Parents or guardians should submit requests to the Principal in writing specifying as precisely as possible the information he or she wishes to inspect. The Principal will make appropriate arrangements to meet with the parent(s) or guardian(s) for such inspection according to procedures developed by the school's administration.

If an eligible student or parent or guardian believes the education records contain information that is inaccurate, misleading or in violation of any of the student's rights, s/he may request the building Principal to amend the record. If the building Principal decides not to amend the record as requested, the student or parent or guardian may appeal using the District's general appeal process.

C. Non-custodial Parents: Access to a student's school records shall not be denied to a parent solely because that parent has not been awarded parental rights and responsibilities by a court. However, access will be denied where a court order or other legally binding document specifically revokes a parent's right of access to such records.

D. Each contract entered into between the Marlboro School District and persons or entities who may either receive a student's education records or personally identifiable information shall contain a provision setting forth the restrictions on redisclosure of information from education records.

E. School District will maintain a record of all requests for and/or disclosures of information from a student's records according to the school's procedures. The District will record, also, all requests for amendment of the record and the disposition of the request(s).

4. **Juvenile Court Records.** The Family Court is required to inform in writing the Superintendent of the District in which a student is enrolled within seven days of a court finding that the student has committed a delinquent act requiring notice.

A. Sharing of Information. The Superintendent shall inform only those for whom the information is necessary for the rehabilitation program of the child or for the protection of staff or students, and only after first evaluating rehabilitation and protection measures that do not involve informing staff or students. "Need to know" should be narrowly and strictly interpreted. Persons receiving this information shall not discuss the information with anyone except the Superintendent, the child, the child's parent or guardian, law enforcement personnel, the student's probation officer or others who have been similarly informed.

B. Maintenance of Records. The notice from the Family Court shall be maintained by the Superintendent in a file separate from the student's education record. Upon the graduation of the student or when the student turns 18, the Superintendent shall destroy the record. If a student transfers to another public or private school, the Superintendent shall forward the written notice in the original marked envelope to the Superintendent or headmaster of the school to which the student is transferring.

C. Transfer of Records. When a student transfers to another school or school district, all student records shall be forwarded.

D. Staff Training. Annually, the Superintendent shall ensure that training is provided to each member of the School Board and staff concerning his or her responsibilities to maintain the confidentiality of information from student education records consistent with the Family Educational Rights and Privacy Act. Such training shall be tailored to the scope of the staff or Board member's duties and, as appropriate, include presentation of information on:

1. The maintenance and storage of education records;
2. Record keeping requirements regarding disclosure of a student's education records; 3. The potential penalties both to the staff member and the school for inappropriate disclosure of a student's education record or personally identifiable information therefrom
4. The definitions of "record," "education record," "directory of information," and "personally identifiable information" under federal law;
5. Where to receive advice and direction in circumstances where the Board or staff member's responsibilities in this regard are unclear; and
6. The penalties for violation of the rules of confidentiality set forth in Vermont law.