

2025-2026

Student / Parent / Caregiver
Handbook

Academy School ~ Green Street School ~ Oak Grove School
Dummerston School ~ Guilford Central School
Putney Central School ~ Vernon Elementary School
Brattleboro Early Childhood Center

Note that BAMS and BUHS have separate handbooks posted on their websites

The most recently adopted versions of WSESD Policies can be found at
<https://wsesu.org/wsesd-policies/>

You may opt to ask your school's Administrator to provide a paper copy of any individual policy as needed. Policies are reviewed regularly by the Board of Directors of WSESU, WSESD, Vernon School District, and the WSESD Policy & Amendment Committee. Input from the community is invited. WSESD Policy and Amendment Committee Meetings generally take place on the second and fourth Wednesday of the month, and policies for consideration are listed in the posted agendas. Find agendas at <https://wsesu.org/wsesd-agendas/>.

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They are all printed in the back pages of this handbook.

They can also be found at wsesu.org.

August 2025

WSESUWindham
Southeast
Supervisory
Union

To All Parents/Guardians, Students and Staff:

53 Green St.
Brattleboro
Vermont
05301

Welcome to the 2025-2026 school year. One of our ongoing goals is to see that the community continues to be informed about the happenings in the Windham Southeast Supervisory Union's elementary schools.

The contents of this *Student/Parent Handbook* outline many of the important aspects concerning our schools. It is necessary that parents/guardians and students take the time to read this handbook so that you have a better understanding of how our schools function. It would be especially helpful for parents/guardians and students to review the contents of this handbook together.

We invite you and encourage you to become involved with our schools. We welcome you to communicate with school staff and to ask questions about your child's progress. Teachers will also be encouraged to contact parents/guardians on a regular basis to keep them informed about the happenings in the classroom.

We realize that these past several years have proven to be challenging for everyone, and we want you to know that our goal is to promote a positive school learning environment, without compromising the health and safety of our students and staff. We look forward to working with all of our families and are ready for the new challenges offered by the 2025-2026 school year.

Kelly Dias, Principal
Academy SchoolJulianne Eagan, Principal
Dummerston SchoolOrly Hasbani, Assistant Principal
Academy SchoolJohn Gagnon, Principal
Guilford Central SchoolKate Margaitis, Principal
Green Street SchoolJon Sessions, Principal
Putney Central SchoolMary Kaufmann, Principal
Oak Grove School
Brattleboro Early Educ. CenterMary Ross, Principal
Vernon Elementary School**"An Education of Excellence"**Telephone: 802-254-3730
FAX: 802-254-3733

WSED SCHOOL BOARD MEMBERS	
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Daniel Amidon	damidon@wsesu.org
Julie Staughton	jstaughton@wsesu.org
*WSESU Board Member **WSESU Board Chair	
CENTRAL OFFICE ADMINISTRATION	
53 Green Street, Brattleboro, VT 05301	
802-254-3730 (phone) — 802-254-3733 (fax) www.wsesu.org	
Mark Speno	Superintendent
Frank Rucker, Ed.D	Business Administrator
Brin Tucker	Curriculum, Assessment & Instruction
Stacey Sawyer	Curriculum Coordinator Grades PreK-6
Janet Slesinski	Curriculum Coordinator Grades 7-12
Tate Erickson	Director of Special Education
Kaleigh Richardson	Elementary Special Education Coordinator
Michael Kelliher	Director of Human Resources
Brandy Levesque	Director of Early Childhood Special Education
Kerri Beebe	Pre-K Coordinator

ACADEMY SCHOOL

860 Western Avenue, Brattleboro, VT 05301
802-254-3743 (phone) — 802-254-3756 (fax)
www.academyschoolvt.com

Kelly Dias	Principal
Orly Hasbani	Assistant Principal
Carrie Lane	Administrative Assistant
	Office Clerk
Kristi Kratsa	School Counselor
Amy Majer, RN	School Nurse
Meghan Dillingham, RN	School Nurse
Lorie Macie	School Social Worker
Rebecca Potter	Family Engagement Coordinator

GREEN STREET SCHOOL

164 Green Street, Brattleboro, VT 05301
802-254-3737 (phone) — 802-254-3753 (fax)
www.greenstreetschoolvt.com

Kate Margaitis	Principal
Judy Chapman	Administrative Assistant
Sarah Wood	Office Assistant
Gail Powers, RN	School Nurse
Gina Onorato	School Counselor
Christa Cozzolino	School Social Worker
Solomon McMurray	School Social Worker

OAK GROVE SCHOOL

15 Moreland Avenue, Brattleboro, VT 05301
802-254-3740 (phone) — 802-254-3633 (fax)
www.oakgroveschoolvt.com

Mary Kaufmann	Principal
Nicole Zolnoski	Administrative Assistant
Ashley Kane, RN	School Nurse
Morgan Derosia	School Counselor

DUMMERSTON SCHOOL

52 Schoolhouse Road, East Dummerston, VT 05346
802-254-2733 (phone) – 254-5751 (fax)
<https://dummerston.wsesu.org/>

Julianne Eagan	Principal
Melanie Keiser	Administrative Assistant
Melissa White, RN	School Nurse
Nicole Thomas	School Counselor
Seth O'Connor	School Social Worker

GUILFORD CENTRAL SCHOOL

374 School Road, Guilford, VT 05301
802-254-2271 (phone) – 802-258-2848 (fax)
<https://www.guilfordcentralschool.org/>

John Gagnon	Principal
Renee Baker	Administrative Assistant
Jesse Ridgway, RN	School Nurse
Asa Whitcomb	School Counselor

PUTNEY CENTRAL SCHOOL

182 Westminster Road, Putney, VT 05301
802-387-5521 (phone) – 802-387-2776 (fax)
<https://www.putneycentral.org/>

Jon Sessions	Principal
Emily Bristol	Administrative Assistant
Nancy Gagnon	Administrative Assistant
Nicole Hamilton, RN	School Nurse
Nicole Lazarus Miner	School Counselor
Susan Gunther-Mohr	School Social Worker

VERNON ELEMENTARY SCHOOL

Governor Hunt Road, Vernon, VT 05354
802-254-5373 (phone) – 802-257-0988 (fax)
<https://www.vernonschool.org/>

Mary Ross	Principal
Chris Nesbitt	Administrative Assistant
Christine Kierstead, RN	School Nurse
Bridget Duff	School Counselor
Sean Quinn	School Social Worker

SECTION 1 - SCHOOL FUNCTIONALITY / PROCEDURES

SCHOOL HOURS

School	Drop-Off	School Begins	School Dismissal	Early Release
Academy School	7:50 - 8:10	8:15 a.m.	2:45 p.m.	11:40 a.m.
Green Street School	7:45 - 8:00	8:15 a.m.	2:45 p.m.	11:30 a.m.
Oak Grove School	7:45 - 8:00	8:15 a.m.	2:45 p.m.	11:30 a.m.
BECC	8:00 a.m.	8:15 a.m.	2:45 p.m.	11:30 a.m.
Early Education Services	7:30am-4:30p m available	8:00 a.m.	3:00 p.m.	
Dummerston School	8:00 - 8:10	8:15 a.m.	2:45 p.m.	11:45 a.m.
Guilford Central School	7:50 - 8:00	8:00 a.m.	2:40 p.m.	11:40 a.m.
Putney Central School	7:45 - 8:15	8:15 a.m.	2:45 p.m.	11:45 a.m.
Vernon Elementary School	7:50 - 8:10	8:10 a.m.	2:45 p.m.	11:45 a.m.
Brattleboro Area Middle School		8:40 a.m.	3:30 p.m.	12:30 p.m.
Brattleboro Union High School		8:45 a.m.	3:30 p.m.	12:30 p.m.
Windham Regional Career Ctr		8:45 a.m.	3:30 p.m.	12:30 p.m.

SCHOOL ATTENDANCE BEST PRACTICES

As daily attendance is critical to successful school performance, we want all students PreK-12 and families in Windham County to have support in ensuring student attendance at school. The process and procedures to ensure that students are in school and learning follow below.

Processes and Expectations:

ABSENCES

It is our shared responsibility to be sure that every child is safe and accounted for on every school day. If your child is absent from school, please notify the school **within 30 minutes of your school's start time**.

UNREPORTED ABSENCES

The school will contact the parent/guardian at home or at work. If a child is not in school on a given day and we have **not** received notification from the parent/guardian and are not able to make contact with the parent/guardian, this means that we are not able to verify the child's location. We will then contact the appropriate police/sheriff's department as early in the day as possible for a welfare check. This is solely to ensure our student is safe. We will then make another outreach to the parent/guardian to make a plan to prevent further reported absences.

TARDINESS

Being on time sets a positive tone for the day, and emphasizes the importance of education. Students are expected to arrive at school no later than the stated start time for your school. Students arriving after this time are considered late and will be marked tardy. Tardiness happens from time to time but regularly coming in late means the student misses the opportunity to be greeted by everyone, eat breakfast, settle into the day, learn the schedule for the day and generally get off to a positive start. If a trend of tardiness begins to appear, we will ask the parent/guardian to create a plan with the school to ensure that students arrive on time.

APPROACH

We utilize a team approach for school attendance, including the child, their family, and school officials to explore with the family what obstacles are hindering school attendance. A student-centered 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. Interventions of last resort regarding attendance typically involve the Windham County State's Attorney and the Department of Children and Families. Involvement of those agencies happen after habitual absences and very low family involvement with the school.

TEAM SUPPORT

We rely on school staff to support improved attendance. If needed at a later stage, staff from state and community agencies, as well as parent liaison supports, will assist. Team meetings can be part of EST, 504, IEP, Act 264, Youth Services, and other necessary supports for the student.

PROCEDURE

School staff typically will use the following procedures to support families with school attendance; however, families should be aware that every situation is different, so this is **not** to be interpreted as the sole protocol:

Tardiness

<i>After <u>five</u> tardy days</i>	School personnel contact family in person or by phone. Letter to go out to family from principal.
<i>After <u>seven</u> tardy days</i>	Letter to go out to family from principal. Parent/guardian meeting scheduled with counselor and teacher.
<i>After <u>ten</u> tardy days</i>	Letter to go out to family from principal. Parent/guardian meeting scheduled by school staff with principal, counselor, teacher, and any other necessary school staff. At the meeting, a release of information is signed by the family to allow discussion between the school and outside agencies if necessary.

Absences

After five absent days

School personnel contact family in person or by phone, AND by mail. Based on the previous year, families may be referred to community supports or state agencies once an absence trend is identified.

After ten absent days

Letter to go out to family including, if appropriate, a request for more information related to any medical diagnoses that your student may be experiencing that is preventing them from attending school.

Parent/guardian meeting scheduled with Educational Support Team (EST) or Attendance Committee and school personnel (including teacher, counselor, and principal).

A referral to community supports may be necessary at this stage.

After fifteen absent days

Letter to go out to family.

Parent/guardian meeting scheduled according to guidelines established in Act 264 with school personnel and representative from outside agencies. These could include DCF, designated mental health, family support, and truancy agencies, as well as law enforcement.

Subsequent Absences

Depending on the situation, the school will continue to refer to community supports and will determine if a referral to DCF or the State's Attorney will be necessary

State's Attorney

An affidavit goes to the Windham County State's Attorney detailing the amount of absences, records of outreach between the school and the family, and what supports have already been put in place.

The State's Attorney will review the materials and determine if they believe the student is a Child in Need of Services.

If the State's Attorney makes this determination, a prosecutor will file a case in the Windham County Family Court to formally intervene with the student's habitual absences.

This is to ensure that a plan will be followed to remedy the absences and have your student regularly go back to school.

Family Court

The Family Court judge evaluates any case filed by the State's Attorney and determines if conditions need to be imposed on the family related to your student's attendance. If a case is brought, you will be entitled to an attorney for both you and your student.

Please note: The School is not formally involved with truancy cases brought by the State's Attorney (meaning that the school is **not** suing your family). Any truancy cases in Court are brought by the State

of Vermont

BOARD COMMITMENT TO NON-DISCRIMINATION

The Board recognizes its obligation to respect the legal rights of all students, parents/guardians/caregivers, employees, applicants for admission or employment, sources of referral of applicants for admission and employment and all unions or professional organizations holding collective bargaining or professional agreement with the school district. The board will seek to comply with all applicable federal and state non-discrimination laws. See Policy C9 Notice of Non-Discrimination at the end of this handbook and at wsesu.org.

SCHOOL ATTIRE

Windham Southeast School District's Supervisory Union's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable implementation of this dress code, school staff shall implement the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. We want to encourage and support our children to be well-rounded, not defined by their bodies and their clothes. Our goal is to create a learning environment that gives us space for self-expression, grounding us in our equality and worth. We recognize that we are constantly inundated with messages from others and from the media that work to convince us to participate in our own oppression or the oppression of others. We will work as a community to create space for expression, one that challenges us to deepen our sense of self-worth and care for each other. The Student Dress Code policy will be reviewed annually at the end of each school year.

Windham Southeast Supervisory Union expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s), guardian(s), or caregiver(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code implementation does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

The full WSED Dress Code Policy F42 can be found at <https://wsesu.org/wsesd-policies/>.

PARENTAL NOTIFICATION

As a parent/guardian of a student in the Windham Southeast Supervisory Union schools, you have a right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner, if you ask for it. Specifically, you have the right to ask for

the following information about each of your child's classroom teachers:

- whether the Vermont Agency of Education has licensed the teacher for the grades and subjects they teach;
- whether the Vermont Agency of Education has decided that the teacher can teach in a classroom without being licensed because of special circumstances;
- the teacher's college major; whether the teacher has any advanced degrees, and if so, the subject of the degrees;
- whether any paraeducators provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please call your school office at the number listed on pages 2 and 3 of this handbook.

SECTION 2 - MATTERS OF SAFETY & HEALTH

SCHOOL SAFETY

Desks, textbooks and other materials or supplies loaned by the school to students remain the property of the school, and may be opened by school employees for cleaning, maintenance or emergencies. Students should not expect the contents to be private. When prohibited items are found in the course of routine cleaning or maintenance, or in the case of emergency, they will be confiscated and a report will be made to the principal who will determine whether further investigation is warranted.

Searches of students' persons, personal effects (e.g. purse, book bag, etc.) may be conducted if there is reasonable cause to believe that such a search will produce evidence of a breach of school policy or law. Search of a student's person will be conducted by a school employee of the same sex, and in the presence of another school employee. The full text of Policy F4 Search and Seizure of Students by School Personnel can be found at wsesu.org and at the end of this handbook.

CRISIS PREVENTION & RESPONSE

It is the policy of the Windham Southeast School District to maintain a safe, orderly, civil and positive learning environment, and to be prepared, insofar as possible, to prevent and respond to unexpected crises quickly and appropriately. While the very unexpected nature of a crisis may make preparation difficult, the Board believes that staff and students should be ready to respond quickly and appropriately to emergency situations. The full text of Policy Code E10: School Crisis Prevention and Response can be found at wsesu.org.

WEAPONS

Under Vermont law, school personnel are obligated to report to police any student who brings a weapon to school. Such weapons must also be turned over to police. This would include, but is not limited to, pocket knives, pen knives, etc. Please share this information with your child so that they

fully understand their responsibility.

A detailed explanation of the School Board's Policies is located in each school office, at the WSESU Central Office, and on the WSESU website. (See [F24 Firearms and Dangerous Weapons](#) and [F1 Student Conduct and Discipline](#))

SCHOOL HEALTH PROGRAM

WSESU School Nurses follow the guidance of the Vermont Department of Health Standards of Practice, Agency of Education, and the American Academy of Pediatrics' Bright Futures: Guidelines for Health Supervision of Infants, Children and Adolescents and Vermont's Standards of Practice for School Nurses. WSESU Nurses use the Whole School, Whole Community, Whole Child (WSCC) model to achieve goals outlined in school continuous improvement plans, wellness policies, and multi-tiered system of support. School Nurses promote the medical/dental home model. Medical homes (ie: your primary care provider) address preventative, acute, and chronic care from birth through transition to adulthood. Bright Futures recommends that every child (age 3-21) receive a yearly physical examination and be screened for behavioral and psychosocial risks - an annual well care exam. In a thorough adolescent well care exam, a provider reinforces strengths/assets and helps the adolescent build resilience. A visit with your provider for sickness or an injury is not a complete well care exam.

Illness may prevent your child from attending school. Symptoms that may keep your child home include: fever, chills, cough, shortness of breath, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion, runny nose, nausea or vomiting, stomachache, and diarrhea. Stay in touch with your medical provider. If your child has a chronic condition that includes these symptoms, a note from the medical provider is recommended. During the school day students may be sent home with any of these symptoms and/or if they are unable to participate in their learning.

COVID testing may or may not be indicated and available at school. Nurses may perform a COVID test at school with permission of the parent/guardian. The school nurse will review the need for a return to school plan after any illness. Students must be fever free without fever reducing medicine for 24 hours in order to return to school. Students with the above symptoms must be markedly improved before returning to school.

Immunization Requirements and Periodic Hearing and Vision Screening

The WSESU PreK-12 programs will collect proof of immunization or exemption from students prior to entry and while enrolled in accordance with the 18 V.S.A. § 1121. These regulations seek to prevent the introduction and/or transmission of vaccine-preventable diseases within childcare facilities and schools.

Vermont State Statute 16 V.S.A. § 1422 states that school districts shall conduct periodic hearing and vision screenings of school-aged children that are aligned with current research and best practice recommendations from the American Academy of Pediatrics. Hearing and vision screenings will be conducted for PreK, Kindergarten, the first, third, fifth, seventh, ninth and twelfth grade. In accordance with federal Every Student Succeeds Act (ESSA) regulations, parents/guardians are permitted to opt their children out of such tests. This request should be made in writing and sent to your child's school nurse.

Concussion Guidelines

WSESU schools follow the Vermont State Statute 16 V.S.A. § 1431 to develop guidelines, in

consultation with the AOE, Vermont Department of Health, the Vermont Principals' Association, and the Vermont School Boards Insurance Trust, to ensure WSESU schools take reasonable steps to prevent and to minimize the effects of concussions. WSESU schools follow this guidance to educate their coaches, faculty, students, and parents/guardians regarding the prevention and mitigation of concussion-related injuries.

Menstrual Products Availability

WSESU School Nurses also follow Vermont State Statute 16 V.S.A. § 1432 in order to ensure that all students attending a public school or an approved independent school have access to menstrual products and prophylactics at no cost and without having to request them. These are available in rest rooms and/or the health office at all school sites.

Asthma and Anaphylaxis Care

The WSESU Nurses follow 16 V.S.A. § 1387, which “permits students with life-threatening allergies or with asthma to possess and self-administer emergency medication at school, on school grounds, at school-sponsored activities, on school-provided transportation, and during school-related programs.” The WSESU has standing orders so that schools may maintain albuterol inhalers as an emergency medication in their stock supply. WSESU Nurses are working towards becoming recognized Vermont Asthma-friendly Schools by implementing best practices around reducing asthma triggers and hazardous exposures as well as improving indoor air quality. WSESU Nurses provide asthma related education to students and their families as well as staff in the district. Development of asthma friendly practices will be available on the WSESU nurses webpage,

<https://buhs.wsesdvt.org/health-services.html>.

Student Medication

Any student who is required to take prescribed medication during the regular school day or during school-sponsored activities must comply with the following regulations:

1. Medication may be given by the school nurse or designee upon written orders from a physician and upon written request of a student's parent or guardian.

The physician's orders must detail the name of the drug, dosage, time interval the medication is to be taken, diagnosis and reason for giving.

2. Medication must be brought to school in a container labeled by the pharmacy or physician and stored in a secure, locked storage place.

Non-prescription medication must be accompanied by a written request from the parents or guardian of a student bringing such medication to school. The request must contain assurances that the student has suffered no previous ill effects from the use of medication. Medication must be left in the custody of the school nurse or their designee.

HEAD LICE

The psychological, social, and economical impact of head lice infestations can create a problem in the community. Recognizing that a sizable number of cases exist from time to time, the Windham Southeast School District will take the necessary measures to reduce the loss of instructional time for students. This policy is based on current recommendations by the Vermont Department of Health,

American Academy of Pediatrics, the National Association of School Nurses, and the Centers for Disease Control.

The Vermont Department of Health, the American Academy of Pediatrics and the National Association of School Nurses discourage the implementation of a “no nit” policy, and recommend that children be readmitted to school after proper treatment despite the possible presence of nits.

Prevention strategies are an important part of controlling the spread of head lice. WSESU School Nurses will annually review this policy and make recommendations to the Board as needed, detailing a system-wide approach to preventing and controlling the spread of a head lice infestation. For more information, see [WSESD Policy F16 - Headlice at wsesu.org](#).

SECTION 3 - SCHOOL DAY / EDUCATIONAL COMPONENTS

STUDENT SERVICES

The student services program consists of full-time school counselors, one located in each building. The counselors deliver comprehensive social services to children, teachers and families. Their responsibilities include identifying students in need of services, assessing the needs and planning the appropriate interventions in coordination with other school personnel and parents/guardians. The major goal of the student service program is to improve situations in a child's life that are negatively affecting the child's adjustment in school and their learning experience.

The counselors talk through minor adjustment problems with parents/guardians, children and school personnel and assist parents/guardians in finding the community resources they need to help with a particular problem. It is recognized that the best education for any child occurs when the child is rewarded for learning both at school and at home. Therefore, the counselors act as liaisons between home and school.

Problem situations most appropriate for the counselors are those related to pupils' learning opportunities, academic achievement, social functioning and the need for change in the child's life at school, in the community and at home. In essence, they are advocates for the troubled school child.

EDUCATIONAL SUPPORT SYSTEM

Each of our District Schools has an Educational Support System (ESS). The role of the ESS is described below. To access your school's ESS simply call the school principal.

What is the Educational Support System?

The Educational Support System (ESS) is a school-based system designed to help all students improve their school performance and help them grow academically, socially, emotionally and physically. The ESS provides a way for school staff to address students' varying needs in school. Each school is required, by law, to develop an Educational Support System (ESS) and Educational Support Team (EST).

What is the Educational Support Team?

The Educational Support Team is a group of school staff who meet to review individual student referrals to recommend needed changes in the student's program. Teams usually have classroom teachers, a school counselor, the school nurse, special education teachers, and others as members. Parents/guardians are often invited to be members of their child's team. Schools have many different names for these teams such as Teacher Assistance Teams, Instructional Support Teams, etc.

Why would I need to know about the Educational Support Team?

You may need to know about the Educational Support Team because it can help your child if s/he is having difficulty in school. Information may be included in your school's handbook. Parents/guardians may want to refer their child to the Team or the child may be referred to the Team by school staff. If you have concerns, you may refer your child to the EST by contacting your school principal.

What will the Educational Support Team do for my child?

The EST will develop a plan to assist your child. In order to do this effectively, parents/guardians are considered active partners with the school. Your child's teacher may invite you to attend an EST meeting to discuss the concerns you or the school may have. At the meeting, the EST will discuss services or accommodations that might assist your child in the school setting. Examples include extended time to complete tasks, an after school homework group, a behavior plan, tutoring, a peer buddy, and/or the services of an aide, the school nurse or community service provider. Assistance may also be useful from the special educator. If you or the EST feel it would be helpful, a referral may be made for a comprehensive evaluation which is part of the special education process.

Will others know about the concerns the school or I have?

Others may need to know about the concerns the school or you have. In order to contact community agencies and services, you would need to give your permission by signing a "Release of Information" form. The school is required by law to keep personally identifiable information about your child confidential.

Will any community agencies be involved with my child?

The EST may provide you with information about community agencies that may be helpful to you or your child. Community services might include assistance with health care, counseling, housing, financial assistance, parenting issues, childcare, etc.

ACT 139

Act 139 of 2024 is the state's most comprehensive literacy legislation to date and represents an Important opportunity for Vermont students and educators. Act 139 recognizes that the most effective literacy practices in the early grades are explicit and systematic instruction in word reading, spelling, and reading comprehension. The legislation aims to increase literacy achievement for all students by focusing on early identification for students struggling with reading, supporting those students, strengthening educator preparation programs, and ensuring parents and guardians are informed of their child's progress.

Act 139 requires that schools notify parents or guardians when a student's performance on a reading screener is significantly below expected performance. Schools are also required to notify parents or guardians about the school's response to the screening results.

EXPECTATIONS OF STUDENT CONDUCT

Discipline rules in our schools have been designed to be fair to both the students and teachers. We count on each child's behavior to help create a school environment that supports learning and ensures personal safety and well being.

We value and respect each member of the school community. As members of the school community, children are expected to treat others and the building with care and respect. Children are responsible for their actions. Appropriate and logical consequences will be imposed when necessary.

When problems of a serious nature occur or persist, parents/guardians will be asked to accompany their child to school for a meeting with the principal and other adults involved. We feel the learning opportunity for all students can be best assured with such cooperation between home and school.

CANCELLATION OF SCHOOL

WSESU / WSESD has adopted School Messenger as its communication system. School Messenger is a rapid communication service, designed specifically for the PreK- 12 community that addresses the needs of schools to communicate quickly and efficiently with members of the school and broader community. School Messenger's technology delivers voice, e-mail, and emergency messages to parents/guardians and staff in the event of an emergency situation, school closings or delays, or to announce upcoming events or important reminders. It is most important that parents/guardians provide the school with updated contact information so that you will receive these messages.

In addition, school cancellations due to weather are announced on local radio stations WTSA 96.7 FM/WKVT 92.7 FM/WKNE 103.7 FM. We make every effort to announce school closings by 6:00 a.m.

The 2025-2026 school calendar includes 4 snow days. If we use more than the 4 days allotted for snow cancellations, then the scheduled closing day of the school year will be moved accordingly. Example: If we have 5 snow days, then the last day of school for students will be Tuesday June 23, instead of Monday, June 22. Similarly, if only 3 snow days are used, then the last scheduled day of school will be on Thursday, June 18.

Parents/guardians are encouraged not to schedule vacations or their children's summer activities within a day or two of the proposed closing date.

EMERGENCY CLOSING PROCEDURES

In the event of a school evacuation due to weather, safety violations or other emergency, the school district will make every attempt to inform the parents/guardians and general public about the early dismissal through School Messenger, organized phone calls, radio announcements (WTSA 96.7 FM/WKVT 92.7 FM) and other methods available to the community.

In the event of an emergency evacuation, students will be transported to a designated location. This will be announced on the radio and attempts will be made to contact parents/guardians by telephone and through School Messenger.

Children will only be released to parents/guardians or other designated adults. No child will be sent directly home without permission from a parent/guardian. In an effort to work as a team to ensure full

communication, students should be instructed by their parent(s)/guardian(s)/caregiver(s) that if they are returned home early due to a school evacuation or early dismissal, they should contact their parents/guardians or other adult designated by their parent/guardian to inform them that they have been returned home.

NEW AMERICANS

We have a responsibility to ensure that all of our students feel safe and supported. This occurs when we create school cultures that are responsive to the needs of the children in our care, and our families. Under Federal Law, undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents. [Plyler vs. Doe, 457 U.S. 202 (1982)]. And, under state law, all Vermont children, including undocumented children are required to attend school until the mandated age of 16. Meeting this obligation means going beyond telling families to enroll their student(s). It includes working proactively to ensure they feel safe, supported, and welcomed. Visit wsesu.org/wsesu-policies/ to view Policy F29 - Multilingual Learners and the [WSESU Lau Plan](#).

LOST BOOKS

School Libraries contain treasured resources. We ask that students and families take great care with borrowed books, and make a conscious effort to return books in a timely manner, in good condition. While charging families for lost books may present hardship, this practice may be exercised in some schools. Please encourage your child to experience borrowed books as an opportunity to exercise their imaginations and to practice social responsibility.

Other items may be borrowed from the school library, and similar responsible practices are requested of all students and families.

USE OF SCHOOL COMPUTERS / ELECTRONIC DEVICES

It is the policy of the Windham Southeast Supervisory Union to provide students and staff access to a multitude of information technology resources including the Internet. These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond. However, with the privilege of access comes the responsibility of students, teachers, staff and the public to exercise responsible use of these resources. The use by students, staff or others of district technology resources is a privilege, not a right. User agreements, except as otherwise described in our policy, will be required prior to allowing any individual unsupervised access to District electronic resources. The same rules and expectations govern student use of technology resources as apply to other student conduct and communications, including but not limited to the district's harassment and bullying policies.

The Supervisory Unions' computer and network resources are the property of the Supervisory Union. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the Supervisory Unions' computers or network resources, including personal files and electronic Communications. For more information, see WSESU [Policy G13 - Responsible Computer, Network and](#)

Internet Use at wsesu.org and printed in full at the end of this handbook.

HISTORY, HOLIDAYS AND TRADITIONS

The Windham Southeast Supervisory Union Schools are committed to local, state and national history, and social sciences standards designed to provide students with the tools to meet the responsibilities and challenges of life in the 21st century. According to the Vermont Educational Quality Standards and College, Career and Civic Life (C3) Framework:

The main goal of these content standards for history and the social sciences is to educate learners to understand human society and to understand their places in that society. Students learn to make thoughtful choices in a diverse and connected world, and they gain insight into the human story.

Because of this commitment to excellence in education, classes will be studying a variety of national, ethnic and cultural histories, perspectives and traditions. These studies are essential elements in meeting the standards for social studies, social responsibility, history, and personal development in a meaningful and academically challenging curriculum.

STUDENT SUBSTANCE ABUSE PREVENTION POLICY

The Windham Southeast Supervisory Union/School District Board, in accordance with Vermont State Law, Section I, VSA Title 16 § 1165, Alcohol and Drug Abuse, has adopted Policy F9 - Substance Abuse Prevention for the elementary schools.

The above captioned policy is available for your review at the WSESU Central Office and on the WSESU: website www.wsesu.org/wsescu-policies.

Further, in compliance with Section 5145 of the Drug-Free Schools and Communities Act, it is the policy of this 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. (**Note:** This shall also apply to family members and visitors to any of our school sites.) The term “Drug” as used in this policy means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, cannabis, or any other controlled substance as defined by state or federal regulation or statute.

Student compliance with these standards of conduct is mandatory.

Parents/Guardians and students are further informed that:

- Age-appropriate, developmentally based drug and alcohol education and prevention programs are provided for all children.
- The use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful.
- The unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises is strictly prohibited.
- The district may impose disciplinary sanctions, up to and including expulsion, prosecution and rehabilitation.
- It is imperative that you familiarize yourself with the "Procedures for Dealing with Substance

Abuse Incidents" in policy F9.

- Copies of the policies and counseling re-entry programs are made available by request through the building administrators.

MEAL PROGRAM

Food services are provided at all district sites on a daily basis. Please check school newsletters for serving times. School lunches and breakfast begin on the first day of school.

Breakfast and lunch are provided at all district sites on a daily basis. Please check school newsletters for serving times. School lunches and breakfast begin on the first day of school.

	Brattleboro Elementary Schools	Dummerston Elementary School	Guilford Central School	Putney Central School	Vernon Elementary School	BUHS /BAMS
Breakfast	<i>free*</i>	<i>free*</i>	<i>free*</i>	<i>free*</i>	<i>free*</i>	<i>free*</i>
Lunch	<i>free*</i>	<i>free*</i>	<i>free*</i>	<i>free*</i>	<i>free*</i>	<i>free*</i>
A la cart milk	\$.65	\$.65	\$.65	\$.65	\$.65	\$.65
Adult Breakfast	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00	\$3.00
Adult Lunch	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00	\$6.00

* USDA and State Funded – breakfast and lunch are free in 2025-2026

NOTE: THESE PRICES ARE SUBJECT TO CHANGE

Children need healthy meals to learn. In School Year 2025-2026, all children will receive a free breakfast and lunch regardless of household income eligibility. A la Carte items will have a fee due at time of purchase. For further information regarding the meal programs, please contact your child's school.

RECESS

Recess is an important component of the school day. All PK-8 students participate in recess and are encouraged to take advantage of the opportunity to move, play, and participate in the social emotional benefits of outdoor group activity. Student safety is a high priority, and guidelines are shared and regularly repeated to reinforce the need to keep each child safe during recess. Students should always have appropriate clothing and outerwear for the weather. Whenever possible, student names should be adhered to outerwear such as coats, sweatshirts, hats, boots, and any other articles of clothing they may accidentally leave outside.

HOMEWORK

The Windham Southeast Supervisory Union believes in the value of clear and high expectations. Homework, when purposeful and appropriately designed, reinforces skills, deepens understanding,

and builds habits of responsibility and time management. To ensure consistency and balance across all schools, we have collectively established the following homework recommendations for students at each grade level:

- PK - 2 Students in grades PK-2 will read or be read to each day for at least 15 minutes outside the school day.
- 3 - 5 Students in grades 3-5 will read independently each day for at least 20 minutes outside the school day.
- 6 - 8 Students in grades 6-8 should expect 45-60 minutes of homework a day, including at least 15 minutes of independent reading.

PHYSICAL EDUCATION PREPAREDNESS

All students in every elementary grade participate in Physical Education classes. These classes are scheduled during regular times each week. Each family and/or caregiver is advised to maintain awareness of the PE schedule and to support students in wearing appropriate attire and footwear on PE days.

RETENTION

It is the policy of the Windham Southeast Supervisory Union that teachers and administrators will work with parents in determining the issue of promotion and retention. The specific criteria, process and timelines for this purpose will be set by the administration. Our districts recognize the importance of a collaborative decision in this process. The final decision will rest with the building administrator.

(For retention procedures, see WSESD Policy F19 - Grade Advancement: Retention, Promotion and Acceleration of Students in the policy manual located in the WSESU Central Office and on the school district's website: www.wsesu.org.)

HOME/SCHOOL COMPACTS
(Required for all Title I Schools)

WSESU / WSESD / VTSD SCHOOL HOME/SCHOOL COMPACT 2025-26	
The Home-School Compact explains the role each of us needs to play for student growth and achievement. We look forward to partnering in your child's learning.	
School/Teacher	
❖ Create a safe and healthy learning environment where students feel a sense of belonging. ❖ Provide the instruction and support each child needs to achieve high academic standards. ❖ Consistently hold students to high standards for their school work and their behavior. ❖ Keep families informed about student progress and assessment results throughout the year. ❖ Be available to answer questions from families and caregivers. ❖ Share resources to support families to support learning at home. ❖ Provide opportunities for families to get involved in the school community, as well as to provide feedback.	
Student	
❖ Make healthy, responsible choices. ❖ Find ways to motivate yourself, and give your best effort through determination and perseverance. ❖ Practice good homework and study habits. ❖ Use strategies and resources to become more independent. ❖ If you need support, let others know by asking questions, expressing concerns, or requesting help. ❖ Stand up for what's right, and interact with others in a positive, respectful way. ❖ Set realistic goals for yourself, plan steps for meeting them, and check on your progress.	
Families and Caregivers	
❖ Help your child develop healthy, responsible life skills and habits. ❖ Make sure your child is present, on time, and prepared for school each day. ❖ Help your child create and follow a regular routine, including investing time for reading at home. ❖ Check backpacks and/or folders for homework and school information. ❖ Limit recreational screen time, while monitoring what your child is viewing and playing. ❖ Promote healthy and active alternatives to screen time. ❖ Attend conferences and communicate as necessary with your child's teachers. ❖ Address issues and concerns involving your child directly with the classroom teacher.	
Student Signature:	Date:
Parent/Guardian/Caregiver Signature:	Date:
Teacher Signature:	Date:

SECTION 4 - FAMILY ENGAGEMENT / INVOLVEMENT

REPORTING TO PARENTS

The Windham Southeast Supervisory Union/School District believes that ongoing communication with parents is essential. Periodically a newsletter is sent home with students to inform parents of upcoming events, ideas and issues of interest to them. Teachers regularly communicate with parents through classroom newsletters and phone calls to individual parents. Parent communication is important. During the school day the expectation is that our teachers are teaching and working with students. Therefore, during the work-week teachers *will do their best* to return most emails and phone calls within 24 hours.

Progress reports are sent home with students twice each year. Formal conferences are scheduled twice a year. Teachers or parents may request conferences at other times throughout the year.

Assessment plays an important role in assuring that every learner achieves the goals established for students in WSESU. Assessment occurs in an ongoing manner within the context of the classroom curriculum as per requirements of Act 139. In addition, students participate in local, state and national assessments.

EMERGENCY CONTACTS

All parents/guardians MUST provide the school with two telephone numbers for emergency purposes. The school will then be assured that they can contact the parents/guardians or another appropriate adult at all times.

CONFIDENTIALITY

The Windham Southeast Supervisory Union wishes to remind parents/guardians who do not want children's names published for any reason(s) that they should indicate that desire in a letter to the Superintendent of Schools not later than the first Friday in October of the new school year.

Public Law 93-380 includes an amendment popularly referred to as the "Buckley Amendment" which requires school systems to refrain from publicizing any information at all about children when the parents/guardians/caregivers do not wish such publicity to occur.

Examples of the schools' publication of a list of names would certainly include athletic events, honor roll lists, musical or dramatic performances and other student activity functions such as Future Farmers of America, Future Homemakers of America, etc.

Unless the Superintendent of Schools receives written notification from the parents/guardians/caregivers, it will be assumed that publication is agreeable.

FAMILY ENGAGEMENT

It is the policy of the Windham Southeast School District to encourage and support the engagement of the Windham Southeast School District to encourage and support the engagement of families in their

children's education. Research has shown that family engagement is a key factor in the academic and social success of students. The Board believes it is important that families are involved in their child's education at home, in school, and within the larger community. New educational initiatives mandate or encourage the strengthening of the family/school/community relationship.

The Superintendent shall develop and implement programs and procedures to accomplish the following objectives:

1. Families shall be informed about their children's educational programs, athletics and co-curricular activities, instructional methods and objectives, and notified directly of any significant changes.
2. Families shall be provided with opportunities to become informed about program design, operation and evaluation, and to communicate with educators on these subjects.
3. Families shall be encouraged to observe instructional activities, attend program meetings, discuss concerns with educators, participate in program evaluation and improvement efforts, and give recommendations to school staff, administration, and board members.
4. Families shall be provided with information and opportunities intended to improve their abilities to work with their children at home and in school, and to build partnerships between homes and schools.
5. Professional and non-professional staff members, administrators, school board members, and school-community partners shall be provided with training opportunities intended to improve their abilities to build more effective relationships with families. Also, there are a variety of resources available at the Agency of Education website that the Board recommends be used to assess family engagement (e.g. The Family Engagement Self-Assessment).

Please review WSED Policies at <https://wsesu.org/wsed-policies/>

H5: Visits by Parents, Community Members or Media: Interviewing, Filming, Videotaping or Recording and

D7: Volunteers and Work Study Students

VISITING THE SCHOOL

It is the intent of the Windham Southeast Supervisory Union Board to balance the need of the public and media to be informed about school programs and activities with the privacy interests of students and the responsibility of the school to operate with a minimum of disruption. Accordingly, the principal or their designees may regulate visits to the school by parents, guardians, community members or news media subject to the guidelines outlined in Policy H5 - Visits by Parents, Community Members or Media.

When you are visiting the school to volunteer, bring something to your child, or take your child home, please report to the office so that we know you are in the building.

VOLUNTEERS

Each of the elementary schools has an active volunteer program. We welcome and encourage parents/guardians/caregivers and community members to participate in the education of the children in our schools.

In accordance with revised Policy D7 Volunteers and Work Study, every individual volunteering in our schools will need to complete a form that will be submitted for an electronic check of the Vermont Agency of Human Services Adult Protective Services Registry and Child Abuse Registry Unit. This form is available in the school office.

If you are interested in learning more about your school's volunteer program and how you can contribute to it, please contact your local school.

SECTION 5 - TRANSPORTATION

TRAFFIC

Please respect parking signs, adhering to marked parking spaces when dropping off or picking up your child. For safety reasons, double parking at arrival and dismissal times is prohibited.

BICYCLES / SCOOTERS

The school district cannot be responsible for damage done to your child's bicycle/scooter when the bicycle/scooter is brought to school. Bicycles/scooters must have a lock. Children must wear a helmet if they ride their bicycle/scooter to school.

SCHOOL BUS POLICY AND PROCEDURES

The school bus driver is in complete charge of the school bus and the pupils and shall have the same authority in maintaining discipline as a teacher in the classroom. Pupils shall observe classroom conduct and obey the driver promptly and respectfully.

1. Pupils must arrive on time (5 minutes before pick-up time) at the designated bus stops. When the school bus is operating on an established schedule, it cannot wait for children who are not within sight of the stop when the bus arrives. Pupils are prohibited from leaving or boarding the bus at locations other than their assigned bus stop. Parents/guardians must provide advance written permission (co-signed by a school official) for pupils to be let off at any stop other than their usual destination.
2. Pupils shall wait in a safe place, clear of traffic and at least 10 feet away from the bus until it stops, and should walk quickly to, from, and in front of the bus.
3. Students must walk 10 paces in front of the bus before crossing and stop and cross at the driver's signal (thumb up).
4. Pupils shall wait in an orderly line and avoid horseplay at the bus stop.
5. Any unnecessary talking with the school bus operator is prohibited.
6. While ordinary conversation between pupils is permitted, loud, profane, or inappropriate

conversation is not allowed.

7. Fighting, rough play, and throwing objects are not allowed.
8. Pupils shall respect the rights and safety of others (keeping hands to self and no name calling).
9. Pupils are prohibited from using or carrying tobacco products, alcohol, drugs, any controlled substance, weapons (guns, knives, explosives, etc.), objects that shoot any type of projectile, and items that could cause a fire on the bus (matches, lighters, etc.). Offenses relative to this item shall result with the pupil's immediate removal from the bus and/or indefinite suspension.
10. Backpacks must be worn or carried in front of pupils while entering or exiting the bus.
11. Smoking and chewing tobacco are not permitted on the school bus. Littering (either on the bus or out the windows) is not allowed. Eating or drinking on the bus is also prohibited.
12. Pupils shall go to the first available seat or to their assigned seat when entering the bus.
13. The rear door shall be used only in the case of an emergency.
14. All pupils must be seated while the bus is in motion. Students must keep their heads and limbs inside the bus.
15. The aisle of the bus must be kept clear. Pupils may bring items on the bus only if the items can be carried on the pupils' laps. Skis, animals, weapons, and other dangerous objects are prohibited on the buses. Skates may be carried only if adequate blade guards are in place.
16. Pupils are prohibited from hitching rides via the rear bumper or other parts of the bus.
17. Students are not allowed to cross behind the bus or walk along the sides of the bus. Students must wait for the bus to drive away before attempting to retrieve objects that fall underneath the bus.
18. Any violation of the above regulations will be reported to the appropriate building principal and disciplinary action will be taken.

PROCEDURES:

1. Students in grades PreK-2 will not be dropped off at a stop without a parent/guardian, adult, or older sibling, unless by prior authorization.
2. Discipline (Please note - the building principal will work with the bus company to determine final consequences for student behavior.)
 - The first refusal to comply with these regulations will result in a written warning with a copy sent home to the parents/guardians.
 - The second offense may result in a 3-day suspension from riding the bus.
 - The third offense may result in indefinite suspension from riding the bus.
3. Changing assigned bus stop:

A parent/guardian must sign a note for a student to ride another bus. The note is then sent to the principal who will write a school bus pass for the bus driver. This procedure is also used if a student will be leaving the bus at a different stop than their assigned stop. Note: If the student does not have a school bus pass, they will be left at their regular bus stop.

When a pupil has been suspended from the bus, the district will not be responsible for providing transportation. Before a student is reinstated, a conversation between the parent/guardian, student and school administrator must take place.

There may be circumstances that could result in immediate suspension from the bus. Such disciplinary action is to be at the discretion of the appropriate school administrator.

Students and other passengers traveling on the buses under contract by F.M. Kuzmeskus, Inc. to the WSESD/SU should be aware that the buses are equipped with video devices (cameras) so all riders should have no expectation of privacy. The district and F.M. Kuzmeskus, Inc. will use the videos for required business purposes only (student discipline matters, etc.)

See WSESU [Policy F12 Transportation](#) and [Policy F2 Bus Discipline](#) at the wsesu.org.

SECTION 6 - MISCELLANEOUS

TOBACCO/NICOTINE PROHIBITION

Smoking and/or the use of tobacco products in any form is prohibited within all school buildings in the district, on all district grounds and in all district facilities. (See Windham Southeast School Supervisory Union/School District [Policy E8 "Tobacco/Nicotine Prohibition"](#).)

Per Vermont State Law 16 V.S.A. § 140, Tobacco use is prohibited on public school grounds. This ban extends to all employees, students and patrons attending school-sponsored events and meetings. The ban extends to school-owned and operated vehicles and facilities. No person shall be permitted to use tobacco products or tobacco substitutes as defined in 7 V.S.A. § 1001 on public school grounds or at public school sponsored functions.

PHOTOGRAPHS

Windham Southeast School District/Supervisory Union Policy H5 regarding photographing, filming, videotaping, and the recording of students, staff, or school activities states the following: These visits are arranged only after consultation with the principal or their designee. At the discretion of the administration, parents may be asked to sign general or specific permission slips to authorize interviewing, photographing, filming or videotaping of their children while at school or while participating in school activities. Photographing, filming, or recording of special education students will be allowed only after specific parental permission is obtained in writing.

(The full text of [Policy H5 "Visits to School by Parents, Community Members or Media; Interviewing, Filming, Videotaping or Recording"](#) can be found in the policy manual in the WSESU Central Office and

on the school district's website: WSESD Policies at

[https://wsesu.org/wsesd-policies/.](https://wsesu.org/wsesd-policies/))

TELEPHONES / USE OF ELECTRONIC DEVICES

Schools are equipped with landline telephones and students may use these phones with permission when there is a serious need. Parents are encouraged to contact their child's school office as needed for the purpose of delivering messages about changes in after school plans, etc. Casual or overly frequent use of phone calls between school and home is discouraged, allowing students to focus solely on school activities during school hours. Families are encouraged to send students to school prepared for the day and with a known, regular after school plan, eliminating the need for regular communication during the school day.

Note that Vermont has enacted a law, effective for the 2026-2027 school year, that prohibits student cell phone and personal electronic device use during the school day in all public schools.

For the 2025-26 school year, if students choose to bring electronic items to school (such as a cell phone) the items must be turned off and stored in a backpack or school office during the school day.

SECTION 7 - POLICIES

The following policies are required to be printed in the Student/Parent/Guardian/Caregiver handbook.

SCHOOL DISTRICT POLICIES

A complete compilation of all Windham Southeast Supervisory Union/School District policies is available in the WSESU Central Office and on the school district's website: wsesu.org/wsesd-policies/. This handbook is derived from those policies, but does not necessarily cite complete policies.

WSESU Policy C9 - Notice of Non-Discrimination

The Board will not unlawfully discriminate in its programs and activities against any person or group on any basis prohibited by federal or state law, and will provide equal access to designated youth groups.

The Supervisory Union shall make reasonable accommodations to the known qualifying physical or emotional disabilities of an applicant or employee, unless the district can demonstrate that the accommodation would impose an undue hardship on the operation of its program or activity.

Applicants for employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Windham Southeast Supervisory Union are hereby notified that this District does not discriminate on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, gender identity, disability, age, political affiliation or marital status in admission or access to, or treatment or employment in, its programs and activities.

A person has been designated by the Windham Southeast Supervisory Union to coordinate the District's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, and Section 504 of the Rehabilitation Act of 1973, and other non-discrimination laws or regulations. The designated coordinator is identified in the procedure accompanying this policy along with information on how that person may be contacted.

Any person having inquiries concerning the Windham Southeast Supervisory Union's compliance with the regulations implementing Title VI, Title VII, Title IX, Section 504 or other state or federal non-discrimination laws or regulations is directed to contact the non-discrimination coordinator described above.

Administrative Responsibilities

The superintendent or designee shall develop procedures to accompany this policy. This procedure shall designate a coordinator and information on how to contact the coordinator.

Date Warned: July 22, 2019

Date Adopted: August 7, 2019

Date Warned for Re-adoption: January 3, 2024

Date Re-adopted: February 14, 2024

Legal Reference(s): 9 V.S.A. §4502 (Public accommodations)
 21 V.S.A. §§495 et seq. (Employment Practices)
 21 V.S.A. §1726 (Unfair labor practices)
 20 U.S.C. §§1400 et seq. (IDEA)
 20 U.S.C. §§1681 et seq. (Title IX, Education Amendments of 1972)
 29 U.S.C. §206(d) (Equal Pay Act of 1963)
 29 U.S.C. §§621 et seq. (Age Discrimination in Employment Act)
 29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)
 42 U.S.C. §§2000d et seq. (Title VI of the Civil Rights Act of 1964)
 42 U.S.C. §§2000e et seq. (Title VII of the Civil Rights Act of 1964)
 42 U.S.C. §§12101 et seq. (Americans with Disabilities Act of 1990)

Cross Reference: Personnel: Recruitment, Selection, Appointment and Criminal Records
 Checks (D1)

WINDHAM SOUTHEAST SUPERVISORY UNION
 Windham County, Vermont

PROCEDURES FOR HANDLING COMPLAINTS OF DISCRIMINATION

The non-discrimination coordinator for the Windham Southeast Supervisory Union is:

Michael Kelliher, Director of Human Resources
WSESU Central Office
802-254-3730

Definitions

A grievance is a claim made by a student, teacher or employee of the Supervisory Union or other person that they have been subjected to discrimination because of specific actions of the School Board or its employees.

A grievant shall be a student(s) and/or parent(s)/guardian(s), employee, or other person making the claim.

Intent

Nothing contained within this grievance procedure shall be construed as limiting the right of an aggrieved person or persons to informally discuss a problem with the school administration or staff. Should such an informal process fail to resolve the situation then a formal filing of a grievance may be made in accordance with the following procedure:

Procedures (all days are calendar days)

1. Within 15 days of an alleged violation of this policy, the aggrieved shall submit in writing to the Superintendent or designee the nature of the grievance and the remedy sought. The Superintendent should arrange for a meeting within 15 days of receipt of the grievance. The Superintendent shall provide a written answer on the grievance within 5 days of the meeting.
2. If the grievance is not resolved at Step I, then the aggrieved may, within 10 days of the denial, request in writing that the School Board or a committee of the School Board hear the grievance. The Chair of the School Board or designee shall schedule a meeting before the Board or a committee of the Board within 15 days of receipt of the request. Such a meeting will be in a public or in an executive session depending upon the circumstances. The Board or its committee shall provide a written answer on the grievance within 5 days of the Board's next regularly scheduled meeting. The decision of the Board or its committee shall be final and binding to the extent of the jurisdictional limits and authority of the School Board.

WSESU Policy D11 - Public Complaints About Personnel

Policy

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

Resolving Complaints

The complainant shall be encouraged first to bring a complaint to the individual concerned. If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the

immediate supervisor or administrator. The complaint should be in writing stating the issues and supporting facts. The individual employee involved shall be given every opportunity for explanation, comment, and presentation of facts as they see them.

If the issue is not resolved by involvement of the immediate supervisor, the complainant may refer the issue to the Principal (or designee) for their review and decision. In the event the Principal's review does not lead to a satisfactory resolution, the complainant may submit the issue to the Superintendent for review and decision.

In cases of alleged discrimination, the complainant should follow the procedures accompanying anti-discrimination policy C9.

Appeal to the Board

If the above steps do not resolve the concern of the complainant, they may request a session of the Board for the purpose of reviewing the Superintendent's decision. If the School Board decides to hear the request of the complainant, it shall invite all parties involved, including the school and Supervisory Union administrators to attend the meeting for purposes of presenting facts, making further explanations, and clarifying the issue. The Board shall conduct such meetings in a fair and just manner and shall render a decision.

It is the intent of the Board that the rights of employees under collective bargaining agreements and Vermont law be protected through the administration of this policy.

Date Warned: July 22, 2019

Date Adopted: August 7, 2019

Date Warned for Re-adoption: January 3, 2024

Date Re-adopted: February 14, 2024

Legal Reference(s): 16 VSA § 1752 (Suspension, Dismissal)

1 VSA § 31 et seq. (Open Meetings)

Cross Reference: Board Commitment to Non-Discrimination (C6)

WINDHAM SOUTHEAST SUPERVISORY UNION
Windham County, Vermont

WSESU Policy E10 - School Crisis Prevention and Response

Policy

It is the policy of the Windham Southeast Supervisory Union to maintain a safe, orderly, civil, and positive learning environment, and to be prepared, insofar as possible, to prevent and respond to unexpected crises quickly and appropriately. While the very unexpected nature of a crisis may make preparation difficult, the Board believes that staff and students should be ready to respond quickly and appropriately to emergency situations.

Definition

Examples of crises include criminal acts, disease epidemic, physical injury or death, presence of intruders on school premises, hazardous materials spills, weather related emergencies, natural disasters or bomb threats.

Administrative Responsibilities

To help prevent the occurrence of some individually caused crises, the Superintendent shall research and share information about educational programs and practices designed to create and sustain a safe learning environment.

The Superintendent is directed to create a school crisis prevention and response plan and administrative procedures that identify how the students, staff should respond to emergency situations, and the role that local emergency service providers will play in crisis preparedness and crisis management. This will include appropriate and effective training; establishment of crisis response teams, both within each building and throughout the Supervisory Union; consultation and cooperation with community agencies, such as police, fire, emergency medical, youth, and health authorities; and publication of emergency procedures for such situations as can be imagined.

Generally, the Principal or designee will organize and oversee the planning and operation of the crisis response team and will serve as the incident response team leader, according to the crisis response procedures. The plan will be reviewed annually and routinely practiced during regular drills.

Following a major incident, the crisis response team shall debrief and review the effectiveness of the crisis response and present a report and any recommendations for the future to the Superintendent.

Staff Responsibilities

The staff shall follow all guidelines outlined in the crisis response procedures and staff handbook when practicing routine drills and when responding to actual emergency situations.

Student Responsibilities

Students shall follow all guidelines outlined in the crisis response procedures and student handbook when practicing routine drills and when responding to actual emergency situations. Students suspected of involvement in causing school crises will be held accountable and shall be dealt with in accordance with the school's discipline policy and state/federal law. An incident may also be referred to law enforcement for possible criminal charges or for the school to pursue civil litigation.

Any lost time learning time resulting from response to a school crisis or emergency shall be made up.

Date Warned: July 22, 2019

Date Adopted: August 7, 2019

Date Re-Warned: December 7, 2023

Date Re-Adopted: December 13, 2023

Legal Reference(s): 16 V.S.A. §1161a(a)(4) (discipline)
 13 V.S.A. §1604 (possession of explosive devices) 13 V.S.A. §1612 (placing a hoax device)
 13 V.S.A. §1743 (false alarms and reports) School Crisis Response Procedures Guide

Cross Reference: Risk Management (E5)
 Student Conduct and Discipline (F1)
 Searches, Seizures, and Interrogation (F4)(F5)
 Weapons (F24)

WINDHAM SOUTHEAST SUPERVISORY UNION
 Windham County, Vermont

PROCEDURES FOR BOMB THREATS CODE E10-R**Anticipating a Bomb Threat**

- 1. Line of authority.** The Principal in each of the Windham Southeast Supervisory Union schools is designated as the person in charge of administering this policy. If the Principal so decides, they may designate a named administrator to serve in their stead or absence. Wherever “Principal” appears in this policy, it refers either to the Principal or their designated administrator.
- 2. Coordination of school and public safety agencies.** The Principal shall establish and maintain ongoing communication and coordination among school staff and public safety authorities for purposes of planning for, training for, and responding to any bomb threat. For this purpose, the Principal shall establish a Crisis Management Team to consist of the Principal, the Superintendent, and persons representing teachers, custodians, office staff, transportation providers, and parents/caregivers. The Principal shall request participation on this team by persons representing local law enforcement and fire/rescue agencies. The Principal shall convene this group to:
 - review this policy and any associated protocols prior to the first student attendance day each school year;
 - coordinate and oversee response efforts whenever a bomb threat has been made;
 - review implementation of this policy after any bomb threat is resolved.
- 3. Training**
 - Telephone answerers. The Principal shall see that all staff whose regular duties include answering incoming telephone calls are trained in the protocol to be used when confronted by a telephone bomb threat.
 - All staff. The Principal shall see that all staff are trained regarding their duties in the event of a bomb threat, including proper evacuation procedures, assuring the safety of students and staff, noting the absence of any students, conducting quick but complete visual scans of their workplace, and attendant reporting responsibilities.
 - Any staff participating in a search. The Principal shall see that any staff volunteering to participate in a search for explosive devices are first trained by appropriate public safety personnel regarding the voluntary nature of their participation, the potential danger, and the proper sequence and technique involved.
 - Students. The Principal shall see that all students are instructed about proper conduct during a bomb threat, the potential criminal and civil penalties as well as school discipline associated with making a bomb threat, and the disruption and costs to the educational process stemming from a bomb threat.
- 4. Drills.** The Principal shall conduct no fewer two (2) bomb threat/lock down drills for the Crisis Management Team and staff during the course of the school year, to consist of a review of the procedures to be followed in the event of a bomb threat.
- 5. Pre-arranged signal.** The Principal shall establish a signal for announcing a bomb threat and inform staff what it is.
- 6. Precautions:**
 - Telephone service options. The Principal shall see that at least main office telephone service includes caller ID or other call-tracing capacity and that each phone station is

- supplied with a Crisis Response Guide.
- Locked areas. School personnel with access to lockable work spaces shall lock them when not in use.
- Trash. The Principal shall direct school personnel not to permit the accumulation of trash, boxes, and other articles inside or next to the school building.
- Parking. The Principal shall, to the extent possible, ensure that parking spaces are not located close to the school building. There shall be stringent enforcement of parking restrictions relative to fire lanes, loading docks and handicapped parking spaces.
- Labeling building areas. The Principal shall ensure that different areas of the building are assigned specific labels, to be posted in plain sight and to be communicated to school and public safety authorities.
- Evacuation gathering places. The Principal shall designate specific locations to which all students and staff shall go away from heavily traveled roadways if an evacuation of the school is ordered.

7. Substitutes. The Principal shall see that substitute personnel are aware of this policy and the obligations of staff during a bomb threat.

Reacting to a Bomb Threat

1. **Upon receiving threat.** All personnel who answer telephone calls from outside sources shall be provided a Crisis Response Guide, to be placed within easy reach of their telephone, on which is printed information to ask for and information to listen for in the event a caller makes a bomb threat. Whoever receives the call shall attempt to transfer it to the Principal, or failing that, ask the caller as many of the questions on the Guide as they can, carefully noting all wording and other information.
2. **Notification**
 - To the Principal. A person receiving a bomb threat by telephone or other means or who finds a suspicious device on school property shall inform the Principal immediately.
 - By the Principal. Upon learning of the bomb threat, the Principal shall alert local public safety agencies, utility companies and the Superintendent.
3. **Assessment.** Upon learning of the bomb threat, the Principal, in consultation with public safety officials and the Superintendent if time permits, shall:
 - Evaluate the credibility of the threat;
 - Decide whether to direct a search of the building; and
 - If so, decide whether the search should be conducted while the building is occupied or after it has been evacuated. In so doing, the Principal shall resolve all doubts in favor of finding the threat credible, a search necessary, and prior evacuation necessary.
4. **Activating the team.** After deciding which course of action to follow, the Principal shall activate the Crisis Management Team.
5. **Evacuation**
 - o To what extent. The Principal, in consultation with the Crisis Management Team, shall decide on the extent to which the building will be evacuated. The decision shall be either:
 - To assemble all building occupants in one location, such as the gymnasium;
 - To evacuate just a portion of the building;
 - To evacuate the entire building to a particular site or sites no less than 300' from the building; or
 - To dismiss students and/or staff for the balance of the day.
 - o **Signaling.** If the Principal decides the building should be evacuated, he/she shall inform the

staff immediately.

- Adjusting evacuation route. The Principal shall direct personnel to adjust their usual evacuation route to avoid any suspected location of an explosive device.
- Staff obligations. In the event of an evacuation, staff shall:
 - Visually scan their workplace and any other common areas they have been assigned for any thing or person out of the ordinary. If there is such an object, staff should not touch it but should report its presence to the Principal.
 - Make sure upon leaving that windows and doors are open.
 - Make sure any students in their charge are guided to safety, making arrangements that students with disabilities are followed, and remain with students in their charge; and
 - Take an attendance book with them, taking attendance once the evacuation is accomplished and noting the absence of any students normally in their charge and report their names to the Principal.
- o **Student conduct.** All students shall assist staff by obeying all directions and maintaining an orderly and quiet demeanor.
- o **Utilities**
- o **Fuel.** The Principal shall direct appropriate personnel to turn off gas and other fuel lines at intake.
- o **Electricity.** The Principal shall decide whether electric power to the building should be turned off.
- o **Telephones.** The Principal with emergency management personnel will determine if phone service should remain intact, or to shut down service.
- o **Transportation and traffic.** The Principal shall make sure a safe and efficient traffic pattern is in place to enable students to depart without impeding access and parking for public safety vehicles.

6. Search

- o To what extent. The Principal, in consultation with the Crisis Management Team, shall decide on the extent to which the building will be searched. The decision shall be either:
 - o Not to conduct a search;
 - o To search specific portions of the building; or
 - o To search the entire building and grounds.
- o Nature of search. The Principal, in consultation with the Crisis Management Team, shall decide whether a search will be conducted overtly, covertly, or by means of a special team.
- o Method. A search shall be conducted in accordance with techniques and training provided by public safety personnel. Toward that end, the Principal shall arrange with public safety officials for the periodic training of search personnel.
- o Participants
 - o STAFF. Each staff member shall, upon request, conduct a visual scan of their workplace, noting any thing or person out of the ordinary, and shall report any findings to the Principal.
 - o STUDENTS. Under no circumstances will a student be permitted to participate in a search.
 - o VOLUNTEERS. No school personnel may be required, beyond what is provided in this policy, to participate in a search for an explosive device. Any school personnel volunteering to participate in a search for an explosive device shall first be trained with respect to the dangers involved, precautions to observe, and the techniques to follow.
- o Object found. If any suspicious object is actually discovered, no school personnel should touch it. Instead, the individual discovering the object should report it immediately to the

- Principal, who shall immediately report it to the public safety official in charge.
- o Explosion. If there is an explosion, the Principal shall yield to the authority and protocols of public safety authorities.

After a Bomb Threat

1. **Investigation.** The Principal, and all other school personnel, shall cooperate with law enforcement personnel involved in investigating a bomb threat. School personnel shall not conduct any investigation independently but rather in conjunction with law enforcement.
2. **Discipline.** Any student involved in the making of a bomb threat, in addition to any penalty imposed by law, shall be subject to disciplinary action by the school, up to and including expulsion subject to the school's student discipline policy.
3. **Civil liability.** The Windham Southeast Supervisory Union reserves the right to bring suit against anyone responsible for a bomb threat and to seek restitution and other damages permitted by law.
4. **Lost time.** Any school time lost as a result of a bomb threat shall be made up on days and at times determined by the School Board upon recommendation by the superintendent.
5. **Counseling.** The Principal, in consultation with appropriate guidance and other personnel, shall assess the effect of the bomb threat on students as a whole and on any individual students who come to his/her attention, to determine if and what type of counseling would be appropriate.
6. **Evaluation.** Within one week following the conclusion of the school's response to a bomb threat, the Principal shall convene the Crisis Management Team to evaluate how well the school responded, how consistent its response was with policy, how consistent its response was with its implementation procedures, and whether any changes to the provisions of this policy or implementation procedures are recommended as a result.

Communicating with the Public

1. **About the policy.** All school handbooks, those for faculty, staff, parents/caregivers and students, shall contain the following provision:

The Windham Southeast Supervisory Union has adopted a comprehensive policy on what to do in the event of a bomb threat. You may obtain a copy of the complete policy by requesting one from the Principal's office.

While we intend to respect the legitimate privacy interests of all persons, it is lawful for school authorities within constitutional boundaries to conduct reasonable examination of personal property on school grounds, including but not limited to lockers, desks, backpacks, book bags, and automobiles. In the event of a bomb threat, we may have to search such items in order to assure the safety and protection of people and property.

We also want all members of the school community to know that any academic time lost as a result of a bomb threat will be rescheduled, either on a weekend, vacation day or following what would otherwise be the end of the school year.

In addition, under state law, the making of a bomb threat is a very serious criminal offense, punishable for even a first offense by as much as 2 years in prison and a \$5,000 fine. The making of such a threat may also lead to civil liability.

2. **About a bomb threat.**

- o Parents/Caregivers. In the event of a bomb threat, the Principal shall make sure that notice is provided to all caregivers of students as soon as possible via electronic communication and local media. If school is dismissed as a result of a bomb threat, the Principal shall implement general school procedures for notification of parents and caregivers.
- o Media. Any school personnel approached about a bomb threat by a representative of the media shall refer that representative to the Superintendent, Principal or their designee. that official shall provide the representative with a formal statement regarding the status of the threat. If approached during the threat, the official shall ask the representative to wait for a time when circumstances legitimately permit the official to take a few moments to speak with him/her. Any statement given shall be calm and informative without divulging personally identifiable information about students and shall emphasize the efforts made or under way to protect the safety of students and staff.
- o Community generally. Depending upon the circumstances the District may want to communicate with the general community either in writing or by convening a meeting.

WSESU Policy F1 - Student Conduct & Discipline

Policy

It is the policy of the Windham Southeast School Supervisory Union to maintain a safe, orderly, kind, and positive learning environment via a system of classroom and school management practices, supported by consistent, clear, and fair disciplinary procedures and Restorative Justice practices. The goal of this policy is to create an environment where the expectations for student behavior and staff responsibilities are clearly stated, understood, and accepted by students and staff, and are applied in compliance with due process requirements and Vermont law and State Board of Education rules.

Because all students have a right to a high-quality education, school disciplinary measures should not be used to exclude students from school or otherwise deprive them of such an education, unless it is necessary to preserve the safety of students and staff.

This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a, the requirements of 16 V.S.A. § 1162, and in conformance with State Board Rule 4500, and any policies adopted by the Supervisory Union with regard to the Use of Restraint and Seclusion.

General Principles

The goal of student discipline is to teach students to behave in ways that contribute to academic achievement and school success and to support a school environment where students and staff are responsible and respectful. Successful school discipline is guided by the following principles:

- School staff should approach discipline equitably, and be reflective regarding potential bias, both individual and system-wide.
- Effective and engaging instruction and classroom management are the foundation of effective discipline.
- School discipline is best accomplished by preventing misbehavior before it occurs, and using effective Restorative Justice practices after it occurs.

- School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
- School staff should promote high standards of behavior by teaching, modeling, and monitoring behavior, and by fairly and consistently correcting misbehavior as necessary.
- School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community and is more likely to result in getting the student re-engaged in learning.
- Effective school discipline minimizes the amount of time students are removed from their classrooms due to misbehavior.

Reasonable Consequences

The Windham Southeast School Supervisory Union will make every reasonable effort to correct student misbehavior through school-based resources at the lowest possible level, and to support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior.

The vast majority of disciplinary issues should be addressed at the classroom level by teachers. In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior.

Student Responsibilities

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

Administrative Responsibilities

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

The Plan will include clear guidelines for student behavior. The Plan may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school-sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school community.

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

The Plan may also include provisions for the suspension or expulsion of students who engage in misconduct that violates the Supervisory Union's policy for the prevention of harassment, hazing and bullying, and sexual harassment when such discipline is reasonably designed to prevent a reoccurrence of such conduct.

The Plan should note that the use of measures such as out-of-school suspensions, expulsions, and referrals to alternative schools that exclude students from school should be minimized. These punitive measures have resulted in the loss of valuable instructional time and should be reserved for infractions that cannot be appropriately addressed through other interventions and disciplinary responses. Disproportionate use of out-of-school suspensions, expulsions, and referrals to alternative schools shall be cause for corrective action by the Supervisory Union.

Administrators are encouraged to include individuals who are considered by the student to be trusted adults on their team for any re-entry meetings following a suspension.

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

Notwithstanding anything to the contrary in the school's Plan, a student enrolled in a public school who is under eight years of age shall not be suspended or expelled from the school; provided, however, that the school may suspend or expel the student if the student poses an imminent threat of harm or danger to others in the school.

Expectations for behaviors, and the consequences of engaging in prohibited conduct, will be set forth in the student handbook and other publications distributed to students and parents/guardians/caregivers.

Racial and Socioeconomic Disparities

While overly harsh school discipline policies can affect all students, historically in our society they have disproportionately impacted students of color and students from low-income families. Black, Latino/Hispanic, and Native American, newly arrived immigrants and refugee students and students from low-income families, in particular, are far more likely in this country to be suspended, expelled, and arrested; or to receive harsher punishments than their White peers, even for the same behavior.

The systemic racial inequalities that persist in the administration of school discipline in our society must be acknowledged, and this Supervisory Union must therefore work toward eliminating institutional racism and any other form of discrimination or bias that may present barriers to success for our students.

Schools are charged with eliminating racial disparities in the administration of school discipline. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been overrepresented among those students who are suspended, expelled, referred to alternative schools, arrested, or referred to law enforcement. Evidence of punitive measures being used disproportionately against students of color shall be cause for corrective action by the Superintendent or their designee.

Students with Disabilities

Students with disabilities have too often had their education needlessly interrupted by inappropriate out-of-school suspensions, expulsions, referrals to alternative schools, and referrals to law

enforcement. This is especially concerning when the behavior resulting in the punitive response was a manifestation of the student's disability.

Staff is charged with eliminating the over-punishment of students with disabilities, along with ensuring that any disciplinary consequences are in accordance with students' individualized education programs (IEPs), behavior intervention plans (if applicable), and 504 plans (if applicable).

Summary Statement

The Superintendent or designee shall ensure the analysis of student discipline data to identify and address any disproportionalities in discipline. Annually, the Superintendent will report to the Board any interventions made in the Supervisory Union to reduce the need for disciplinary actions and to promote civil and respectful behavior in all schools throughout the Supervisory Union.

Limited Role of Law Enforcement

This Supervisory Union seeks to avoid the unnecessary involvement of law enforcement in response to behaviors that should be managed by school personnel. As such, police involvement should be limited to situations when it is necessary to protect the physical safety of students and staff or appropriate to address criminal behavior of persons other than students. Police involvement should not be requested in a situation that can be safely and appropriately handled by the Supervisory Union's internal disciplinary procedures. Disproportionate use of police intervention in inappropriate situations shall be cause for immediate corrective action by the Supervisory Union. The Supervisory Union will comply with protecting the rights of minors. See Policies F4 and F5.

Non-Discrimination

School staff responsible for implementing this Policy shall do so without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, age, or disability.

Staff Training

Every school within the Supervisory Union shall annually review student discipline data and set goals for reducing disciplinary actions (particularly suspensions and expulsions) and increasing non-punitive responses to infractions (such as by implementing Restorative Justice practices). Professional development activities are designed to increase capacity to promote cooperative and positive interactions in the school community.

Due Process

To ensure positive results in disciplinary proceedings, there should be utmost respect for:

- Caregivers' right to be immediately notified when their child faces suspension or expulsion.
- Students' right to a fair hearing before being suspended for up to ten days.

Upon a suspension of more than ten days, or consideration of expulsion, parents or caregivers and the student will be invited to a hearing with the Board and Administration.

Community Involvement

Meaningful caregiver, student, and community involvement in the creation and application of school and Supervisory Union policy is essential for building effective schools with positive and inclusive

learning environments. As such, caregivers, students, and community members should have input in the development of discipline rules for their school and classrooms.

Definitions

- 1) **Weapon** means a device, instrument, material or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.
- 2) **School** means any setting which is under the control and supervision of the Supervisory Union. It includes school grounds, facilities, and school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.
- 3) **Expelled** means the termination of educational services for the remainder of the school year or up to ninety (90) school days, whichever is longer.
- 4) **Knife** means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury or death.
- 5) **Restorative Practice** means a way of working with conflict that puts the focus on repairing the harm that has been done. Restorative Justice is one of the practices that empowers students to resolve conflicts on their own and in small groups.

Date Warned: May 29, 2025

Date Adopted: June 11, 2025

Legal References as of Adoption Date:

16 V.S.A. §1161a (Discipline)
16 V.S.A. §1162 (suspension and expulsion)
20 U.S.C. §§1400 et seq.(IDEA)
29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)
VT State Board of Education Manual of Rules & Practices
§4311, 4312, 4313; 2120.8.12, 2122.1, 4500

Cross Reference:

Notice of Non-Discrimination (C9)
Public Complaints About Personnel (D11)
Search and Seizure of Students by School Personnel (F4)
Search and Seizure of Students by Law Enforcement Officers or Other
Non-School Personnel (F5)
Student Substance Abuse Prevention (F9)
Policy on the Prevention of Harassment, Hazing and Bullying of
Students (F23)
Firearms and Dangerous or Deadly Weapons (F24)
Prevention of Sexual Harassment as Prohibited by Title IX (F38)

WINDHAM SOUTHEAST SUPERVISORY UNION
Windham County, Vermont

WSESU Policy F1 - Student Conduct and Discipline - Procedures**Procedure**

The rules of conduct will be distributed to, and discussed with, all students at the beginning of each school year in accord with procedures stated in the school discipline plan. Students will be instructed to share the student handbook with their parents. Copies of the handbook will be provided to parents or guardians in a manner determined by the Principal. The Principal may ask that parents sign a form indicating that they have reviewed the rules of conduct with their children. When new students enroll during the school year, they and their parents will be given copies of the rules of conduct as part of the pre-enrollment process.

The Principal or his or her designee shall be responsible for carrying out discipline procedures conforming with the following guidelines.

1. A student may request a meeting with the Principal or his or her designee to review any disciplinary action, other than a suspension or expulsion, affecting the student. If requested, the Principal or designee shall hold an informal meeting to review the incident and to hear the views of the student and any other persons who may have information that the Principal or designee believes to be relevant in the circumstances. The Principal or designee shall issue a prompt decision to the student, which may be oral or written. Except as otherwise provided in this policy, the decision of the Principal will be final.
2. Suspension or expulsion of students shall be imposed in accordance with state and federal law and regulations, due process requirements, and the following rules and procedures:
 - a. The Principal or his or her designee may assign a student to in-school detention for up to ten (10) consecutive school days for any infraction of school rules. As provided in the school's overall discipline plan, students assigned to in-school detention will be provided with reasonable opportunities to complete academic assignments and to benefit from counseling or other activities designed to bring about improvements in their behavior.
 - b. A student who poses an immediate danger to persons or property or a significant threat of disrupting the academic process of the school shall be removed from the school or to a place within the school determined by the Principal, Superintendent or their designee to be sufficiently secure to ensure the safety of students and school personnel and the continuation of the academic process. The Superintendent or Principal or their designee shall notify a parent or guardian of a student who is removed from school without undue delay. If the parent, guardian or other responsible person designated as an emergency contact by the parent or guardian cannot be notified, the student will be detained at school or at another safe and secure setting for the remainder of the school day.
 - c. No student will be removed from school for more than the remainder of a school day unless the student and his or her parents are given an opportunity for an informal hearing pursuant to paragraph "D" of this policy. When immediate removal of a student is necessary prior to a hearing, the hearing shall be held as soon as possible following the removal.

- d. The Superintendent or Principal may suspend a student from school for a period of ten (10) days or less for misconduct occurring on or off school grounds. Except as provided in paragraph "B" above, prior to such a suspension, the student and his or her parent or guardian shall be given an opportunity for an informal hearing with the Principal or his or her designee. The student and his or her parent or guardian must be given notice of the charges, an explanation of the evidence against the student, an opportunity for the student to tell his or her side of the story, and a decision in writing to the parent or guardian.
 - e. The Superintendent or Principal may, with the approval of the Board and in accordance with 16 V.S.A. §1162(a), impose a long-term suspension or expulsion of a student [for longer than ten (10) days and up to ninety (90) school days or the remainder of the school year, whichever is longer] for misconduct on school property, on a school bus or at a school-sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school.
 - f. In accord with the overall discipline plan developed under 16 V.S.A. § 1161a, short- term (ten days or less) or long-term suspension or expulsion may be imposed for 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.
 - g. Long-term suspension or expulsion must be preceded by notice and formal due process procedures, including the opportunity for a hearing before the school board. The Superintendent (or designee) shall notify the student and his or her parents in writing of the nature of the charges, the date, time and place of the hearing, the right to legal representation, and the disciplinary action to be recommended to the board. This notice shall be provided in sufficient time to allow the student and his or her parents to prepare for the hearing. At the hearing, the student and parent/guardian shall be given an opportunity to present evidence and to cross-examine witnesses. The Board shall issue a written decision within ten (10) days of the conclusion of the hearing.
3. Notwithstanding the above provisions, a legal pupil who has a disability or is suspected of having a disability, and is eligible for special education services or Section 504 services may be removed from his or her current educational placement for disciplinary reasons for more than ten (10) consecutive days, or for more than ten (10) cumulative days in a school year only in accordance with Vermont State Board of Education Rules 4313 or 4312. The school Principal, with the agreement of a special education administrator, may impose short-term disciplinary sanctions on special education students as provided in Vermont State Board of Education Rule 4313. The Superintendent and coordinator of special education will develop additional procedures as needed to govern the discipline of students with disabilities.

In the event a student brings a weapon to school, the procedures set forth in the District's Firearms policy shall apply.

WSESU Policy F4 - Search and Seizure of Students by School Personnel

Searches of School Property

The school retains the right to search its property at any time. Desks, lockers, textbooks, computers, and other materials or supplies loaned by the school to students remain the property of the school, and may be opened and inspected by school employees at any time. Students should have no expectation of privacy with respect to school owned property.

Searches and Seizure of Student and Student Property

Searches of students' persons, personal effects, and vehicles may be conducted where there are reasonable grounds for suspecting at the time of initiating the search that the search will reveal evidence of a violation of law or of school rules.

The superintendent or designee shall ensure that all searches of students and all searches and seizures of student property are conducted in a manner that complies with state and federal protections against unreasonable searches and seizures of students and student property in schools.

Copies of this policy will be included in the student handbook given to students and parents/guardians at the beginning of each school year.

[Note: Schools may obtain blanket permission to search vehicles that students drive to school and park in the school parking lot by requiring parents, caregivers, and students to consent to such inspections as a condition of obtaining a permit for parking on school grounds. Without consent of this sort, school officials who wish to search student vehicles need reasonable suspicion that the search will provide evidence of a violation of law or school rules.]

Date Warned: December 17, 2024

Date Adopted: January 08, 2025

WINDHAM SOUTHEAST SUPERVISORY UNION
Windham County, Vermont

WSESU Policy F9 - Student Substance Abuse Prevention

Statement of Philosophy:

This policy shall be concerned with the health and well-being of all students and the policy shall take into consideration the individual needs of students with problems (drug, alcohol, substance abuse problems) as well as the right of the majority of students to an education.

It is therefore the policy of the Windham Southeast 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. It is further the policy of the school district to make appropriate referrals in cases of substance abuse.

Definitions

1. The term "*Substance Abuse* as used in this policy 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.

2. The term “Drug” as used in this policy means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, cannabis, or any other controlled substance as defined by state or federal regulation or statute.

Administrative Responsibilities Related to Alcohol and Drugs

Educational Program_ The Superintendent (or designee) shall work with appropriate staff members to develop and conduct an alcohol and drug abuse educational program. The program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan.

Support and Referral System

In each school the superintendent, principal or their designee shall develop a support and referral system or an appropriate onsite designee for screening students who refer themselves and students who are referred by staff for suspected drug and/or alcohol use and/or abuse problems. The support and referral system or designated individual will include processes to determine the need for further screening, education, counseling or referral for treatment in each referred case. In addition, the principal shall establish procedures for administering emergency first aid related to alcohol and drug abuse.

Cooperative Agreements

The Superintendent (or designee) shall annually designate an individual to be responsible for providing information to students and parents/guardians about outside agencies that provide substance abuse prevention services and to encourage the use of their services and programs when appropriate.

The Windham Southeast School District shall have a cooperative agreement with at least one provider, approved by the Department of Health, that will provide substance abuse treatment to students who are referred through the school’s support and referral system, or who refer themselves for treatment.

Immediate Procedures

The Superintendent or designee shall establish procedures for handling any alcohol/drug-related incident until the student has been discharged to the parent, guardian, social service, medical, or law enforcement.

Emergency

The Superintendent or designee shall establish procedures for administering emergency first aid related to alcohol and drug abuse. The procedures will define the roles of the personnel involved.

Staff Training

The Superintendent (or designee) will work with appropriate staff to provide training for teachers and health and guidance personnel who teach or provide other services in the school’s alcohol and drug abuse prevention education program. The training provided will meet the requirements of State Board Rules related to staff training.

Community Involvement

The Superintendent (or designee) will work with school staff and community members to implement a program to inform the community about substance abuse issues in accordance with State Board of Education rules.

Administrative Responsibilities Related to Student Conduct and Discipline

Any Student who violates this policy by knowingly possessing, using, selling, giving or otherwise transmitting, or being 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 shall be subject to discipline consistent with the District's policy on Student Conduct and Discipline and the school's overall discipline plan developed pursuant to 16 V.S.A. §1161a.

Notification

The Superintendent (or designee) shall ensure that parents/caregivers and students are given copies of the standards of conduct and disciplinary sanctions contained in the procedures related to this policy, and are notified through the Parent Student Handbook that compliance with the standards of conduct is mandatory. Notice to students will, at a minimum, be provided through the inclusion of these standards and sanctions in the student handbook distributed to all students at the beginning of each school year or when a student enrolls in the school.

Date Warned: April 9, 2019

Date Adopted: May 23, 2019

VSBA Reviewed: November 01, 2022

Date Warned for Re-adoption: October 11, 2023

Date Re-adopted: October 24, 2023

Legal References:

S.C. §§7101 et seq. (Safe and Drug-Free Schools & Communities Act of 1994)

16 V.S.A. §909 (Drug & Alcohol Abuse Prevention Education Curriculum)

16 V.S.A. §131 (9) (Comprehensive Health Education)

16 V.S.A. §1045(b) (Driver Training Course)

16 V.S.A. §1165 (Alcohol and Drug Abuse)

18 V.S.A. §4226 (Drugs: minors, treatment, consent)

18 V.S.A. §4237 (Possession and Control of Regulated Drugs)

7 V.S.A. §1001 (Alcoholic Beverages, Cannabis, and Tobacco Definitions)

VT. State Board of Education Manual of Rules and Practices §§4200-4215

Cross Reference:

Student Conduct and Discipline (F1)

Search and Seizure (F4)

Interrogations or Searches of Students by Law Enforcement Officers or Other Non-School Personnel (F5)

Wellness and Comprehensive Health (E11)

Tobacco Prohibition (E8)

WINDHAM SOUTHEAST SCHOOL DISTRICT
Brattleboro, Dummerston, Guilford, Putney
Vermont

WSESU Policy F34 - Transgender and Gender-Creative Students [Note: as of the start of the 2025-26 school year this policy is in committee for revisions]

Policy

This policy is designed to provide direction for administrators, staff, students, and parents to address issues that may arise concerning the needs of transgender and gender creative students. Title IX of the Education Amendments of 1972, and 9 .S.A. 4502¹ protect all students from sex discrimination, including transgender students and students who do not conform to traditional gender stereotypes.²

It is the policy of the Windham Southeast School District to provide a safe, orderly, civil and positive learning environment for all students, regardless of perceived or actual sex, sexual orientation, gender identity, or gender expression.

Definitions³

- “Cisgender” means a person whose gender identity corresponds to their assigned sex at birth.
- “Gender identity” means a person’s actual or perceived gender identity, or gender-related characteristics that are intrinsically related to a person’s gender or gender-identity, regardless of the person’s assigned sex at birth.
- “Gender expression” means the way a person externally communicates gender to other people such as through behaviors, clothing, hairstyles, voice, mannerisms, activities, or body characteristics.
- “Gender creative” refers to a person whose gender-related identity and/or gender expression does not conform to the social expectations or norms for a person of that sex assigned at birth. Other terms that have the same or similar meaning include gender non-conforming, gender variant, gender expansive, gender fluid, or gender atypical.
- “Transgender” is a term which describes an individual whose gender identity or gender expression is different from the individual’s assigned sex at birth.
- “Sexual Orientation” is a person’s emotional and sexual attraction to other people based on the gender of the other person. Sexual orientation is not the same as gender identity. Not all transgender students identify as gay, lesbian or bisexual, and not all gay, lesbian and bisexual students display gender creative characteristics.

Privacy

All students have the right to privacy. Consistent with those rights provided under the Family Educational Rights and Privacy Act of 1974 (FERPA), a transgender or gender creative student will be able to discuss and express their gender identity and gender expression openly and to decide when, with whom, and how much of their private information to share with others.

In addition, school staff will respect any requests to use a name and pronoun that corresponds to the student’s gender identity that the student asserts or wishes to assert at school. Students will not be required to obtain a court ordered name and/or gender change or to change their pupil personnel records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.⁴

There may be times when disclosure to school staff or employees of a student’s transgender status is necessary in order to fulfill a school’s obligations to the transgender student with respect to safety and health, education and anti-discrimination efforts. In all cases, the school will work closely with students and families in devising an appropriate plan regarding the confidentiality of a student’s transgender status that works for both the student and the student’s family while meeting competing legal requirements. To the extent possible and consistent with all competing legal requirements, school personnel will endeavor throughout to maintain the confidentiality of the student’s transgender status.⁵

Student Records

The superintendent will adopt procedures that ensure that all students’ personally identifiable information is maintained in compliance with FERPA⁶ and state and federally mandated reporting requirements.

To the extent that the school is not legally required to use a student’s legal name or gender on school records and other documents, the school will use the name and gender preferred by the Student.⁷

Where a student's record(s) may not be changed absent court order due to state and federal law, efforts will be taken to maintain those records in strictest confidentiality in order to preserve the student's transgender status and, where appropriate, for an amended version to be maintained, which preserves the confidentiality of that transgender status where a review of the record is required for educational purposes by either school personnel, the student, or personnel who will be evaluating the student (for eligibility purposes, for example).

A student (or parent in the case of minor student) who is currently enrolled may request retroactive changes to that student's record including name and gender. Such requests will be handled on a case-by-case basis with consideration of the need to maintain legally accurate records consistent with state and federal mandated reporting requirements with the school's ongoing efforts to maintain internal student confidentiality regarding a student's transgender status.

Former student permanent pupil records will be changed by request of a parent of a minor student, or former students who have reached the age of majority, upon receipt of documentation⁸ that such legal name and/or gender have been changed pursuant to applicable state law.⁹

Use of Gender Segregated Facilities

A transgender student will not be required to use a locker room or restroom that conflicts with the student's gender identity.¹⁰

Any student who expresses a need or desire for increased privacy will be provided with reasonable alternative arrangements. Reasonable alternative arrangements may include the use of a private area, or a separate changing schedule, or use of a single stall restroom. Any alternative arrangement will be provided in a way that protects a student's ability to keep their transgender status confidential.

In all cases the use of restrooms and locker rooms by transgender students requires schools to consider numerous factors, including, but not limited to: the transgender student's preference; protecting student privacy; maximizing social integration of the transgender student; minimizing stigmatization of the student; ensuring equal opportunity to participate; the student's age; and protecting the safety of the students involved.

School Activities

As a general rule, in any circumstances where students are separated by gender in school activities (i.e., overnight field trips), students will be permitted to participate in accordance with their gender identity consistently asserted at school. Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis considering the factors listed above.

Date Warned: July 22, 2019

Date Adopted: August 7, 2019

¹Vermont's Public Accommodations Act prohibits the discrimination on the basis of "race, creed, color, national origin, marital status, sex, sexual orientation, or gender identity of any person" 9 V.S.A. § 4502.

²The recommendation for districts to adopt a Transgender and Gender Creative Students policy was made in response to federal guidance issued May 2016 (US Department of Education Office of Civil Rights and US Department of Justice Civil Rights Division - Dear Colleague Letter on Transgender

Students, May 13, 2016).

³Definitions are adapted from the Vermont Agency of Education guidance document, “Best Practices for Schools Regarding Transgender and Gender Nonconforming Students.”

⁴Under Title IX, a school must treat students consistent with their gender identity even if their education records or identification documents indicate a different sex. The Department of Education and Justice have resolved Title IX investigations with agreements committing that school staff and contractors will use pronouns and names consistent with a transgender student’s gender identity. (From Dear Colleague letter of May 13, 2016).

⁵Even when a student has disclosed the student’s transgender status to some members of the school community, schools may not rely on this FERPA exception to disclose PII from education records to other school personnel who do not have a legitimate educational interest in the information. Inappropriately disclosing (or requiring students or their parents to disclose) personally identifiable information from education records to the school community may violate FERPA and interfere with transgender

students’ right under Title IX to be treated consistent with their gender identity. (From Dear Colleague letter of May 13, 2016).

⁶Family and Educational Rights and Privacy Act, 35 CFR Part 99.

⁷There is no medical diagnosis or treatment requirement that students must meet as a prerequisite to being treated consistent with their gender identity. Because transgender students often are unable to obtain identification documents that reflect their gender identity (e.g., due to restrictions imposed by state or local law in their place of birth or residence) requiring students to produce such identification documents in order to treat them consistent with their gender identity may violate Title IX when doing so has the practical effect of limiting or denying students equal access to an educational program or activity. (From Dear Colleague letter of May 13, 2016).

⁸See, 18 V.S.A. § 5112 for Vermont law governing the process for obtaining a new birth certificate following a sexual reassignment.

⁹Under Title IX, a school must respond to a request to amend information related to a student’s transgender status consistent with its general practices for amending other students’ records. (From Dear Colleague letter of May 13, 2016).

¹⁰G.G. v. Gloucester County. Sch. Bd., 4th Cir. Apr. 19, 2016).

WINDHAM SOUTHEAST SCHOOL DISTRICT
Brattleboro, Dummerston, Guilford, and Putney, Vermont

WSESU Policy F41 - Policy on Section 504 and ADA Grievance Protocol for Students

Windham Southeast Supervisory Union’s Grievance Protocol Under Section 504 of the Rehabilitation Act of 1973

It is the policy of WSESU and its member School Districts (hereinafter collectively referred to as “District”) not to discriminate on the basis of disability. The District has adopted this internal protocol for prompt handling and equitable resolution of complaints alleging any action prohibited by Section

504 of the Rehabilitation Act of 1973 (Section 504), as amended, and the Americans with Disabilities Act of 1990 (ADA). [link added] Section 504 and the ADA prohibit discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Supervisory Union further provides assurance that strictly prohibits any form of retaliation against persons who utilize this Protocol. To the extent possible, confidentiality will be maintained throughout the investigation of a complaint of unlawful discrimination. Nevertheless, a person is not required to use this protocol and may instead file a complaint directly with the U.S. Department of Education's Office for Civil Rights, Boston Office:

U.S. Department of Education, Office for Civil Rights
8th Floor
5 Post Office Square
Boston, MA 02109-3921
Fax: (617) 289-0150
OCR.Boston@ed.gov

The following protocol is available and shall be distributed to all third parties, including Supplemental Educational Services (SES) tutors, for their use in filing complaints of discrimination based on disability.

This protocol will be distributed by the Building 504 Coordinators or their designees to all employees prior to the start of co-curricular activities every school year, preferably during the August In-Service, and again with the recommencement of co-curricular activities immediately following the December vacation.

It will also be distributed by Building 504 Coordinators, or their designees, to all third parties, including Supplemental Educational Services (SES) tutors, at the time of their engagement for services.

If a District employee receives a report of disability-based discrimination from a third party, the District employee will provide the third party with a copy of this protocol.

Step 1: A person (an employee, student, or third party) who believes that they have been discriminated against on the basis of disability is encouraged, but is not required, to discuss the matter informally with the appropriate building principal (when the person is a student) or with their immediate supervisor (when the person is an employee). [NOTE: If the building principal or the immediate supervisor is the subject of the complaint, or the grievant is not a student or employee, the grievant may, instead, contact the District Section 504 Coordinator, Rebecca Olmstead, 53 Green Street, Brattleboro, VT 05301 PH: (802) 451-3423; Fax: (802) 254-3733. rolmstead@wsesdvt.org.] The person receiving the complaint, or their designee, shall investigate and then verbally convey their findings to both the person who alleged the violation and the person who is the subject of the complaint within 10 business days.

Step 2: If the informal Step 1 process does not resolve the matter, or if the grievant does not wish to use the informal procedures set forth in Step 1, a written complaint may be submitted to either the District Section 504 Coordinator (Rebecca Olmstead, 53 Green Street, Brattleboro, VT 05301 PH: (802) 451-3423; Fax: (802) 254-3733. rolmstead@wsesdvt.org) or the appropriate school specific Building 504 Coordinator (see list at the end of this document for contact information) who will investigate the complaint. [NOTE: If the Section 504 Coordinator is the subject of the complaint, the complaint should be submitted to the Superintendent who will appoint another administrator (or third party) to conduct the investigation. If both the Section 504 Coordinator and the Superintendent have involvement with the complaint, the written complaint may be submitted to the Director of Human Resources, Michael

Kelliher (802) 254-3730, mkelliher@wsesdvt.org, who will appoint a person to investigate the complaint.] The complaint shall be in writing and signed by the grievant, or their Parent(s) and/or legal guardian if under the age of 18, and include:

1. the grievant's name and contact information;
2. the facts of the incident or action complained about;
3. the date of the incident or action giving rise to the complaint;
4. the type of discrimination alleged to have occurred;
5. and the specific relief sought;

Or, alternatively, the grievant may use the 504 Complaint Form (attached). Names of witnesses and other evidence as deemed appropriate by the grievant may also be submitted. An investigation of the complaint will begin within 10 business days following the submission of the written complaint.

The investigation may be informal, but it must be thorough and shall include an interview of the parties and witnesses, a review of relevant evidence, and any other steps necessary to ensure a prompt and thorough investigation of the complaint.

A written disposition of the complaint shall be issued within 10 business days of completion of the investigation, unless a specific written extension of time, requested for good cause, is provided to the parties, allowing for up to an additional 30 days to provide the written disposition.

Copies of the disposition, subject to the Family Educational Rights and Privacy Act confidentiality, will be given to both the grievant and the person who is the subject of the complaint. If discrimination or harassment was found to have occurred, the disposition will include the steps that the District will take to prevent recurrence of any discrimination/harassment and to correct its discriminatory effects on the grievant and others, if appropriate.

Step 3: If a party wishes to appeal the decision in Step 2, they may submit a signed, written appeal to the Superintendent (or Board if the Supt. is the subject of the complaint) within 15 business days after receipt of the written disposition. The Superintendent/Board or their designee shall respond to the complaint, in writing, within 30 business days of the date of the appeal. Copies of the response shall be provided to both the grievant and the person who is the subject of the complaint.

The Building ADA/504 Coordinator(s) will maintain the files and records related to any complaints filed under this protocol.

The District hereby provides assurance that strictly prohibits any form of retaliation against persons who utilize this Protocol.

If you have questions regarding these procedures or desire to file a complaint, please contact the School/Building Section 504 Coordinators listed below.

Date Warned: August 24, 2022
Date Adopted: September 13, 2022
Date Warned for Re-adoption: August 22, 2024

Date Re-adopted: September 11, 2024

Legal Reference as of adoption:

20 U.S.C. § 1232f
28 C.F.R. § 35.101
28 C.F.R. § 35.107(b)
29 U.S.C. § 794
34 C.F.R. § 99.1
34 C.F.R. § 104.4
34 C.F.R. §§ 104.7(b), 104.61
34 C.F.R. § 100.6(d)
42 U.S.C. § 12132

WINDHAM SOUTHEAST SUPERVISORY UNION
Windham County, Vermont

SCHOOL/BUILDING SECTION 504 COORDINATORS:

Academy School

Ana Ocasio
802-254-3732

Guilford Central School

John Gagnon, TBD
802-254-2271

Brattleboro Union High School

Megan Pacheco, Brooke Welch
802-451-3414

Oak Grove School

Morgan Derosia
802-254-3730

Brattleboro Area Middle School

Paula Starkweather, Traci Jacobs
802-451-3414

Putney Central School

Nicole Hamilton, Marisa Lazarus-Miner
802-387-5521

Dummerston School

Julianne Eagan
802-254-2733

Vernon Elementary School

Christine Kierstead, Bridget Duff
802-254-5373

Green Street School

Gina Onorato, Gail Powers
802-254-3737

Windham Regional Career Center

Nancy Wiese, Kristin Vicerie
802-451-3586

504 GRIEVANCE/COMPLAINT FORM

The Supervisory Union pledges that it complies with Section 504 Regulations and that no discrimination on the basis of disability is permitted in the programs or activities that the District operates. If you believe that discrimination has occurred (against a student or staff person, teacher, etc.) because of a disability please complete and submit this form to your 504 Coordinator.

On behalf of: _____ Date: _____
(name of target of behavior)

Complainant is: Student: _____ Student's Parent/Guardian: _____

Staff Member/teacher: _____ Third Party Contractor: _____

Other: _____

Address: _____
Street City State Zip

Telephone: _____
Home Work/Cell

1. Describe the alleged violation of Section 504 in specific terms. Include:

- 1) the specific incident or activity that is viewed as discrimination;
- 2) the individuals involved;
- 3) dates, times, and locations involved;
- 4) the disability that forms the basis of the complaint (attach additional pages if needed).

2. Describe any communication that has already occurred, with whom and when, to address the issue.

3. Please describe how you propose to resolve the issue.

Signature Date: _____

Please return this form to your 504 Coordinator.

WSESU Policy G13 - Responsible Computer, Network and Internet Use

Purpose

The Windham Southeast Supervisory Union recognizes that information technology (IT) is integral to learning and educating today's children for success in the global community and fully supports the access of these electronic resources by students and staff. The purpose of this policy is to:

1. Create an environment that fosters the use of information technology in a manner that supports and enriches the curriculum, provides opportunities for collaboration, and enhances staff professional development.
2. Ensure the District takes appropriate measures to maintain the safety of everyone that accesses the district's information technology devices, network and web resources.
3. Comply with the requirements of applicable federal and state laws that regulate the provision of access to the internet and other electronic resources by school districts.

Policy

It is the policy of the Windham Southeast Supervisory Union to provide students and staff access to a multitude of information technology (IT) resources including the Internet. These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond. However, with the privilege of access comes the responsibility of students, teachers, staff and the public to exercise responsible use of these resources. The use by students, staff or others of district IT resources is a privilege, not a right. User agreements, except as otherwise described in this policy, will be required prior to allowing any individual unsupervised access to District electronic resources.

The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the district's harassment and bullying policies.

The Supervisory Unions' computer and network resources are the property of the Supervisory Unions. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the Supervisory Unions' computers or network resources, including personal files and electronic communications.-

The Superintendent or their designee is responsible for establishing procedures governing use of IT resources consistent with the provisions of this policy.

These procedures must include:

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:
 - A. Respects One's Self. Users will maintain appropriate standards of language and behavior when sharing information and images on social networking websites and elsewhere online. Users refrain from distributing personally identifiable information about themselves and others.
 - B. Respects Others. Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the district's policies on bullying and harassment. Users will also refrain from using another person's system account or password or from presenting themselves as another person.

- C. Protects One's Self and Others. Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.
- 2. Provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in District electronic resources.
- 3. Technology protection measures that provide for the monitoring and filtering of online activities by all users of District IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.
- 4. Methods to address the following:
 - A. Control of access by minors to sites on the Internet. that include inappropriate content such as content that is:
 - a. Lewd, vulgar, or profane
 - b. Threatening
 - c. Harassing or discriminatory
 - d. Bullying
 - e. Terroristic
 - f. Obscene or Pornographic
 - B. The safety and security of minors when using electronic mail, social media, and other forms of direct electronic communications.
 - C. Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
 - D. Unauthorized disclosure, use, dissemination of personal information regarding minors.
 - E. Restriction of minors' access to materials harmful to them.
- 5. A process whereby authorized persons may temporarily disable the district's Internet filtering measures during use by an adult to enable access to bona fide research or other lawful purpose.

Policy Application

This policy applies to anyone who accesses the district's network, collaboration and communication tools, and/or student information systems either on-site or via a remote location, and anyone who uses the district's IT devices either on or off-site.

The Superintendent, or their designee, shall conduct an annual analysis of the implementation of this policy and shall make recommendations to the Board as needed to ensure that the Supervisory Unions's approach to Internet safety is effective.

Caregiver Notification and Responsibility

Each school will provide written annual notice to parents/guardians/caregivers about student use of District electronic resources including the Internet, the policies and procedures governing their use, and the limitation of liability of the District. Parents/guardians/caregivers must sign an agreement to allow their child(ren) to access District electronic resources including the Internet and return this agreement to the school before access will be granted. Students 18 years of age or older must sign their own

agreement. A signed user agreement will not be required when students are using school computers for research as part of a course requirement and the use is supervised by a responsible adult.

Limitation/Disclaimer of Liability

The Supervisory Union is not liable for unacceptable use or violations of copyright restrictions or other laws, user mistakes or negligence, and costs incurred by users. The Supervisory Union is not responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the Supervisory Union's electronic resources network including the Internet. The Supervisory Union is not responsible for any damage experienced, including, but not limited to, loss of data or interruptions of service. The Supervisory Union is not responsible for the accuracy or quality of information obtained through or stored on the electronic resources system including the Internet, or for financial obligations arising through their unauthorized use.

Enforcement

The District reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, the School District will handle the allegation consistent with the student disciplinary policy.

Allegations of staff member violations of this policy will be processed in accord with contractual agreements and legal requirements.

Date Warned: **March 20, 2025**

Date Adopted: **April 9, 2025**

Legal References as of date of adoption:

17 U.S.C. §§101-120 (Federal Copyright Act of 1976 as amended)
 20 U.S.C. § 6777 et seq. (Enhancing Education Through Technology Act)
 18 U.S.C. §2251 (Federal Child Pornography Law—Sexual Exploitation and
 Other Abuse of Children)
 47 U.S.C. §254 (Children's Internet Protection Act)
 47 CFR §54.520 (CIPA Certifications)
 13 V.S.A. §§2802 et seq. (Obscenity, minors)
 13 V.S.A. § 1027 (Disturbing Peace by Use of...Electronic Means)
 13 V.S.A. §2605(Voyeurism)

Cross Reference: Student Conduct and Discipline (F1)
 Selection of Instructional Materials (G5)
 Complaints About Instructional Materials (G6)

WINDHAM SOUTHEAST SUPERVISORY UNION
 Windham County, Vermont