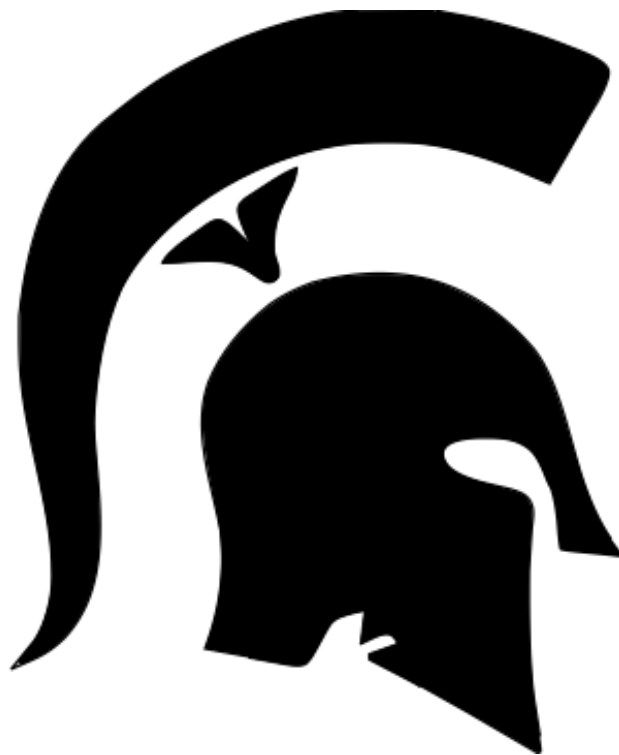


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Informational
Handbook
for Students and
Families



Twinfield Union School
T: 426-3213 | F: 426-4085
106 Nasmith Brook Road
Plainfield, VT 05667

Twinfield Union School

Our Mission

The mission of the Twinfield Union School community is to educate all students to become responsible, productive, critical-thinking, lifelong-learning citizens in a safe, nurturing environment of mutual respect, high standards, creativity and academic excellence.

Our Core Beliefs

1. Twinfield Union School is a center of learning for the entire community.
2. Students, staff, parents and community members are all responsible partners whose unique contributions are valued.
3. The school and community serve as resources for each other.
4. Our school is a part of the exciting journey of lifelong learning.
5. Effective communication is essential.
6. We all thrive in a nurturing climate.
7. Everyone has a right to belong and to be treated with respect.
8. Learning is enriched when it is diverse, includes real-life experiences, connects many fields of knowledge, is shared and includes inter-age experiences.
9. Everyone can learn, has the right to learn and is responsible for learning.
10. Effective learning includes active participation, critical thinking, creative problem solving and reflection.
11. Every individual has the right and responsibility to succeed in his or her educational pursuits.
12. Ongoing, relevant and varied assessment of learning guides improvement.

Twinfield Union School

106 Nasmith Brook Road

Plainfield, VT 05667

www.twinfield.net

802-426-3213

August 2011

Dear Students, Parents, Guardians, Community Members and Staff,

It is with great excitement that I prepare for the beginning of the 2011–2012 school year. I'd like to thank the Marshfield and Plainfield communities for providing me with the opportunity to join the incredible staff of Twinfield Union School, and I look forward to working together with all of you to meet the diverse learning needs of our vibrant student body and to create an educational environment where all students can thrive.

To support our efforts to provide our students with high-quality, research-based instruction, the Washington Northeast Supervisory Union has partnered with the Higher Education Collaborative, a Vermont organization dedicated to working with Vermont administrators and teachers to bring the latest findings in brain research to the classroom. The collaborative will work with faculty and staff throughout the year, both supporting teachers' daily work in the classroom and periodically providing instruction on educational best practices on professional development days.

I look forward to working with TUS students to foster student voice in our school. I believe that students need to have a strong role in creating a learning environment where all students can achieve to the best of their abilities. Together the staff and students of TUS can make the 2011–2012 a school year filled with relevant learning experiences.

Please take some time to review the important information found in this handbook. Be sure to keep it on hand as a resource for your family. With your support this will be an outstanding school year.

Thank you and welcome back!

Mark Mooney
Principal

If you want to go quickly, go alone. If you want to go far, go together.

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General Information

The PK–12 Experience at Twinfield

Twinfield Union is a small school that does big things. Housed in one building on an 88-acre campus, we offer both elementary (PK–6) and secondary (7–12) education. Our teachers are all designated as “highly qualified” by the Vermont Department of Education.

One of the great challenges facing small schools is the need to provide a wide array of educational experiences with limited resources. Twinfield Union meets this challenge with innovative solutions. We are fortunate to be part of two vibrant rural communities, Marshfield and Plainfield, whose members are supportive and active participants in the school. At all grade levels, community volunteers bring their expertise to the classroom, and they have helped us build a Quebec bread oven, develop hiking trails, build a state-of-the-art playground, make upgrades to our athletic fields, build new dugouts, paint signs and hallway murals, and landscape our grounds. We also make the most of our extensive campus—including forest, ponds, fields, brooks and river—for art, P.E., science and play, and to integrate nature-based learning into traditional curricula. Valuing what is unique in every student, we strive to adapt all teaching for individual learners and, in upper grades, to encourage self-directed study.

One of the great values of small schools is strength of community. In a school like ours, which serves preschoolers through high school seniors, interactions among people can range from helping a three-year-old tie her shoes to matching eighth grade math tutors to fourth graders, from middle schoolers holding doors for kindergarteners to adults helping a high school student change a flat tire. Many of our students know each other not just as classmates but as siblings, cousins, babysitters and neighbors. Each student is also known personally by many, if not all, faculty and staff who work at Twinfield, making it easy to individualize instruction and difficult for students to “fall through the cracks.” Our size also means that students can be involved in all aspects of school life—as artists, athletes, actors, scholars, musicians, activists and more—and that they are recognized and cherished as whole people as they grow up.

Central to the success of the Twinfield Union School mission is a respectful learning environment. We create this environment by nurturing a culture of personal responsibility. Students understand the expectations for their behavior and the consequences of the choices they make.

The inherent benefits of a small school are manifold: we offer a personalized setting in which all children are known and supported in their pursuit of academic excellence.

Academic Integrity

Students at Twinfield Union School are expected to behave honorably in all their undertakings. Cheating—deliberately obtaining any unfair advantage in the completion of any graded school work or assisting others in obtaining an unfair advantage—is unacceptable. Work that involves cheating of any kind will receive a zero, and there may be additional consequences. Zeros given for dishonesty cannot be made up.

Plagiarism, which is a form of cheating, means copying material from any source (including but not limited to books, periodicals, websites, radio, television, movies, documentaries and unpublished papers, including those of classmates) and then submitting that material without attribution as if it were your own work. Copying a sentence out of a book is plagiarism. Copying a sentence and then changing a few words is plagiarism. Inverting a sentence, changing a lot of words around and thoroughly disguising it is still plagiarism.

What is not plagiarism is reading several explanations of your subject and then, without directly consulting any text, describing your subject in your own words. The biggest temptation to plagiarize occurs when you want to include something you do not understand clearly. In that situation, always ask a teacher for help.

Arts and Enrichment Committee

The mission of the Arts and Enrichment Committee is to provide educational opportunities that enhance and enrich the basic curriculum of Twinfield students. The committee, composed of teachers and parents/guardians, meets monthly throughout the school year. In addition to scheduling arts residencies and providing opportunities for students to attend area performances and concerts, the committee raises money to support student participation in these events. The annual Holiday Craft Bazaar and quilt raffle are the committee’s major fundraisers. Circus Smirkus, the Kahaurangi Maori Dance Theater, the Everett Dance Theater, Red Thunder, Gould and Stearns, Mac Parker, Recycled Earth Tunes, Through the Opera Glass, the Vermont Youth Orchestra, Karen Amirault and Vermont Young Playwrights are some of the groups that the committee has sponsored. Please contact Jan Danziger and Betsy Brigham at exts. 230 and 205 for more information.

Assessment

One of Twinfield's core beliefs is that ongoing, relevant and varied assessment of learning guides improvement. In compliance with state and federal requirements, we test our students to assess the effectiveness of our teaching strategies. All students in grades 3–8 and in grade 11 participate in the New England Common Assessment Program (NECAP) each October to measure comprehension in mathematics, writing and reading. A science assessment is given to students in grades 4, 8 and 11 in May. We use assessment results to adjust our instruction, to help students and parents/guardians track student progress and to inform the community of some outcomes of our teaching.

Academic Reports. In the 2011–2012 school year, students in grades K–2 will receive formal academic reports at the end of each quarter. Grades 3–12 will follow a semester schedule with progress reports sent home twice during each semester and report cards sent home at the end of each semester. Additional progress reports may be sent at the discretion of a teacher.

Two-Household Families. Parents who wish to receive academic reports, periodic notices and newsletters at separate households should check with Mary Anne Allen at 426-3213 ext. 207 to ensure we have all mailing addresses.

Attendance

Parents play a vital role in the education of their children. One of the best ways for parents to support their child's academic success is to ensure that their child is in school and in class every day throughout the school year. See Appendix D for the TUS attendance policy and the new Washington County attendance/truancy protocol.

Parents/guardians are expected to call the attendance secretary at 426-3213 ext. 207 each day that their child will be absent from or late to school. This call must be made **before 8:30 a.m.** If no call is received, the attendance secretary will call parents/guardians at home and/or at work to verify absence or late arrival. If no contact is made, parents/guardians are expected to send a note of excuse when the student returns to school.

Absences are considered excused if they are caused by:

- Student illness (a doctor's note is required for absences of three or more consecutive days)
- Serious illness or death in the family
- Emergency medical or dental intervention
- Planned absences approved in advance by the superintendent, by completing a Planned Absence Form

Excessive Absence. Because consistent attendance at school is vital to students' academic growth, Twinfield takes absenteeism seriously. In the event that a student is excessively absent (with either excused or unexcused absences), the following steps may be taken:

1. Parents/guardians will receive a letter of concern after 5 days of absence over the course of a semester (i.e., after 5 cumulative days of absence).
2. Parents/guardians will receive a second letter after 7 cumulative days of absence, and a conference may be convened with the parents/guardians, student and school team to plan for the student.
3. If a student is absent for 10 days, parents/guardians will receive a copy of an affidavit of truancy addressed to the superintendent of Twinfield Union School and the State Attorney's Office.

Late Arrival. Students are expected to arrive at school in time to prepare for class at the beginning of the school day.

Students who arrive late must sign in at the main office BEFORE going to class. Parents/guardians are expected to notify the attendance secretary either by calling before 8:30 a.m. or by sending in a note with the student. Please note:

- For elementary students, three unexcused tardies result in a conference with parents/guardians and school administrators to make a plan for the student.
- For secondary students, three unexcused tardies may result in a detention.
- In the event of excessive tardiness, we follow the guidelines outlined above for excessive absences: a letter of concern, a second letter and conference, and written communication with the superintendent of schools.

Early Dismissal. Students who must leave the school for any reason (such as medical appointments) during the school day must have permission from parents/guardians, who may either call in an early dismissal or send in a permission note stating the time, date and reason for dismissal. Parents/guardians must pick up and sign out their student in the office unless other arrangements have been made with the administration.

Behavioral Expectations and Interventions

Twinfield uses the Positive Behavioral Interventions System (see p. 10) to ensure a healthy school environment. Students whose actions undermine this learning environment or whose actions are harmful to themselves may face interventions designed to help them redirect their behavior. Interventions may include the following:

- Student/teacher discussion
- Restorative/repairative conference
- Formal warning
- Behavior report filed and sent home
- Detention
- Loss of privileges (e.g. recess or driving to school)
- Suspension
- Police report
- Expulsion hearing

Interventions will be determined by the administration in accordance with the student's age, the severity of the student's action, school policies on discipline and students' right to due process.

Some actions are considered more severe, and these may warrant in-school or out-of-school suspension. These actions include, but are not limited to, the following:

- Possession, use or distribution of drugs (including alcohol, tobacco and "look-alikes")
- Possession of weapons
- Threats, including bomb scares
- Inappropriate use of technology
- Insubordination toward a staff member
- Bullying/hazing/harassment
- Leaving the school building without permission
- Fighting
- Vandalism
- Chronic minor infractions (e.g., cutting class after being warned)

Definitions and Procedures

DETENTION. If a student's behavior warrants it, a detention may be assigned by a teacher or an administrator. In all cases an effort will be made to contact parents/guardians 24 hours before the detention. If the detention originates with the administrator or a teacher, parents/guardians will also receive a behavior report describing the problem and showing the date of detention. Detentions will be 60 minutes long. Failure by a student to attend the detention will result in additional consequences.

SUSPENSION. Before a student is suspended, a conference will be held with the student and the student's parents/guardians, either in person or by phone. This conference will serve the purposes of:

- Ensuring that all details and factors related to the inappropriate behavior are understood
- Providing the student an opportunity to explain and /or acknowledge the behavior
- Providing an opportunity to develop a plan to improve the student's behavior

After this conference, the decision to suspend shall rest with the school administration. If a suspension is assigned, a letter will also be sent home describing the reason for the suspension. Students who are suspended may not be on school grounds or participate in school activities.

Smoke-Free and Substance-Free Campus. In compliance with Vermont state law and to promote positive role modeling for our students, Twinfield Union School maintains a smoke-free and substance-free rule on the campus-at-large, which includes all school grounds.

Prohibited Substances. Substance abuse refers to the possession, use and/or distribution of prohibited substances in the school, as well as on school property and at any school function. The range of prohibited substances includes tobacco products, alcoholic beverages, illegal drugs, other drugs, "look-alike" substances and drug paraphernalia. Cases involving substance abuse will be treated seriously because they usually indicate a student's clear disrespect of authority or for the safety and/or rights of fellow students.

CONSEQUENCES administered for substance use and abuse may include but are not limited to:

- Out of-school suspension (1 or more days)
- Referral to the Student Assistance Program (mandatory)
- Referral to law enforcement agencies (mandatory)
- Referral to appropriate agencies or private practitioners (may be a condition of reinstatement)

- Referral to school board for consideration of further disciplinary action or expulsion

POLICE INVOLVEMENT. If, while school is in session, a student is questioned by an officer of the law, it shall be only with parent's/guardian's consent, and either a parent/guardian or responsible representative from the school shall be present during the course of the questioning.

Dress Code. The dress code will allow students a freedom of choice and diversity within the boundaries of safety, good health, and appropriate dress for the productive atmosphere in a school. The following guidelines have been created jointly by Student Council, secondary faculty and administration.

GUIDELINES. **Appropriate** clothing includes:

- Shorts/skirts no shorter than your arms by your side, fingertips extended
- Chest/torso covered armpit to armpit
- Leggings (opaque, not sheer)
- Pants, shorts and skirts reach to the beltline
- Underwear covered (bra straps are not underwear)

Appropriate clothing **does not** include clothing that:

- Promotes the use of alcohol, tobacco, drugs or violence
- Depicts in words or graphics messages which demean, harass or exploit others
- Displays profanity or which refers to or depicts in graphics obscene gestures, actions or messages.

CONSEQUENCES

First offense: A student perceived to be in violation of the dress code will be notified by a staff member and a written report will be filed as a warning. The student will be asked to cover up.

Second offense: A student in violation a second time will be notified, a staff member will notify parents/guardians, and a written report sent home. The student will be asked to cover up.

Third offense: A third offense will elicit all of the above consequences, plus a detention.

Further offences will lead to more serious consequences. These guidelines apply to all students, faculty, staff and volunteers at Twinfield Union School. These guidelines apply to all school-sponsored activities such as field trips, dances and games. These guidelines do not limit rules established in individual classrooms or for class activities.

Bullying, Hazing and Harassment

Twinfield takes all forms of bullying, hazing and harassment with utmost seriousness. We believe that all students and staff deserve and need a safe school environment in which to learn and work. All teachers and staff have been trained in anti-harassment curriculum, laws, policies and procedures. Each year, in age-appropriate language, teachers review pertinent laws, policies and procedures. Three relevant policies are included at the back of this handbook (see Appendix A and Appendix B), and copies of state laws and local policies are available in the policy manual in the main office.

Harassment. TUS is opposed to and prohibits, without qualification, all forms of harassment in our school. Harassment violates an individual's basic civil rights, undermines the integrity of the school environment and adversely affects students, teachers and other school personnel whether or not they are direct subjects of harassment.

Harassment is a verbal, written or physical act or acts based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, disability, sex, sexual orientation or gender identity that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's education performance or access to school resources or that creates an objectively intimidating, hostile or offensive environment. Other types of harassment that may not meet the criteria for unlawful harassment are also prohibited at TUS.

If you participate in harassing someone at school or at a school activity, you will face disciplinary action up to and including expulsion. In addition to school consequences, you may face legal charges.

Bullying. TUS recognizes that students should have a safe, orderly, civil and positive learning environment and that bullying has no place in and will not be tolerated in the school. Bullying is defined as an overt act or combination of acts directed toward a student (or students) by another student or group of students that: occurs during the school day on school property, on a school bus, or at a school-sponsored activity; is intended to ridicule, humiliate or intimidate the student; and is repeated over time.

If you participate in bullying someone at school, on a school bus or at a school-sponsored activity, you will face disciplinary action up to and including expulsion. In addition to school consequences, you may face legal charges.

Hazing. It is the policy of TUS to provide a safe, orderly, civil and positive learning environment at all times. Hazing has no place at TUS and will not be tolerated. Accordingly, the TUS School Board has adopted a hazing policy and procedures to prohibit hazing and will ensure the enforcement thereof.

Hazing is any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization that is affiliated with TUS, and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. Hazing also includes soliciting, directing, aiding or otherwise participating actively or passively in the above acts. Hazing may occur on or off school grounds.

Bullying and hazing can be mild or severe, obvious, suggestive or subtle. Please report *all* suspected bullying and hazing to any member of the administrative team or to faculty, guidance counselors or health professionals. The administration will investigate all complaints and take appropriate action as outlined in Policies F1 and F24 in the back of the handbook (see pp. 21 and 23).

Cafeteria Services

Students are invited to assist in lunchroom duties as a line monitor, tray-window monitor and table monitor.

All students have the right to eat lunch in a civil and friendly environment. To maintain pleasant surroundings, students are expected to:

1. Enter the cafeteria in an orderly manner and proceed to the cafeteria line
2. Be courteous to and respectful of each other and those who work in the cafeteria
3. Dispose of trash when directed to line up by one of the cafeteria monitors
4. Leave cafeteria tables and areas around tables clean
5. Use a soft tone in table conversations and refrain from yelling to classmates at other tables
6. When dismissed, proceed to the exit and line up with classmates

Breakfast. The cafeteria opens at 8:15 a.m. Teachers will explain procedures to students in the breakfast program.

Costs. Breakfast and lunch are available on a prepay basis only. **Free meals are available to those who qualify.** All students are welcome to participate in the school breakfast and lunch programs.

Student Meals		Other	
Breakfast	\$1.50	Adult lunch	\$4.00
Lunch K–6	\$2.50	Milk/juice	\$0.50
Lunch 7–12	\$2.75	Coffee–HS	\$0.50

Prices are set yearly. Guidelines for the free meals program are available in the main office.

Communicating with Twinfield

It is the goal of Washington Northeast Supervisory Union and its schools to have multiple, open channels of communication with all of our educational partners. The Twinfield main office is open from 7:30–3:30 daily, and we encourage you to visit the school. All visitors must check in at the office and receive a name tag.

To contact us by phone, call 426-3213. Press zero to be transferred directly to a school secretary. You may also reach Twinfield faculty and staff by direct extension (see pp. 36 and 37 in handbook). To contact us in writing, feel welcome to e-mail us. All employees have the same address structure: firstandlastname@twinfield.net. Our postal address is 106 Nasmith Brook Road, Plainfield, VT 05667.

In **notes to the school**, please include date, student's first and last names, and—where pertinent—student's teacher, bus number and destination.

When **calling in bus changes**, preschool calls must be made no later than 10 a.m. All other schedule changes must be made no later than noon each day. Please direct

September 2, 2011

Sam Lamott (in Ms. Pollifax's 3rd grade) will be riding the no. 103 bus to Morgan Garcia's house today.

Thanks,

Mel Lamott

bus changes to Liz Perreault at 426-3213 ext. 201.

We also need to know how to reach you! If your address or household condition changes, please call the main office at 426-3213 to ensure that all mailing addresses are on file and are accurate.

Our website, at www.twinfield.net, and our monthly newsletter, *Field Notes*, are excellent sources of information about our school. Among many other items, the website posts school policies, the school calendar, faculty and staff contact numbers, and course assignments. The newsletter keeps the Plainfield and Marshfield communities abreast of school events and the school community in touch with events in the wider community. If you would like to contribute to *Field Notes*, e-mail your entries to fieldnotes@twinfield.net.

Please inform your child's TA (teacher advisor) or homeroom teacher of any issues that might be disruptive to your child's learning so that we can offer support and guidance. Should you have a **complaint**, families are asked to first attempt to resolve the issue informally. If a resolution fails to occur, or if it proves unsatisfactory, families may file a formal complaint either directly with the school principal or with the superintendent.

We also love to hear when things are going well. With continuous communication we can build the shared understanding and continuity vital to the culture and standards we value at Twinfield.

Community Involvement

We encourage community members join us in our work; call or stop by the school to see how we can work together! Some current volunteer opportunities include:

- Join Four Winds, our nature-based science education for elementary students
- Show support for our athletes in everything from keeping score during games to running concessions
- Help out with our theater program
- Volunteer in a classroom, the library, on the recess field or in any other area of interest
- Join a school committee or a school board committee
- Participate in our Twinfield Together mentor program

Emergency Exercises

In accordance with state laws, we practice one emergency exercise per month. We have three types of exercises: clear the halls, secure the building and evacuate the building. All of our exercises are coordinated with state safety guidelines. No incoming or outgoing traffic is permitted during emergency drills.

We are mindful of the ages of the children in the elementary school when helping them understand emergency exercises. We stress safety, not being afraid and the empowerment that comes from knowing what to do in emergencies.

Guidance/Student Support

Students have the need and right to develop by stages into fully functioning, constructive persons. The purpose of our guidance program is to facilitate this growth by helping students be successful in academic, personal, emotional, physical and social ways. Our philosophy is based on the premise that all people possess the need to formulate and pursue goals consistent with their developmental stage.

Our guidance counselors are available to help and support students throughout their years at Twinfield. We work with students individually or in small groups and will assist parents/guardians with general concerns regarding school and their child. Please contact the elementary guidance counselor at ext. 239 or the secondary school counselor at ext. 206 with all questions or concerns.

Problem Solving. Most students experience academic or behavioral problems now and again, and we stand behind students' right to make mistakes and learn from their experience. If a pattern of such mistakes emerges, we will notify your child's classroom teacher or TA. If the problem/concern comes to you from a staff member or your child, please follow these procedures:

- If the concern has not been fully resolved with the staff member(s) involved, please contact the school administration. Your co-administrators are willing and able to help you resolve your concerns and will suggest strategies to assist your efforts.
- If further resolution is needed, please contact the superintendent of schools.

The Twinfield School Board serves as a board of final appeal for parents of students experiencing unresolved difficulties.

Health Services

At the start of each school year, Twinfield Health Services sends home all forms needed for student health records. These forms must be filled out annually to provide the school nurse with up-to-date health and emergency information.

The nurses support student learning by acting as advocates and liaisons between your home, the school and the medical community regarding health concerns that may affect your child's ability to learn. We provide nursing care to the entire PK-12 student population. This care includes vision and hearing screenings and direct care related to accidents and changing physical health conditions. We also monitor and counsel students to support their emotional, mental and social health. Referrals are made as necessary to health-care providers and community agencies. We work with you, your child, faculty and staff, and community health-care providers to best accommodate your child's health needs.

Immunizations. The Vermont Immunization Law requires all students to be adequately immunized for school attendance unless exempted for medical, religious or moral reasons. The following immunizations are required: diphtheria, pertussis and tetanus (DPT), polio, measles/mumps/rubella (MMR), varicella and hepatitis B. DPT must be renewed every 10 years, and most students are due for a booster between ages 12 and 15. Whenever your child receives immunizations, please send a copy of the record (from your healthcare provider) to the school nurse to keep our health records up to date.

Medication . Any student required to take prescription and/or over-the-counter medication during school hours must comply with the established procedures for medication to be administered during the school day:

- Permission forms signed by the student's parent/guardian and a signature from the student's physician/dentist/specialist must be submitted before any medication will be administered.
- All medication (prescription and over-the-counter) must be kept in its original container and locked in the school Health Office. Prescriptions must carry the label of the pharmacist or physician.
- In special situations (diabetes, asthma, anaphylaxis, etc.), a student may be allowed to self-manage his or her medication. The student must first discuss the condition with the school nurse and outline a plan that has been approved by the student's healthcare provider and parent/guardian.

Screenings. The State of Vermont mandates that specific health screenings be performed at certain grade levels. Vision and hearing are screened in preschool and in grades K, 1, 3 and 5. In addition, vision is screened in grades 7, 9 and 12. Because a school screening is not as comprehensive as an examination by a specialist (orthopedist, optometrist, audiologist, etc.), your child should have a complete examination if you suspect that he or she has a problem in any of these areas. If any problem is detected during the school screenings, a referral form will be sent home advising you of the need to have your child further evaluated by a specialist.

Communicable Disease Control. Twinfield Health Services assists in efforts to prevent and control communicable diseases in cooperation with the Vermont Department of Health, physicians and parents/guardians. **Parents/guardians are asked to notify the school nurse directly if their child has any communicable disease, including the following:**

- chickpox
- lice/ringworm
- mononucleosis
- pink eye
- impetigo
- measles/mumps
- pertussis
- Strep thro

Some diseases and conditions are highly contagious, and exclusion from school may be necessary until appropriate treatment is undertaken. If exclusion is necessary, students may return to school following a consultation between the school nurse and parent/guardian. **Students who are obviously ill or have a fever should not be sent to school.** In addition, students should be free of fever for a full 24 hours before returning to school.

Transportation. The school nurse will evaluate students with injuries and illnesses such as fever, stomach ache or headache. If a student's injury or illness warrants further treatment or a student is too ill to participate in school activities, the nurse will organize transport home. Parents/guardians are notified when possible; if they cannot be reached, the person identified on your student's emergency contact form will be contacted. If a student drove to school, parents/guardians will be contacted and may give verbal permission for the student to drive home unless the school nurse believes this to be unsafe. In the event that a caregiver cannot be reached, the principal may give permission for the student to drive him- or herself home, after consulting with the school nurse.

In the event of a medical emergency involving your child at school, every effort will be made to contact you. If we are unable to reach you, we will act in the best interest of your child in seeking further evaluation and care. Parents/guardians are responsible for all the medical expenses incurred by the student.

Permission to Be Excused from P.E. If a student must be excused from fully participating in P.E. for medical reasons, the student should bring a note to the nurse from the healthcare provider or parent/guardian, stating the problem and duration of the absence. All written instructions from healthcare providers and parent/guardian will be kept on file in the Health Office. Unless students have a major physical issue, he or she will be expected to dress and participate in some physical activity, depending upon their injury or illness. The school nurse may excuse a student or recommend a modified P.E. class for up to two days.

We look forward to collaborating with all parents/guardians, healthcare providers and community partners to promote the highest level of wellness in each child at Twinfield. If you have any questions or concerns, please call ext. 237 or stop by the Health Office, located to the left of the main entrance.

Homework and Schoolwork

Homework from Twinfield is expected to be student-friendly, meaning it should be work that has been reviewed in class and is familiar. Students and parents/guardians can expect that academic expectations and student responsibilities will be explained clearly by teachers and communicated to families. If your child is having difficulty meeting expectations or submitting assignments, contact your child's teacher or guidance counselor (see p. 6). Fulfillment of class assignments and homework are key to student success.

Cooperation is necessary to make homework truly beneficial. It is essential that all participants—including teachers, students and parents/guardians—strive together to derive the maximum benefit from this aspect of student instruction. Students should expect to work independently, but parents/guardians are encouraged to do quality checks. Suggestions for effective parent/guardian involvement include:

- Encourage students to their best
- Show an interest in assignments
- Allow students to complete their own work
- Establish a comfortable time and place for homework
- Communicate with teachers whenever there is a concern

Students who are absent are expected to make up missed classwork and homework. Students are strongly encouraged to get these assignments from their teacher, and most teachers have activated homework hotlines, made arrangements via voicemail or set up website homework pages. If needed, parents/guardians may call the school to request assignments.

Leadership Model, 2011–2012

In the school year 2011–2012, Mark Mooney, principal, Carol Amos, associate principal, and Brian Hébert, student support manager, will provide administrative leadership. Responsibilities are shared and interchangeable as necessary.

Library / Media Center

The Twinfield Union School Library is open from 8 a.m. to 3 p.m., and after 3 p.m. if prior arrangements have been made with the librarian. In consideration of others, students are expected to work quietly.

Books and may be checked out for two weeks and renewed. Marshfield and Plainfield community members are welcome in the library and may borrow materials after setting up a library account. Please be advised that anyone with overdue materials may not check out more, and borrowers who lose or damage materials or equipment must reimburse the library for cost of replacement or repair. Please contact Maria Forman at 426-3213 ext. 222 with questions and to set up accounts.

Our library serves grades PK–12, and to meet the needs of our school community, our materials cover a wide range of reading levels and a rich variety of subjects and interests. Students at Twinfield self-select their books and find appropriate reading levels on their own. Recognizing that the materials in the library range from picture books to books for mature readers, we encourage parents/guardians to discuss their children's reading selections with them and to contact Maria Forman with any questions or concerns.

TUS Website for Online Resources. The TUS Library/Media Center website (www.twinfield.net/library/library.htm) provides access for students and community members to a robust selection of library and research tools. Among the available resources are the TUS library catalogue, online encyclopedias, citation guides for writing research papers and the Vermont Online Library, a collection of periodical and newspaper databases. Contact Maria Forman for username and password needed to access the Vermont Online Library and online encyclopedias if you are working from home.

Acceptable Use of Electronic Resources and the Internet. The TUS Network allows students and school staff to significantly support and enrich school curriculum, but with the Network's great educational potential comes potential for abuse. The purpose of our acceptable use policy is to clarify permitted use of all aspects of the TUS Network, including but not limited to Internet access. Naturally, it's a long document. The full Acceptable Use of Electronic Resources and the Internet Policy is available on the Twinfield website (www.twinfield.net), in the main office and in the superintendent's office. Here we list only its most obvious protocols.

Individual users of the TUS Network shall:

- Expect all communication on the Network to be monitored
- Expect student files to be deleted from the system each summer
- Not distribute personal information about themselves or others via the Network
- Not share their Network password or use another person's Network account
- Not purposefully access or send any material that is hurtful, disrespectful, abusive, sexually oriented, threatening, slanderous or illegal
- Not use the Network for commercial or illegal purposes or to violate any school policy
- Not redistribute copyrighted material without permission from copyright holder
- Not gain or attempt to gain unauthorized access to the Network or to restricted information
- Not tie up the Network by downloading or sending large files or inordinate numbers of messages

Students in grades 3–12 (and their parents/guardians, if the student is under 18) must sign the Student Acceptable Use Procedures Agreement before students will be permitted to use the Network. Violation of acceptable use procedures may result in the revocation of students' Network access, school disciplinary actions or appropriate legal action. The agreement will be sent home with students at the end of the first week of school.

Lost and Found

Most lost-and-found items are collected in the foyer across from the main entrance to the school; valuable items—glasses, electronic devices, jewelry—can be reclaimed in the office. Unclaimed items are donated to Health Services and charitable organizations at least twice a year, so please check lost and found frequently if you lose something.

Mandated Reporting

We are committed to the safety and welfare of each student under our care. Under state law and Washington Northeast Supervisory Union policy, all school personnel are mandated reporters and are required by law to report any suspected cases of abuse or neglect to the Department of Children and Families (DCF) or other appropriate state agency within 24 hours.

Schools work with Child Protection Teams (which include the school nurse, principal, guidance counselor, classroom teacher and other designated school personnel). The teams meet routinely to review the safety and well-being of students within their schools.

Nondiscrimination Policy

Students, parents/guardians, employees, applicants for admission and employment, sources of referral for applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Twinfield Union School District are hereby notified that this District does not discriminate on the basis of race, color, religion, disability, age, sex, sexual orientation, gender identity, national origin, or pregnancy, marital, or parental status in admission or access to, or treatment or employment in, its programs and activities. Anyone with questions about the Twinfield Union School District's compliance with the regulations implementing Title VI, Title IX, Section 504, or other State or federal nondiscrimination laws or regulations is directed to contact the Superintendent of Schools, Washington Northeast Supervisory Union, 149 Main Street, Plainfield, VT 05667 (or by calling 454-9924). This notice is available in other languages at the superintendent's office.

Outdoor Education

Uniquely situated on 88 acres of woodlands, fields and streams, Twinfield takes full advantage of its opportunity to extend learning beyond the classroom. Through outdoor programs, P.E., science experiments, art projects and recess, our students expand their awareness of our local environment and build physical and social skills. Please ensure your students come prepared to participate in this part of our curriculum.

School Hours, Closings and Delays

The school day begins at 8:30 a.m. and concludes at 2:42 p.m. Parents/guardians who drive their child(ren) to school are asked to leave students at school no earlier than 8:15 a.m. All students must be out of the building at the end of the school day unless arrangements have been made with a teacher, coach, club advisor or administrator.

School Closings and Delays. Please note that a school closing normally cancels all school activities for that day. We announce closings and delays in three ways, usually by 6 a.m.:

- A message is left with the school's answering service. Call the main office at 426-3213 to hear this message.
- Radio and television stations affiliated with the Vermont Association of Broadcasters announce closures, delays and early dismissals on air and post information daily on their websites. Check the VAB website at www.vab.org/stations.htm for stations in our area.
- Beginning in 2011, you will receive an automated recorded phone call at your home telephone number through a program called School Announcement.

Snow Days and Makeup Days. By state law, students are guaranteed 175 school days per year. If weather or other factors force a school closing, we add a day to the end of the school calendar for each day we close.

Student Records and Privacy

Parents and guardians are always welcome to review their student's records and transcripts. We recommend calling the main office at 426-3213 ahead of time so we can have records available when you arrive.

The Protection of Pupil Rights Act (PPRA) protects the rights of parents and students in two ways. First, the PPRA ensures that all instructional materials intended for use in connections with any survey, analysis, evaluation or other research or experimentation program are available for inspection by a student's parent or guardian. Second, it requires schools or contractors to obtain written parental or student consent before requiring a minor student to participate in any such survey, analysis or research program. Parents and guardians have the right to opt their student out of participation of the administration of any survey.

No Child Left Behind Act (NCLBA) requires school districts, upon the request of a military recruiter or an institution of higher education, to grant access to secondary school students' "directory" information (names, addresses and telephone numbers). However, parents/guardians may request that their student's name, address and telephone number not be released to military or postsecondary recruiters without prior written consent of the parent or student. Call Melissa Gosselin at ext. 206 if you do not wish Twinfield to release directory information.

Student Supports

Twinfield parents and guardians who are concerned that their children's learning or behavioral issues may affect their academic progress may make a referral to the Educational Support System (ESS). At the elementary and secondary school levels, ESS teams include staff members who receive referrals from school personnel and parents/guardians.

Positive Behavioral Interventions and Supports. Twinfield has implemented schoolwide Positive Behavioral Interventions and Supports (PBIS). We believe that every student deserves a positive environment in which to grow academically as well as socially. Improving student academic and behavior outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBIS provides an operational framework for achieving these outcomes.

A key component of the Twinfield mission is to help students become responsible citizens in a safe, nurturing environment characterized by mutual respect. Everyone at our school has three key responsibilities that are in place during all school-sponsored activities to promote a positive school climate:

- T – Treat others respectfully
- U – Understand and be understood
- S – Safety and belonging for all

Educational Support System. The ESS team, consisting of various professional school personnel, accepts referrals from faculty, staff, administrators and parents/guardians of any student who demonstrates continued challenges with academics or behavior. Parents/guardians will be notified if their child is referred. Once a referral has been made, an ESS team reviews the student's record and gathers input from parents/guardians, teachers and anyone else pertinent in the student's school life; as a parent/guardian, you always have the right to bring issues relating to your child to the attention of the team.

Using this information, the ESS team develops a support plan that might include classroom accommodations and recommendations for teachers and others. The team reconvenes regularly to determine whether additional steps are necessary. Students who continue to struggle may be referred for a formal evaluation.

The most important thing for both students and parents/guardians to remember is this: if a student is struggling, can't complete work in a reasonable amount of time, or his or her grades don't reflect effort put in, let someone know. Help is available in a variety of ways. If you have questions, please contact your child's TA, homeroom teacher or guidance counselor.

Annual Notice: Special Education Services Available. The Washington Northeast Supervisory Union is committed to identifying all area resident children between the ages of 3 and 21 years who are or may be considered to have a disability. These children are entitled to receive an education, regardless of disability, at public expense. It is possible that the Washington Northeast Supervisory Union may not be aware of the residence of all children with disabilities. If you know of a child with a disability, please notify:

Laurence Carnahan, Special Services Director
Washington Northeast Supervisory Union
P. O. Box 470, 149 Main Street
Plainfield, VT 05667
T: 802-454-9924

Annual Notice: 504 Rehabilitation Act of 1973. No otherwise qualified handicapped individual in Twinfield Union School shall, solely by the reason of his or her handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by the school. If any person believes that Twinfield Union School or its employees discriminated against a student, parent or employee with a disability, he or she should bring forward a complaint to the principal.

Annual Notice: Vermont State Rule for the Use of Restraint and Seclusion in Schools. Vermont State Rule requires school districts to develop comprehensive procedures pertaining to the use of either restraint or seclusion. Procedures must meet the Vermont Department of Education approved list of acceptable practices, include specific training for staff, and follow strict guidelines for notification of the school administration, parent/guardian and superintendent whenever a restraint or seclusion of a student has occurred. At Twinfield Union School we are committed to a school-wide practice using Positive Behavior Intervention and Supports (PBIS) in order to avoid the use of physical restraint or seclusion to address targeted student behavior.

Homelessness. Parents and students in the towns of Plainfield, Marshfield and Cabot should inform the Washington Northeast Supervisory Union Homeless Education Liaison at 454-9924 if their living situation becomes one defined as homeless.

DEFINITION: Homeless is defined as lacking a fixed, regular and adequate nighttime residence.

PLACEMENT: The Washington Northeast Supervisory Union Homeless Education Liaison can assist the family in securing educational and social services. If a student becomes homeless during the academic year, the student will be educated for the duration of the homelessness or for the remainder of the academic year (if permanently housed outside the district of origin) in either the district of origin (where the student was last enrolled when permanently housed) or the school district where the student is actually living.

Transportation

Riding the bus is a privilege that can be lost if students endanger their own safety or the safety of others. All students should be able to ride the bus in a calm and orderly environment. Parents/guardians play a crucial role in reinforcing bus safety guidelines. We urge you to contact the school administration with any question or concern. Richard Steel, director of transportation, can be reached at 426-3213 ext. 210.

Bus Safety. To ensure safe and pleasant bus rides, Twinfield bus drivers carry the strong support of school administration to enforce the following bus safety guidelines. If bus rules are repeatedly broken, students may lose their bus privileges.

- Stay seated and keep hands and property inside the bus
- Be a good citizen: show care for yourself, others and bus property
- Be safe and respectful of yourself, others and all property
- Refrain from eating or drinking
- Honor all bus driver requests

PK–3 Bus Safety. Children in PK–3 will not be let off the bus unless an adult is at the bus stop to greet them or an older sibling has accompanied them home. Students will be returned to school, and parents/guardians will be contacted.

Bus Notes and Changes. All notes to the school should list your child’s first and last name, classroom, bus number and destination. When calling in bus changes, preschool calls must be made no later than 10 a.m. All other schedule changes must be made no later than noon each day. Please direct bus changes to Liz Perreault at 426-3213 ext. 201.

Driving and Parking. Please do not leave unattended vehicles in the fire lane in front of the school at any time.

School begins at 8:30 and ends at 2:42. Please drop off students at the main entrance (by the flag pole) no earlier than 8:15. After school, K–8 students must be picked up in the cafeteria.

Students may not drive themselves to school without permission from parents/guardians and school administrators. Students who ignore safety and sound judgment when driving on school grounds may have their privilege to drive to school revoked. See p. 18 in the handbook for student-driver guidelines.

During school hours, students may park in designated student-parking areas. Please do not park either in the visitor section (by the flagpole) or on the south side of the building (near baseball field). Vehicles may not be visited during school hours without permission.

Twinfield Learning Center (TLC)

TLC, Washington Northeast Supervisory Union’s after-school program, offers a safe, educational and enriching blend of activities for students in grades 1–8. High school students may also choose to participate as TLC assistant leaders. TLC is open Monday–Friday until 5:30 whenever school is in session. Our daily routine includes outdoor free time, a healthy snack, a wide choice of enrichment activities, and homework or quiet time.

TLC’s skilled team of instructors includes experienced teachers and committed community members who bring a diversity of skills to share with students. This staff works closely with Twinfield faculty to provide students personalized academic and emotional support.

TLC offers a sliding-fee scale and eligibility for subsidies as a licensed daycare. No one is turned down because of money. Students may participate one to five days per week, or just for specific activity strands that interest them. As our program is very popular, a waiting list is not uncommon. Interested families, however, are always encouraged to contact us because room for new students fluctuates. For more information, contact TLC Director Anthony Willey at 426-3213 ext. 208 or anthonywilley@twinfield.net.

Twinfield Together

Twinfield Together is a mentoring program serving youth in grades 4–9 who are residents of Marshfield and Plainfield. We create and support mentoring relationships so that all interested children can experience the power of a safe, respectful friendship with an adult role model. Mentors build on the "doors of opportunity" that parents work hard to provide, by offering their own unique life experiences, wisdom and time. Students and mentors meet two to three times a month for one calendar year, engaging in local and regional activities that they both enjoy. To find out more visit www.twinfield.net or contact Merrick Grutchfield at 426-3213 ext. 255.

Visitors’ Information

Visitors are always welcome at Twinfield. We love having community members, parents/guardians, grandparents and others visit and volunteer with us as we carry out the work of fulfilling the school’s mission. Twinfield is the bridge that connects our two great towns, and we want to collaborate with our community. To help out, please call or drop in.

We ask all visitors to notify the school office when you arrive on campus. Office personnel will give you a name tag, help you locate your child(ren) and check students out for early dismissal. If you wish to visit your child’s classroom, please make arrangements in advance with your child’s teacher.

Guests

Twinfield students are welcome to invite guests, such as friends and relatives, but must make a formal request for permission. Forms are available in the main office, and the request must be made at least one week in advance of the visit. On the day of the visit, the visitor must check in at the front office. Guests will not be allowed during days of major tests or finals, and guests must not interfere with the learning process at any time.

Twinfield Elementary School

Between preschool and sixth grade, students lay the groundwork not just for the rest of their educational experience but for much of the rest of their life. The Twinfield Elementary School faculty and staff take seriously their responsibility for the whole of each child's first years in school. We are committed to providing a safe and caring environment where students are supported emotionally and socially so they may be challenged academically, and where they retain the right to their voice so they may learn to use it responsibly.

Academically, we work hard to differentiate instruction—to adapt instruction to suit each child's aptitude and learning styles—because we value the many ways that students learn and shine. Socially and emotionally, we employ the Peace It Together and Responsive Classroom curricula to help students create strong communities within their classrooms, develop problem-solving strategies that will serve them well in all situations, and learn to understand the responsibilities that attend the right to participate in decisions that affect them daily.

Allied Arts

Twinfield elementary students participate in all of the Allied Arts—art, health, library, music and P.E.—at least once a week in scheduled blocks of time. Allied Arts and classroom teachers also regularly collaborate to interweave these subjects throughout the entire curriculum. When students perform plays, it has been common for music and art teachers to work with the students on the production. As part of cross-cultural studies, the health teacher has helped students design international menus on designated cafeteria days. Once each year, the librarian and P.E. teachers work together to host the Red Clover Celebration to bring to life through games and activities the best of the new books for children. Our commitment to the whole child is also a fundamental commitment to offering Allied Arts in all parts of the curriculum.

Assessment

Our purpose in assessing Twinfield elementary students is to discover how we can strengthen the curriculum to better meet students' needs. Assessments are presented to students as a tool to help them learn more effectively. Assessments occur at three levels: local (in daily classroom interaction and school-based evaluation), state (the New England Common Assessment, a standardized test given to grades 3–6) and federal (the National Assessment of Educational Progress assessment).

Guidance

Elementary guidance services focus on supporting children to help them achieve personal, social and academic success. Guidance at Twinfield Elementary addresses problem solving, conflict resolution, personal social skills, prevention of bullying behavior, grief counseling, family changes, personal growth and academic concerns. Very often the challenges we help students face provide opportunities for learning and problem solving that help children meet further challenges more effectively.

Sometimes children need minimal support during the day to get back on track in the classroom. In addition, guidance services are available to individuals, groups, classrooms, parents/guardians and teachers for more sustained intervention. If you would like to discuss any of our guidance services, please contact Lyn Turcotte at 426-3213 ext. 239.

Homework and Schoolwork

During students' first years at Twinfield, teachers gradually introduce homework as an extension of the learning that takes place during the school day. As students progress through the grades, they become increasingly responsible for completing schoolwork outside of school. As in all other parts of the TUS curriculum, differentiated instruction is at the center of designing homework assignments.

We cannot emphasize enough the importance of parent/guardian support in children's learning—it is one of the greatest factors in a child's success in school. If homework becomes stressful for your child, please take the opportunity to open a dialogue with your child's classroom teacher to adapt the type of homework being assigned to better nurture your child's learning.

Kindergarten. Kindergarteners take home a weekly packet that includes songs, poems and activities to share with parents/guardians. These packets help us inform you about your children's learning, provide opportunity for conversation and help build a healthy attitude toward completing school assignments with positive parent/guardian involvement. Periodically, we include an activity that reinforces skills taught in class.

As part of the Early Steps to Reading (ESR) program, kindergarteners also take home a weekly tote bag containing a book and journal. Parents/guardians are asked to read the book to their child, discuss the story and help with drawing/writing in the journal. Reading and talking with your children every day is essential for school success.

Grades 1 and 2. Parents/guardians of first and second graders are asked to participate in their children's reading program on a daily basis. The children bring home books they have read that day in school and are responsible for reading them to you and responding in a reading log. Children in Reading Recovery take home books Monday through Friday and sometimes weekends. Math tasks are attached to Friday newsletters and due the following Friday. We estimate the total time to be spent in homework at 15–20 minutes per night.

Grades 3 and 4. Third and fourth graders generally complete three to four homework reading sessions each week and maintain a reading record where they record 20–25 minutes of reading per session. We supplement other curriculum areas as needed. Skills work in writing, math and theme studies may be included in weekly homework. Please contact your child's teacher for specific class requirements.

Grades 5 and 6. Fifth and sixth graders are expected to complete all assigned homework. Students can expect up to 60 minutes of homework per night, primarily a combination of reading and math practice.

Personal Electronic Devices

Personal electronic devices are prohibited at school for PK–6 students. This prohibition includes but is not limited to mp3 players, video games and cell phones. These devices become a distraction and sometimes present conflict when they are misplaced or lost. Students who bring in a personal electronic device will be asked to put the item in their backpack and leave it there. If students do not remember to keep the item in their backpack, it will be kept by an adult until the end of the school day.

Preschool

The Twinfield Preschool is part-time learning opportunity for pre-kindergarten children who can benefit from individualized early learning. The Preschool is child centered and family friendly and has play-based curriculum that complies with the Vermont Early Learning Standards.

In 2011–2012, children may attend a Tues./Thurs. session or a Wed./Fri. session. Sessions run from 8:30 to 1:15 p.m. Children eat a morning snack and lunch at school.

Promotion

Decisions about promotion are taken extremely seriously and with a holistic view of the child's needs. In the elementary grades, the social and emotional development of the student weighs especially heavily in promotion decisions, and parent/guardian involvement is key in the decision.

Recess

Recess is an important part of our curriculum, providing children fresh air and outdoor play as well as the opportunity to practice the social skills and problem-solving strategies developed through our Peace It Together and Responsive Classroom curricula. Safety is a priority. Please support your child's understanding of the following recess guidelines to ensure a safe and caring environment:

- Be respectful of people, equipment and school grounds
- Use common safety sense when playing on equipment
- Report injuries to an adult
- Notify an adult before leaving the playground area
- Return all equipment to its proper place
- Dress appropriately for the weather

Weather, Clothing and Gear

Given the changeable and sometimes severe weather in our region, we ask parents/guardians to help ensure children bring the items they need to stay warm and dry. Hats, gloves, boots, warm jackets, extra socks, raincoats—all will be required in some seasons, and it is important to send students with the clothing and gear they need to participate safely and comfortably in recess and all outdoor activities.

Twinfield Secondary School

Twinfield Union secondary school (grades 7–12) uses its size to the advantage of its students. We pride ourselves on knowing each student as a full member of our learning community and on meeting all students where they are to help them grow.

All secondary students (grades 7–12) follow a semester schedule. Starting in grade 9, students begin to accrue credits toward graduation.

Because students in grades 9–12 are the oldest students in the building, they have both more freedom and more responsibility. They are free to be in many places in the school during unscheduled time, and they must remember they share a building with students who are both younger and smaller and who look up to them as examples. High school students are also free to pick their own classes while remembering that certain classes are required for graduation. They may choose to take Renaissance classes in which they design their own learning experience, but must take care that these classes meet all of the requirements. Being able to balance freedom and responsibility is the hallmark of the adults we are helping our young people become.

Assessment

Assessment is a tool we use to make our instruction more effective. This applies both to students, as learners, and to teachers. NECAPs are administered to students in grades 7, 8 and 11. Local assessments are also used. Please see p. 2 for more information.

Eligibility

Interscholastic athletics and extracurricular activities are valuable extensions of Twinfield's educational program that help students develop self-discipline, teamwork and individual and team pride.

To be eligible for athletics and extracurricular activities in grades 7–12, all students must comply with the Vermont Principals' Association policies on eligibility. See Appendix C for TUS policy and procedures. Eligibility is determined weekly on the basis of teacher sign-off sheets. Students are responsible for having each of their teachers sign the eligibility form indicating the student is meeting expectations in behavior and academics. (At the beginning of each class, teachers will explain course expectations and how students are expected to demonstrate they are meeting those expectations.) Students who do not turn in an eligibility sheet or who do not have all teacher signatures may participate in practices and travel to games, but they are ineligible to play in games the following week. Students with an excused absence on a Friday may, with permission of either Brian Hébert or Melissa Gosselin, complete their form when they return to school. If a teacher is absent on a Friday, the student will write "absent" in the teacher signature box and will not be penalized for the teacher's absence.

Explorations

Explorations is a program for students in grades 7 and 8. The program consists of classes in art, music, tech ed, computer, health and physical education. Divided into eight sessions over the school year, the Exploration Program provides students an opportunity to study a single subject, in-depth, every day for five weeks, promoting increased opportunities for learning within each subject area. Students are required to take two (2) sessions of PE and one (1) session each of art, music, tech ed, health, computer and an elective of their choice. The elective may be an extra PE, music, art or computer class.

Graduation Requirements and Promotion

To receive a Twinfield diploma, students beginning with the class of 2012 must earn a minimum of 24 credits between ninth and twelfth grade. It is critical that students and family consult with the secondary guidance counselor, Melissa Gosselin, at ext. 206 to be sure all graduation requirements are met. For more information, consult the Program of Studies, available in the main office.

ALL STUDENTS must enroll in at least six classes per semester, unless otherwise approved by the school administration. Exceptions pertain to students on nontraditional study plans or students whose education plans are determined by IEPs or 504s.

Required Courses

English	4.0 credits	8 classes
Math	3.0 credits	6 classes
Science	3.0 credits	6 classes
Social Studies	2.0 credits	4 classes
U.S. History	1.0 credit	2 classes
Fine Arts	1.0 credit	2 classes
Physical Education	1.5 credits	3 classes
Health	0.5 credit	1 class
Electives	Varies, depending on graduation year	

Students who are gym aides or who participate in sports will receive .5 credit per semester to be applied toward physical education credit; students are required to participate in **one** secondary school PE class.

Class Placement

- Ø All students with less than 6 credits will be considered freshmen.
- Ø All students must earn a minimum of 6 credits per year, inclusive of passing their required courses each year, to be aligned with their graduating class.

Secondary School Honor Roll

We encourage all students to put in the extra effort needed to receive the following recognition:

Highest Honors	GPA of 94–100 with no grade below a 94
High Honors	GPA of 90–93 with no grade below a 90
Honors	GPA of 85–89 with no grade below an 85

Diploma Plus

Twinfield Union School recognizes students who work significantly beyond the minimum requirements for graduation. To earn a Diploma Plus, graduating seniors must have achieved in three areas. They must have: 1) completed at least **one** accredited course outside of the course offerings at Twinfield (usually through the Renaissance program), 2) volunteered a certain number of community-service hours, and 3) maintained a GPA of no less than 85. The following chart details the requirements for Diploma Plus.

GPA Minimum	Renaissance	Community Service
85 for four years	1 successful class	80 hours

Guidance

Secondary school guidance provides an array of services for students:

- Course selection and scheduling
- Transcript analysis and credit review
- Individual counseling (substance abuse, eating disorders, depression, family conflicts, peer relationships, self-injurious behaviors)
- Liaison between student, advisor (TA), teacher, home and school, and school and community
- Behavioral support
- Crisis intervention
- Post-secondary planning

Many parents/guardians experience a degree of separation from Twinfield during their child's secondary school years, partly because children are becoming more independent. It is important that you bring your questions or concerns about your child's academic, personal, or social progress here at Twinfield to us so we can work together to support your child. In addition, secondary school students are encouraged to schedule their own appointments through the office, via e-mail or by voicemail.

We want to take the opportunity to shift from "college planning" to the more-inclusive "post-secondary" planning. One of our roles in secondary school guidance is to work collaboratively with your child and you to determine what after-high-school options make the most sense for your student, cause the least amount of stress and are best connected to your student's strengths and goals. This is done on an individual level and with the belief that success looks different for everyone. Many students know they don't want to pursue college, many know they do, and almost all spend their junior year thinking about their options. During your student's senior year, you will be invited to information evenings and have access to what you need to help you student plan his or her post-high-school transition. The senior year can be stressful for students and parents/guardians. Let's work together and alleviate some of the stress. Please e-mail or call Melissa Gosselin at ext. 206 to set up an appointment if you have any questions or concerns.

High School Completion Program

The purpose of the High School Completion Program (HSCP) is to provide youth ages 16–21, who may be enrolled or unenrolled in school, with educational services of the scope and rigor needed to attain a high school diploma. The challenge is to design individual graduation education plans that offer engaging and effective learning opportunities that fit the personal needs and interests of each student. These learning opportunities may be provided by a wide range of organizations, such as local high schools, adult education and literacy providers, and other approved providers. Approved providers may include colleges and community agencies offering educational services, such as community action programs, parent/child centers, teen parent education programs, technical training programs, homeless programs, youth employment programs and private schools. Contact the guidance office for more information.

Homework and Schoolwork

As in the younger grades, homework in the secondary school is an extension of the learning that takes place at school. All assignments should be relevant and meaningful, and students should consider them to be as important as the work done in school. Each teacher will inform students, as part of their syllabus, how much homework they can expect for that particular class. Teachers will also let students know what part of their course grade is based on assigned work. If a parent/guardian or student believes the student is having difficulty completing the assignments, timely communication with the teacher is important, allowing a plan to be developed before the end of a semester when all grades are closed.

Parent/Guardian Conferences and Involvement

Two conferences, one in November and one in February, will be held this school year. As part of Twinfield's advisory system, each student's TA will arrange the parent/guardian meeting and will be present. Students may be asked to facilitate their own conferences as they should be most aware of their own progress. Teachers other than the TA will be present at the request of the student or parent/guardian. If questions arise during the meeting that a TA cannot answer, other teachers will be contacted.

Personal Electronic Devices

Personal electronic devices include, but are not limited to, mp3 players, video games and cell phones. These devices are prohibited in class unless expressly permitted by the classroom teacher.

Renaissance Program

Renaissance is Twinfield's standards-based personalized learning program. It provides opportunities for students in grades 9–12 to design in-depth, credit-bearing studies that emerge from students' interests and learning styles and that are not offered within Twinfield's Program of Studies. Though most Renaissance studies occur in a real-world context and through real-world experiences, some studies are research-based or mirror traditional classes. Internships, school-to-work opportunities, college courses, community service, service-learning projects that are not part of scheduled classes, travel abroad, study groups, ILN courses and research projects are all possible options. Most Renaissance studies include a mentorship with a professional in the field of study, and all students attend a weekly Renaissance seminar. At the end of each study, student learning is assessed by a panel consisting of the student, mentor, Renaissance coordinator and a teacher within the pertinent field of knowledge.

Renaissance offers two levels for student participation. Most students integrate Renaissance studies into their regular Twinfield curriculum, but some students opt to design their entire secondary school curriculum through Renaissance. Through Renaissance, the path to achieving Twinfield graduation requirements is personalized. Be aware that the decision to be a full-time Renaissance student demands a very high level of student commitment.

School Choice

Our school board has chosen to participate in the Winooski Valley Region Public School Choice Program for the 2011–2012 school year. In this program students may apply to go to a high school other than the one in their own school district at no cost. Students are then chosen by lottery from all the applicants for each school district, based on the number of open slots. Parents are responsible for transporting their child to and from school if he or she is chosen.

Below is a list of schools participating in the 2011–2012 school year. If you are interested in attending one of these schools next year, please contact your guidance counselor to obtain an application. Applications must be submitted no later than February 17, 2012.

You will be informed of the outcome of the lottery by the beginning of April. You will need to confirm with the school that you will accept or decline the placement by April 15, 2012. If you do not confirm your placement by this date, your slot may be given to another student if that school has a waiting list.

Schools participating in 2011–2012:

Cabot School	Randolph Union High School
Chelsea Public School	Rochester School
Craftsbury Academy	South Royalton School
Harwood Union High School	Spaulding High School
Hazen Union High School	Stowe High School
Lamoille Union High School	Twinfield Union High School
Montpelier High School	Union #32 High School
Northfield High School	Whitcomb High School
Peoples Academy	

Student Driving

Driving to school is a privilege that may be revoked when students ignore safety and sound judgment when driving on school grounds. Students may not drive to school without permission from a parent/guardian. Permission slips are available from staff in the main office. Without submitting parent/guardian permission to the main office, no student will be allowed to leave the campus in his or her vehicle during unscheduled time or lunch time.

Vehicles driven onto school grounds must remain there until the driver's day is officially over. Reference in this section to vehicles means all forms of motorized vehicles. Drivers must comply with the speed limit (15 mph) at all times. Drivers must adjust their speed downward in accordance with good judgment when bad weather, traffic, pedestrian congestion or other distractions are present. Students may not visit cars during the day without permission and are not to loiter in or around vehicles on school grounds at any time. Students who are signed out must leave school grounds promptly and sign in when they return. Student drivers are expected to arrive on time for their first class, and student drivers who are consistently tardy may have their driving privilege revoked.

Parking. During school hours, students may park on the west side of the divider on the west end of the building (far side of oval at end of high/middle school wing). Please do not park either in the visitor section (by the flagpole) or on the south side of the building (near baseball field).

Student Leadership

There are many ways, both formal and informal, for students to take a leadership role at Twinfield. Some of the institutional opportunities include:

Class Officers. To help each of the four graduating classes organize activities and the fundraising that often accompanies them, each class has traditionally elected four officers: a president, a vice-president, a secretary and a treasurer. Each class may have slightly different expectations of officers so students should see their TAs with any questions. Elections are typically held in the spring.

Student Council Representatives. Each class elects two of its members to represent them on the Student Council, which serves both the school community and the broader communities of Plainfield and Marshfield. The Student Council also elects officers from among its veteran members.

School Board Student Members. Two members of the student body sit on the school board. Though these positions are non-voting, the board members have continually expressed an interest in hearing students' thoughts about issues. Students elected to the board are expected to attend all meetings.

Student Rights, Responsibilities, Consequences

The secondary school follows the Positive Behavioral Interventions and Supports (PBIS) program outlined in the general section of the handbook (see pp. 3–4, 10) and all school policies and procedures.

Teacher Advisory (TA)

All secondary school students are organized into advisories, groups of approximately 12 individuals in the same grade level and led by an advisor. The advisor

- is the first line of contact between home and school
- mentors and supports academic and social progress
- works to build a sense of community within the TA group

APPENDIX A STUDENT CONDUCT AND DISCIPLINE

Policy

POLICY F1

Prepared to 1st reading: June 20, 2006

Policy Warned for Hearing: July 11, 2006
Adopted: July 11, 2006

Policy

It is the policy of the Twinfield Union School District to maintain a safe, orderly, civil and positive learning environment. In order to ensure that the school is free from hazing, harassment, bullying, and other disruptive misconduct, a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures, will be utilized. The goal of this policy is to create an environment where the rules for student behavior are clearly stated, are understood and accepted by students and staff, and are applied in compliance with due process requirements. This policy is to be applied in conjunction with the school's overall discipline developed pursuant to 16 V.S.A. § 1161a.

Students' 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 District and individual classrooms.

Administrative Responsibilities

The Administrator in consultation with educational staff will develop an overall discipline plan pursuant to 16 V.S.A. §1161a. The plan will include clear guidelines for student behavior. Behavioral expectations, and the consequences of misconduct, will be stated in the student handbook and other publications distributed to students and parents/guardians.

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 Administrator. The Administrator 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 Administrator or his or her designee shall be responsible for carrying out discipline procedures conforming to the following guidelines:

1. A student may request a meeting with the Administrator or his or her designee to review any disciplinary action, other than a suspension or expulsion, affecting the student. If requested, the Administrator 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 Administrator or designee believes to be relevant in the circumstances. The Administrator 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 Administrator 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 Administrator or his or her designee may assign a student to suspension for up to 10 consecutive school days for any infraction of school rules. As provided in the school's overall discipline plan, students assigned to suspension 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 Administrator, 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 Administrator or their designee shall notify without undue delay a parent or guardian of a student who is removed from school or placed in a safe place within the school. 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 a conference pursuant to paragraph "D" of this policy, via telephone or in person. When immediate remove of a student is necessary prior to a conference, the conference shall be held as soon as possible following the removal. The conference will serve the purposes of:
 - Ensuring that all details and factors related to the inappropriate behavior are understood.
 - Providing that student an opportunity to explain and/or acknowledge the behavior
 - Providing an opportunity to develop a plan to improve the student's behavior

- D. The Superintendent or Administrator may suspend a student from school for a period of 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 a conference with the Administrator or his or her designee.
 - E. The Superintendent or Administrator 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 10 days and up to 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 (10 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 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 10 calendar 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 10 consecutive days, or for more than 10 cumulative days in a school year only in accordance with Vermont State Board of Education Rules 4313 or 4312. The school Administrator, 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.
4. In the event a student brings a weapon to school, the procedures set forth in the District’s weapons policy (F21) shall apply.

Bullying Prevention Plan

1. *Introduction*

As a result of Act 117 of 2204, An Act Relating to Bullying Prevention Policies, the following is intended as an insert to the Vermont Department of Education Guidelines for Discipline Plan Development (June 2003) for use in addressing bullying in schools. Bullying is a form of dangerous and disrespectful behavior that will not be permitted or tolerated.

Bullying may involve a range of misconduct that, based on the severity, will warrant a measured response of corrective action and/or discipline. Behaviors that do not rise to the level of bullying, as defined below, still may be subject to intervention and/or discipline under another section of the discipline plan or a discipline policy.

2. *Definition*

Bullying means any overt act or combination of such as directed against a student by another student or group of students and which:

- a) occurs during the school day on school property, on a school bus, or at a school-sponsored activity;
- b) is intended to ridicule, humiliate, or intimidate the student; and
- c) is repeated over time.¹

3. *Notice of Prohibition Against Bullying and Anti-Bullying Interventions*

The Twinfield Union School District recognizes that students should have a safe, orderly, civil and positive learning environment and that bullying has no place and will not be tolerated in its school. The Twinfield Union School District shall:

- a) Include the prohibition against bullying in the student or school handbook and in other ways make students aware of the prohibition against bullying, the penalties for engaging in bullying, and the procedures for reporting bullying.
- b) Develop strategies for school staff to prevent and intervene in bullying. See Appendix A, as well as the Vermont Department of Education Web sit, for prevention and intervention strategies.

4. *Reporting, Investigating, and Notifying Parents of Bullying Reports*

¹ Conduct that might otherwise be considered bullying but *does not* occur during the school day, on school property, on a school bus, or at a school-sponsored event still may be subject to disciplinary action pursuant to 16 V.S.A. §§1161(a) and 1162; however, such misconduct would not meet the definition of bullying.

To address bullying, the Twinfield Union School District:

- a) Encourages students to report personally or anonymously to teachers and school administrators acts of bullying.¹
Anonymous Reporting: (*Put in Administrator's mailbox on door.*)
Personal Reporting: (*Report to Christine Barnes, interim principal, Twinfield Union School, 106 Nasmith Brook Road, Plainfield, VT 05667. Tel. 426-3213.*)
- b) Encourages parents or guardians of students to file written reports of suspected bullying (see (a) above).
- c) Requires teachers and other school staff who witness acts of bullying or receive student reports of bullying to promptly notify the *Administrator*.
- d) Requires the *Administrator* to accept and review all reports of bullying, including anonymous reports. If after initial inquiry, an anonymous or oral report appears to warrant further investigation, the school district shall promptly continue with an investigation. School administrators shall investigate written reports.
- e) As with any other disciplinary action, requires school staff to notify the parent or guardian of a student who commits a verified act of bullying of the response of the school staff and consequences that may result from further acts of bullying.
- f) To the extent permitted under the Family Educational Rights and Privacy Act, (FERPA), requires school staff to notify the parent or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying.³

5. *Date Gathering*

The Twinfield Union School District delegated the responsibility of data collection to: the *Administrator*. He/she shall collect data on the number of reported incidents of bullying and the number of incidents that been verified and make such data available to the Commissioner of the Vermont Department of Education and to the public. See the Department's Safe and Healthy Schools www.state.vt.us/educ/new/thml/pgm_safeschools.html for further information on data gathering.

Date Warned:

Date Adopted:

Legal Reference(s): 16 V.S.A. §1161a (discipline)

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

20 U.S.C. §§1400 et seq. (IDEA)

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

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

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

Public Complaints About Personnel (D10)

Interrogations or Searches of Students by Law Enforcement

Officers or Other Non-School Personnel (F4)

Search and Seizure (F3)

Alcohol and Drug Abuse (F7)

Weapons (F21)

¹ Any student, who knowingly makes false accusations regarding bullying, may be subject to disciplinary action.

³ FERPA is a federal law designed to protect the confidentiality of student records and the school district must comply with this law, as well as a similar state law. When the school administrator contacts a parent about the school district's response to a bullying incident, he/she may discuss information about an investigation and corrective action taken, but only to the extent that it may be done without disclosing information about any students other than the student subjected to the bullying.

**APPENDIX B
HAZING AND HARASSMENT: POLICIES AND PROCEDURES**

Hazing

Policy

POLICY F24

Prepared to 2nd reading: 1/28/02
Prepared for 3rd Reading: January 13, 2004

Policy Warned for Hearing: 9/13/05
Adopted: 9/13/05

Policy

It is the policy of the Twinfield Union School District that the school provide a safe, orderly, civil and positive learning environment. Hazing has no place in the Twinfield school and will not be tolerated. The District adopts the following definition in support of the hazing policy.

Definition

1. **Hazing** means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization that is affiliated with the District; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. "Hazing," which may occur on or off school grounds, also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts.

Procedures

PROCEDURES F24

Notification of Hazing Policy

Annually, the student handbook, which shall be presented to students and parents prior to the commencement of any academic courses, shall contain: (1) a description of this hazing policy in age-appropriate language, (2) examples of hazing, and (3) a listing of those persons whom the Board has designated to receive reports of hazing.

Each student who participates in a co- or extra-curricular activity that begins prior to the commencement of any academic courses shall be provided by the coach or supervisor of the co- or extra-curricular activity a copy of the excerpt from the student handbook regarding the hazing policy prior to the first practice session. Each coach or supervisor of a co- or extra-curricular activity shall orally explain to participants the prohibition against hazing, the reasons for the prohibition, and the potential consequences to participants and, in the case of a club or an athletic team, to the club or team itself.

Reporting of Hazing

Students who have reason to believe that an incident of hazing might or did occur are encouraged to report such belief to any coach of an extracurricular team, teacher, school nurse, guidance counselor, or school administrator. Staff members who have received such a report from a student or who otherwise have reason to believe that an incident of hazing might or did occur must report such belief to the Principal of the school, or, in the event of the unavailability of the Principal, to the designated person. The report may be in writing or orally. If the report is made orally, the receiver shall make a written record of the report.

It shall be a violation of this policy for a person to retaliate against a student or other person for reporting a suspected incident of hazing or cooperating in any investigation or disciplinary proceeding regarding an incident of hazing.

Investigation of Reports of Hazing

The Principal, or designee, upon receipt of a report of hazing, promptly shall cause an investigation to commence. The investigation shall be timely and thorough and the findings and conclusions of the investigation shall be reduced to writing. Unless there are exceptional circumstances, the investigation shall be concluded within ten school days.

Disciplinary Action

It is not a defense in a disciplinary proceeding under this policy that the person against whom the hazing was directed consented to or acquiesced in the hazing activity.

1. If the investigation concludes a student committed an act of hazing or otherwise violated this policy, that student shall be subject to appropriate disciplinary action, including but not limited to suspension or expulsion from co- or extra-curricular activities or from school. Any disciplinary action against a student shall be subject to the procedures set forth in policy "Student Conduct and Discipline" (F1) of this Policy Manual.
2. If the investigation concludes that a staff person committed an act of hazing or otherwise violated this policy, that person shall be subject to appropriate disciplinary action in accordance with applicable law and the provisions of any applicable collective bargaining agreement or other contract.
3. If the investigation concludes that an athletic team or other co- or extracurricular activity or organization knowingly permitted, authorized, or condoned hazing, disciplinary action may be imposed against the team, activity or organization, including cancellation of one or more athletic contests or the entire athletic season, or revocation or suspension of an organization's permission to operate or exist within the District's purview.
4. Acts of hazing may also be illegal and may be prosecuted under 16 V.S.A. §§140b-140d or other state law.

5. Nothing in this policy shall limit or preclude the District from disciplining a student or other person affiliated with the District under any other District policy as well as under the terms of this policy.

Edification/Training of Staff

The Principal shall ensure that each staff member, with particular emphasis on staff members who are coaches or supervisors of co- or extracurricular activities, receive training in preventing, recognizing and responding to hazing.

Reporting Incidents of Hazing to Law Enforcement Officials

All staff members are subject to the confidentiality requirements of the Family Education Rights and Privacy Act (20 U.S.C. §1232g and 34 C.F.R. Part 99). Accordingly, information deriving from student records (if the information is obtained through other means, the restrictions of FERPA do not apply), which is personally identifiable, may not be disclosed without parental consent unless it meets one or more of the exceptions specified in 34 C.F.R. Part 99. Certain of these exceptions, depending upon whether the circumstances meet the conditions set forth in those exceptions, may permit the reporting of hazing to law enforcement officials. Those relevant exceptions are:

1. where there is a health or safety emergency;
2. where the information has been subpoenaed; or
3. where the records in question are created and maintained by a law enforcement unit established by the school.

Legal References: 16 V.S.A. §11(a)(30) (Definition of hazing)
16 V.S.A. §§140a-140d (Hazing)
16 V.S.A. §165(a)(1), (8) (School Quality Standards)
16 V.S.A. §565 (Powers of school boards)
20 U.S.C. §1232g (FERPA)
34 C.F.R. Part 99 (FERPA rules)

Harassment

Prevention of Harassment of Students

POLICY F20

Prepared to 1st reading: June 20, 2006

Policy Adopted: July 11, 2006

Revised Policy Adopted:

Policy Warned for Hearing: July 11, 2006

Revised Policy Warned for Hearing: August 23, 2011

I. Purposes

The Twinfield Union School District is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect. This policy addresses incident(s) and/or conduct that occur on school property, on a school bus or at a school-sponsored activity, or incident(s) and/or conduct that does not occur on school property, on a school bus or at a school-sponsored activity but where the misconduct can be shown to pose a clear and substantial interference with another student's right to access educational programs or where direct harm to the welfare of the school can be demonstrated.

Harassment is a form of unlawful discrimination that will not be tolerated. It is the policy of the District to prohibit the unlawful harassment of students based on race, creed, color, national origin, marital status, disability, sex, sexual orientation, and gender identity, to the extent required by law. In addition, retaliation is a form of unlawful discrimination that will not be tolerated. Consistent with these purposes, annually, each school shall select two or more designated employees to receive complaints and shall publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school.

It is the intent of the District to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this harassment policy is to prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that is likely to substantially disrupt the educational learning process and/or access to educational resources, or create a hostile learning environment.

The District shall promptly and effectively address all complaints of harassment in accordance with the procedures established by this policy. In cases where harassment is substantiated, the school shall take prompt and appropriate remedial action reasonably calculated to stop the harassment. Such action may include a wide range of responses from education to serious discipline. Such serious discipline may include termination for employees and, for students, expulsion or removal from school property. Nothing herein shall be construed to prohibit punishment of a person for conduct which, although it does not rise to the level of harassment as defined herein, otherwise violates one or more of the school's other disciplinary policies or codes of conduct.

II. Definitions

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

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

- (1) *Sexual harassment*, which means conduct, including by electronic means, that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual or physical conduct of a sexual nature when one or both of the following occur:
 - (i) submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status or progress; or
 - (ii) submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.
 - (2) *Racial harassment*, which means conduct, including by electronic means, directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.
 - (3) Harassment of members of other protected categories means conduct, including by electronic means, directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.
- B. "**Complaint**" means an oral or written report by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of harassment.
- C. "**Complainant**" means a student who has filed an oral or written complaint with a school employee or a student who is the target of alleged harassment in a report made by another person
- D. "**Designated Employee**" means an employee who has been designated by the school to receive complaints of harassment pursuant to subdivision 16 V.S.A. §565(c)(1).
- E. "**Employee**" includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member/member of the board of trustees, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes supervisory union staff.
- F. "**Notice**" means a written complaint or oral information that harassment may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the harassment, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred.
- G. "**Retaliation**" is any adverse action by any person against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.
- H. "**School Administrator**" means a superintendent, principal/head of school/technical center director or his/her designee.

III. Reporting of Student Harassment Complaints

A. *Student reporting*: Any student who believes that s/he has been harassed under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute harassment, should promptly report the conduct to a designated employee or any other school employee.

B. *School employee reporting*: Any school employee who witnesses conduct that s/he reasonably believes might constitute harassment shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee. Any school employee who overhears or directly receives information about conduct that might constitute harassment shall immediately report the information to a designated employee. If one of the designated employees is the person alleged to be engaged in the conduct complained of, the complaint shall be immediately filed with the other designated employee or the school administrator.

C. *Other reporting*: Any other person who witnesses conduct that s/he reasonably believes might constitute student harassment under this policy should promptly report the conduct to a designated employee.

D. *Documentation of the report*: If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a harassment complaint form, including the time, place, and nature of the alleged conduct, and the identity of the complainant, alleged perpetrator, and any witnesses.

E. *False complaint*: Any person who knowingly makes a false accusation regarding harassment may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of harassment when the person has a good faith belief that harassment occurred or is occurring.

IV. Procedures Following a Report

- A. *Notification:* Upon receipt of a complaint of harassment the designated employee shall immediately inform the school administrator of the complaint. In addition, the designated employee shall immediately provide a copy of this harassment policy to the complainant and accused individual. If either the complainant or the accused individual is under the age of 18, his or her parent(s) or guardian(s) shall be: (1) promptly notified that a complaint of harassment has been filed and provided with a copy of this policy; (2) notified if an alternative dispute resolution method will be offered and, if it occurs, of the outcome of any such attempt; and (3) notified in writing of the results of the complaint investigation. All notification letters shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. A school administrator may seek waiver of confidentiality rights of the accused in order to inform the complainant of any disciplinary action taken in cases where the school determined that harassment or other misconduct occurred.
- B. *Investigation:* Unless special circumstances are present and documented, such as reports to the Department for Children and Families ("DCF") or the police, the school administrator shall, no later than one school day after the filing of a complaint with a designated employee, initiate or cause to be initiated, an investigation of the allegations. The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation.

No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the school administrator. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes harassment. When the initial determination concludes that an accused student has engaged in harassment, the school administrator shall use his or her discretion to decide the appropriate disciplinary and/or remedial action. In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies.

All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the District, be completed within 30 calendar days after the review is requested.

- C. *Action on a substantiated complaint:* If, after investigation, the school finds that the alleged conduct occurred and that it constitutes harassment, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the harassment and prevent any recurrence of harassment. Such action may include warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer suspension and/or termination of an employee.
- D. *Alternative dispute resolution:* At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints. The following should be considered before pursuing alternative dispute resolution methods: (1) the nature of the accusations, (2) the age of the complainant and the accused individual, (3) the agreement of the complainant, and (4) other relevant factors such as any disability of the target or accused individual, safety issues, the relationship between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual. If an alternative dispute resolution is either not appropriate or is unsuccessful, the school administrator shall initiate or cause to be initiated an investigation of the allegations in accordance with the timelines established in this policy.
- E. *Appeal:* A person determined to be in violation of this policy and subjected to disciplinary action under it may appeal the determination and/or the disciplinary action(s) taken in the same manner as other disciplinary actions, in accordance with the District's discipline policy, applicable statutes, or collective bargaining agreements.
- F. *Independent Review:* A complainant may request an independent review if s/he: (1) believes that the school did not correctly analyze the complaint and failed to conduct an investigation of the incident because the school believed the alleged conduct did not constitute possible harassment, (2) is dissatisfied with the final determination following an investigation as to whether harassment occurred, or (3) believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem. The complainant shall make such a request in writing to the superintendent of schools/head of school. Upon such request, the superintendent/head of school shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 565(f), and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school's investigation. Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing: (1) as to the sufficiency of the school's investigation, its determination, and/or the steps taken by the school to correct any harassment found to have occurred, and (2) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Commissioner. The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the District. The District may request an independent review at any stage of the process.

- G. *Retaliation*: It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated.

V. Confidentiality and Record Keeping

- A. The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the District's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.
- B. The Superintendent or school administrator shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District in a confidential file accessible only to authorized persons. All investigation records, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept for at least six years after the investigation is completed.

VI. Reporting to Other Agencies

When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. §4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. §6901 et seq.

If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds for licensing action under 16 V.S.A. Chapter 51, Professional Educators, the Superintendent shall report the alleged conduct to the Commissioner of the Department of Education, and, if a principal reports the alleged conduct to the Commissioner of the Department of Education, s/he must also report it to his/her Superintendent. If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under 16 V.S.A. Chapter 51, Professional Educators, for licensing action, the head of school is encouraged to report the alleged conduct to the Commissioner of the Department of Education.

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

VII. Dissemination of Information, Training, and Data Reporting

- A. *Dissemination of Information*. Annually, prior to the commencement of curricular and co-curricular activities, the District School shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and employees. Notice to students shall be in age-appropriate language and include examples of harassment. At a minimum, this notice shall appear in any publication of the District that sets forth the comprehensive rules, procedures and standards of conduct for the District.
- B. *Training*. The school administrator shall use her/his discretion in developing age-appropriate methods of discussing the meaning and substance of this policy with students to help prevent harassment. The school administrator shall implement training for school staff within the context of professional development to enable staff to recognize, prevent and respond to harassment.
- C. *Data Gathering*. Public school districts shall provide the Vermont Department of Education with data requested by the Commissioner.

VIII. Alternative Complaint Process

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

Vermont Human Rights Commission
14–16 Baldwin Street
Montpelier, VT 05633-6301
(800) 416-2010 or (802) 828-2480 (voice)
(877) 294-9200 (tty)
(802) 828-2481 (fax)

Email: human.rights@state.vt.us
Web: <http://hrc.vermont.gov>

Office for Civil Rights, Boston Office
U.S. Department of Education, 8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
(617) 289-0111 (voice)
(877) 521-2172 (tdd)
(617) 289-0150 (fax)
Email: OCR.Boston@ed.gov
Web: www.ed.gov/about/offices/list/ocr/index.html

Legal References: Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 et seq.; Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d; Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§1681 et seq.; Family Education Rights Privacy Act; 20 U.S.C. 1232g; Public Accommodations, 9 V.S.A. §§4500 et seq. ; Education, Classifications and Definitions, 16 V.S.A. §11a (26); Education, Harassment, Notice and Response, 16 V.S.A. Education, 16 V.S.A. §140(a)(1); Education, 16 V.S.A. §166(e); Education, Harassment and Hazing Prevention Policy, 16 V.S.A. §565; Education, Discipline, 16 V.S.A. §1161a; Education, Suspension or Expulsion of Pupils, 16 V.S.A. §1162; Education, Professional Educators, 16 V.S.A. §§1698 – 1709; Child Abuse, 33 V.S.A. §4911 et seq.; Adult Protective Services, 33 V.S.A. §6901 et seq., all as they may be amended from time to time.

Washington v. Pierce, 179 VT 318 (2005)

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

I. Definitions

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

II. Designated Employees

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

Mark Mooney, Principal
 Contact Information: Twinfield Union School
 106 Nasmith Brook Road
 Plainfield, VT 05667
 Phone: 426-3213 ext. 204

Melissa Gosselin, Guidance Counselor
 Contact Information: Twinfield Union School
 106 Nasmith Brook Road,
 Plainfield, VT 05667
 Phone: 426-3213 ext. 206

III. Reporting Student Harassment Complaints

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

IV. Procedures Following a Report

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

approval of the board of the District. He/she shall also notify the parties of the results of the determination and as allowed by law, disciplinary and/or corrective action to result. An authorized school official may seek waiver of confidentiality rights in order to inform the complainant of remedial measures undertaken.

- H. Consideration of whether a particular action or incident constitutes a violation of the harassment policy requires review of all the facts and surrounding circumstances. Although conduct may be found to be in violation of other standards of student or employee conduct or decorum, it shall not be deemed harassment when the subject of a complaint is an incident(s) that is not shown to have the effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or to have created an objectively intimidating, hostile, or offensive environment. Free expression rights of the First Amendment of the U.S. Constitution will be protected.
- I. All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the District, be completed within 30 calendar days after the review is requested.
- J. When the initial determination is that an employee has engaged in harassment against a student, the Superintendent and/or Administrator shall use his or her discretion to initiate disciplinary and/or corrective action in accord with the District's policies and procedures, employment contracts and state and federal law.

V. Independent review

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

VI. Discipline and/or Corrective Action

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

2. **Staff.** Employees subject to disciplinary action shall appeal in accord with applicable statutes, collective bargaining agreements, and the District's policy and procedures.

VII. Confidentiality; Notification of Results; and Record Keeping

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

VIII. Mandatory Reporting to State Agencies

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

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

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

Vermont Human Rights Commission
14-16 Baldwin Street
Montpelier, VT 05633-6301
(800) 416-2010 or (802) 828-2480 (voice)
(877) 294-9200 (tty)
(802) 828-2481 (fax)

Email: human.rights@state.vt.us
Web: <http://hrc.vermont.gov>

Office for Civil Rights, Boston Office
U.S. Department of Education, 8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
(617) 289-0111 (voice)
(877) 521-2172 (td)
(617) 289-0150 (fax)
Email: OCR.Boston@ed.gov
Web: www.ed.gov/about/offices/list/ocr/index.html

Cross-references:

- A. See Twinfield Union School District Policy #F20 for Prevention of Harassment of Students.
- B. See Twinfield Union School District Policy #D12 for Harassment of Employees.
- C. See Twinfield Union School District Policy #F8 for Reporting Suspected Child Abuse or Neglect.
- D. See Twinfield Union School District Policy #F1 for Student Conduct and Discipline.
- E. See Twinfield Union School District Policy #F5 for Confidentiality of Student Records.
- F. See Twinfield Union School District's Comprehensive Plan for Responding to Student Misbehavior, including Anti-Bullying Provision.

APPENDIX C INTERSCHOLASTIC SPORTS

Policy

POLICY F12

Prepared to 1st reading: January 13, 2009
Prepared to 2nd reading: February 10, 2009

Policy Warned for Hearing: March 10, 2009
Adopted: March 24, 2009

Policy

It is the policy of the Twinfield Union School Board to provide an interscholastic athletic program for boys and girls to complement and supplement their educational programs. The Interscholastic Athletic Program will comply with all policies and procedures of the school. It is expected that all students participating in interscholastic sports will meet the schools academic eligibility and conduct standards.

Procedures

PROCEDURES F12-R

Implementation

Athletic programs should meet the following criteria:

1. Programs should provide a wide basis of participation in both team and individual sports in interscholastic competition.
2. Programs should provide athletic facilities and opportunities for participation on an equal basis for girls and boys.
3. Programs should employ qualified personnel in coaching and supervision positions.
4. Programs should stress the educational as well as recreational benefits derived from participation in interscholastic sports.
5. Programs shall conform fully with the rules and regulations of the Vermont Principals' Association.

The Board will make determinations related to individual activities to be included in the athletic program of the District based on the following considerations:

- The level of student interest in participating in an activity;
- The level of community interest in an activity
- The impact of adding or eliminating an activity on the balance of opportunities for girls and boys to participate in the total athletic program

The following criteria for eligibility for participation in interscholastic sports are intended to set standards for academic eligibility:

1. Students shall be making satisfactory academic progress toward graduation.
2. Students shall be in good disciplinary standing as determined by the Principal.
3. Students shall be in regular attendance and should be in attendance on the day of the event unless excused by the Principal.
4. Students will also meet the criteria set forth in the guidelines of the Vermont Principals' Association.

***** At this time these are the procedures that are in effect. The documents that are currently in use will remain in use until all procedures and documents come into alignment.*****

Legal Reference(s): 16 V.S.A. §§1073 et seq. (Legal pupils)
16 V.S.A. §563(24) (Participation of home study students)

Cross Reference(s): Tuition Payment Policy (F16)
Admission of Resident Student (F13)
Admission of Non-Resident Tuition Students (F14)
Participation of Home Study Students in School Programs and Activities (F23)

APPENDIX D ATTENDANCE AND TRUANCY

Student Attendance

POLICY F25

Prepared to 1st reading: November 28, 2006
Adopted: May 15, 2007
Revised Policy Adopted:

Policy Warned for Hearing: April 25, 2007
Revised Policy Warned for Hearing: October 25, 2010

Policy

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

The Superintendent shall collaborate with other county superintendents and officials to develop administrative protocols to ensure the implementation of this policy.

Administrative Procedures

Administrators will follow the Washington County "Attendance/Truancy Protocol" as required by law.

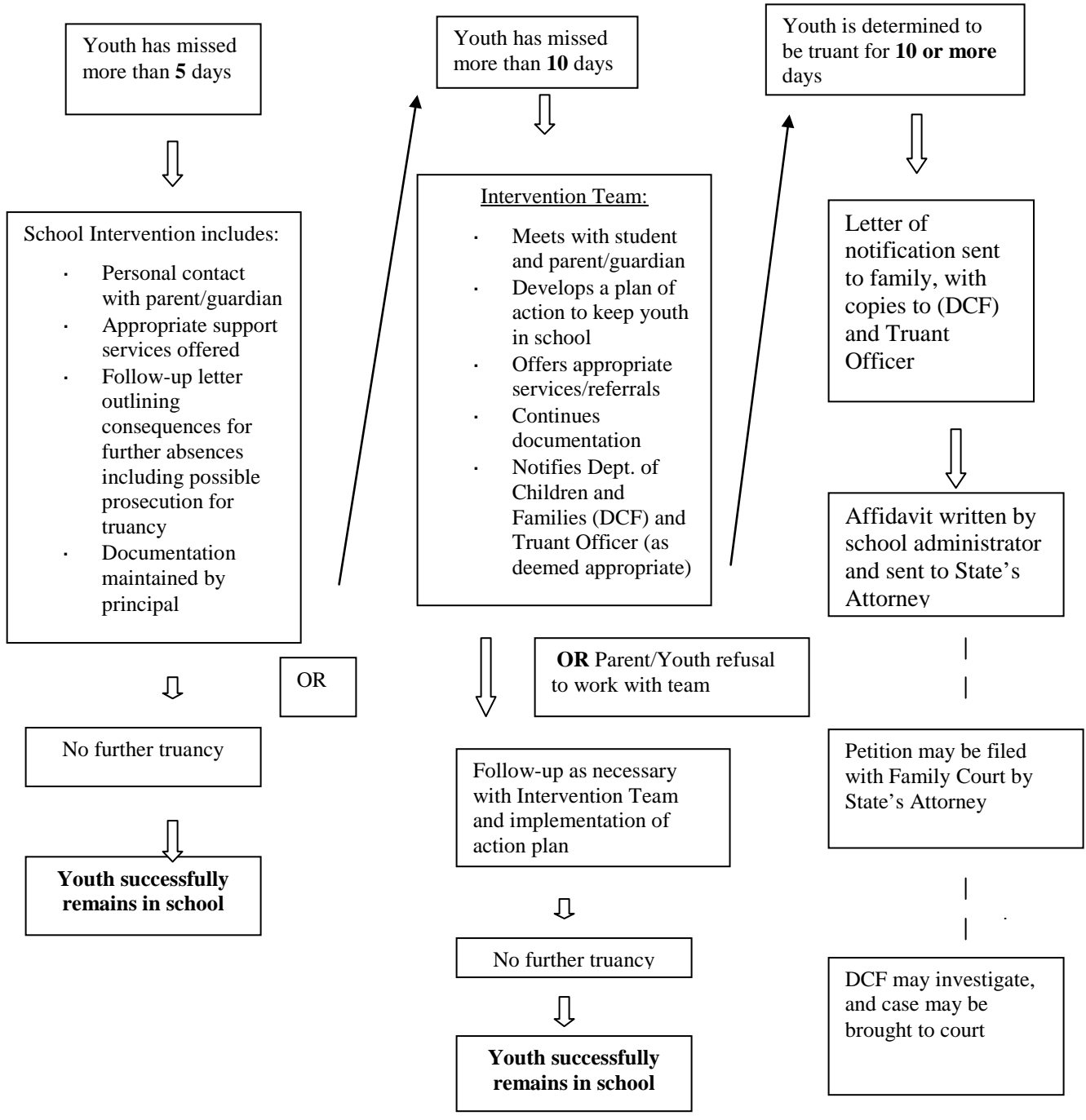
Administrative Responsibilities

1. The principal is responsible for maintaining accurate and up-to-date records of student attendance.
2. The principal is responsible for assuring that the school has the appropriate family information that allows the school to contact the parent(s) or guardian(s) of all students whenever necessary.

ATTENDANCE/TRUANCY PROTOCOL

Staying in school is the first step to a good education. Students cannot learn if they are not in school. Absences from school for any reason (illness, vacation, religious holidays, family deaths and others) affect a student's ability to learn and succeed. Truancy is inappropriate absence from school, which is defined as unexcused or insufficient excuse for absence. After five inappropriate absences, the procedures will be followed:

PROCEDURE:



***Districts utilize their own interventions and contacts with students and families prior to beginning the process. This ensures that the students and families have been informed of the attendance policy. The onset of this process is left to the individual school's discretion.**

NOTES

NOTES

Twinfield Union Faculty and Staff Directory

Abbott, Val	Special Ed. Paraeducator	ext. 345
Allen, Mary Anne	Attendance and Administrative Support	ext. 207
Amos, Carol	Associate Principal	ext. 242
Amses, Walt	Special Educator	ext. 223
Aube, Jenna	Grade 4	ext. 245
Baum, Sharyn	Kindergarten	ext. 246
Bishop, Seth	Twinfield Computer Tech	ext. 336
Blumenthal, Gavin	Preschool	ext. 247
Booth, Francie	Special Ed. Paraeducator	ext. 354
Boucher, Denise	Speech/Language	ext. 240
Brigham, Betsy	Art, Elementary	ext. 205
Buret, Darcy	Math, Secondary	ext. 211
Burt, Johnnye	Elementary Special Educator	ext. 259
Carney, Kevin	Science, Secondary	ext. 217
Cecchinelli, Mary	English, Secondary	ext. 214
Clements, Joe	Elementary Special Educator	ext. 231
Collier, Lee	Cafeteria Staff	ext. 232
Cook, Barbara	Grades 5/6	ext. 218
Copeland, Darleen	Special Ed Paraeducator	ext. 347
Costello, Thom	Physical Education	ext. 264
Danziger, Jan	Art, Secondary	ext. 230
Davis, Maureen	French	ext. 220
Day, Alice	School Nurse	ext. 237
Dickinson, Liz	Special Ed. Paraeducator	ext. 349
Dickson, Linda	Grades 5/6	ext. 227
Ducharme, Gail	Preschool Paraeducator	ext. 344
duPont, Cathy	Special Educator	ext. 256
Emerson, Rebecca	Kindergarten	ext. 274
Flinn, Heather	Grade 1/2	ext. 209
Forman, Maria	Library	ext. 222
Fowler, Joanna	English, Secondary	ext. 215
Gannon, Glenn	Driver Education	ext. 340
Gibson, Keith	Instrumental Music	ext. 229
Gonyaw, Deborah	Health	ext. 281
Goodyear, Mary	Reading Specialist	ext. 249
Gosselin, Melissa	Guidance, Secondary	ext. 206
Grutchfield, Merrick	Twinfield Together Coordinator	ext. 255
Harrison, John	Music and Choral Music	ext. 243
Harvey, Rita	Special Ed. Paraeducator	ext. 342
Hébert, Brian	Student Support Manager	ext. 203
Herrick, Peter	Grades 5/6	ext. 219
Howard, Linda	Library Circulation	ext. 221
Larrow, Krista	Grade 4	ext. 277
Link, Rob	Special Ed. Paraeducator	ext. 343
Livingston, Laurie	Special Ed. Paraeducator	ext. 348
Ljungvall, Julia	Special Ed. Paraeducator	ext. 358
Maiola, Melanie	Grade 1/2	ext. 272
Mathies, Heather	Math, Secondary	ext. 257
Maurice, Leah	Speech/Language Paraeducator	ext. 355

Twinfield Union Faculty and Staff Directory (cont'd.)

Miller-Nogueira, Ehren	Spanish	ext. 235
Monteith, Caresse	Speech / Language	ext. 253
Mooney, Mark	Principal	ext. 204
O'Bryan, David	Special Ed. Paraeducator	ext. 353
Perkins, Niki	Special Ed. Paraeducator	ext. 352
Perreault, Liz	Bus Changes and Administrative Support	ext. 201
Popoli, Anthony	Grade 3	ext. 250
Potter, Leatrice	Cafeteria Staff	ext. 232
Pruitt, Christian	Cafeteria Services	ext. 232
Pulaski, Sarah	Grade 3	ext. 275
Rathburn, Deborah	Grade 1/2	ext. 273
Remington, Susie	Special Ed. Paraeducator	ext. 356
Riker, Carrie	TLC Administrative Assistant	ext. 208
Russell, Elaine	Special Ed. Paraeducator	ext. 351
Shedd, Julie	Science, Secondary	ext. 233
Smith, Mary	Special Ed. Paraeducator	ext. 341
Spencer, Anthony	Athletic Director	ext. 260
Steel, Richard	Transportation	ext. 210
Stoleroff, Debra	Renaissance Program	ext. 252
Stratton, Lori	Special Ed. Paraeducator	ext. 350
Sykas, Amy	Special Educator	ext. 276
Tait, Trevor	Industrial Arts & Business	ext. 238
Tassie, Carol	Elementary Paraeducator	ext. 346
Trono, Linda	Reading Recovery/Title I	ext. 248
Turcotte, Lyn	Guidance, Elementary	ext. 239
Vest, Terri	English/Social Studies, Secondary	ext. 226
Wanzer, Charles	Math/Science, Secondary	ext. 234
Weinreich, Carol	Physical Education	ext. 264
Whalen, Mary	Social Studies, Secondary	ext. 216
Wiley, Anthony	TLC Program Director	ext. 208
Witherspoon, Tracey	Social Studies, Secondary	ext. 225
Ziegler, Betsy	Preschool	ext. 270

*Please note that all e-mail addresses for Twinfield faculty and staff follow this format:
firstnamelastname@twinfield.net. For example: janedoe@twinfield.net*

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Telephone Numbers

Twinfield Union School

106 Nasmith Brook Road, Plainfield, VT 05667

Main Office	426-3213 (phone) / 426-4085 (fax)		
Mary Anne Allen	ext. 207	Mark Mooney, principal	ext. 204
Liz Perreault	ext. 201	Carol Amos, associate principal	ext. 242
Attendance	ext. 207	Brian Hébert, student support manager	ext. 203
School closings or delays	426-3213	Lyn Turcotte, elementary school guidance	ext. 239
Cafeteria services	ext. 232	Melissa Gosselin, sec. school guidance	ext. 206
School nurse, Alice Day	ext. 237	Anthony Willey, TLC director	ext. 208
Transportation, Richard Steel	ext. 210	Anthony Spencer, athletic director	ext. 260
		Maria Forman, librarian & media specialist	ext. 222

*All e-mail addresses at Twinfield follow this form: fullname@twinfield.net
EX: janedoe@twinfield.net*

Superintendent's Office

WNESU, PO Box 470, 149 Main St., Plainfield, VT 05667

Main office	454-9924 (phone) / 454-9934 (fax)
Nancy Thomas, superintendent	454-9924
Laurence Carnahan, Special Services director	454-9924 ext. 204
Rob Billings, business manager	454-9924 ext. 206

Twinfield Union School is a member of the Washington Northeast Supervisory Union.

Twinfield Union School Board

The Twinfield School Board meets at 6:30 p.m. on the second and fourth Tuesday of every month in the Twinfield library. Parents, caregivers and community members are welcome to attend.

Pat Romeo Boyle, Plainfield	454-8650	Monica Light, Plainfield	454-1154
Amy Darling, Marshfield	454-4631	Michael Nobles, Plainfield	479-5227
Patrick Healy, Marshfield	426-3754	Jill Wilson, Marshfield	426-4068

Additional contact information, board agendas and minutes, and the Twinfield Union School Annual Report can be found on the school website: www.twinfield.net.