



GEORGIA ELEMENTARY & MIDDLE SCHOOL
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A - Z

A Handbook for

Parents

and

Students

08/08/2019

TABLE OF CONTENTS

GEORGIA MIDDLE SCHOOL PHILOSOPHY.....	1
GEORGIA SCHOOL MISSION	2

ALPHABETICAL LIST OF TOPICS

ABSENCES.....	3	HOT LUNCH PROGRAM.....	9
AFTER-SCHOOL ACTIVITIES.....	3	IMMUNIZATIONS.....	9
AFTER SCHOOL ACTIVITIES FOR ADULTS.....	3	KINDERGARTEN.....	9
AFTER-SCHOOL CARE.....	3	LIBRARY.....	10
ALCOHOL & DRUG ABUSE POLICY.....	3	LOCKERS.....	10
ALLERGIES.....	3	LOST AND FOUND.....	10
ALTERNATIVE INSTRUCTION.....	3	LUNCHROOM RULES.....	10
ARRIVALS AND DEPARTURES.....	3	MEDIA PUBLICATIONS.....	10
ART.....	4	MEDICATIONS.....	10
ART RESIDENCY.....	4	MIDDLE SCHOOL.....	10
ASBESTOS MANAGEMENT.....	4	MOVING.....	10
ATHLETICS.....	4	MUSIC/MUSIC LESSONS.....	11
BACKPACKS & COATS.....	4	NO CHILD LEFT BEHIND.....	11
BAND.....	4	NONDISCRIMINATION.....	11
BICYCLES.....	4	PARENT CONFERENCES.....	11
BOOKS.....	4	PARKING.....	11
BREAKFAST PROGRAM.....	4	PERSONAL PROPERTY.....	11
BUILDING HOURS.....	4	PHONE MESSAGES.....	11
BUILDING USE.....	5	PHYSICAL EDUCATION.....	11
BULLYING.....	5	PLANNING ROOM.....	11
BUS DISCIPLINE.....	5	POLICIES.....	11
BUSING.....	5	PRESCRIPTION DRUGS.....	11
CELL PHONES.....	5	PRINCIPALS.....	11
CENTRAL OFFICE.....	5	PROGRESS REPORTS.....	12
CHAIN OF COMMAND.....	5	PTCO.....	12
CHILD CUSTODY.....	6	PUPIL PRIVACY POLICY.....	12
CO-CURRICULAR.....	6	RECYCLING/COMPOSTING.....	12
CONFIDENTIALITY.....	6	SCHOOL BOARD.....	12
CORE CLASSES.....	6	SCHOOL BOARD MEETINGS.....	12
CURRICULUM.....	6	SCHOOL CITIZENSHIP.....	12
DETENTIONS.....	6	SCHOOL CLOSINGS.....	12
DISCIPLINE PROCEDURES.....	6	SCHOOL COLORS.....	12
DRESS CODE.....	6	SCHOOL MESSENGER.....	12
EARLY DISMISSAL.....	6	SCHOOL RULES.....	12
EARLY RELEASE.....	6	SEARCH AND SEIZURE.....	12
EARLY EDUCATION PROGRAM.....	7	SECURITY SYSTEM.....	13
EMERGENCY CLOSING.....	7	SMOKING.....	13
EMERGENCY CONTACT.....	7	SNOW DAYS.....	13
ENRICHMENT PROGRAM.....	7	SPECIAL EDUCATION.....	13
FERPA.....	7	SPORTS PHYSICALS.....	13
FIELD TRIPS.....	8	STUDENT COUNCIL.....	13
FINE ARTS.....	8	STUDENT INSURANCE.....	13
FIRE DRILLS.....	8	STUDENT STORE.....	13
GRADUATION REQUIREMENTS.....	8	STUDENT SUPPORT SERVICES.....	13
GUIDANCE SERVICES.....	8	SUPERINTENDENT.....	13
HARASSMENT.....	8	SURVEYS.....	13
HATS.....	8	SUSPENSIONS.....	13
HAZING.....	8	TARDY.....	14
HEALTH SERVICES.....	8	TITLE IIA.....	14
HIGH SCHOOL CHOICE.....	9	TRANSGENDER & GENDER NONCONFORMING.....	14
HOME SCHOOLING.....	9	TRUANCY.....	14
HOT LUNCH CHARGES.....	9	UNDOCUMENT VT STUDENTS.....	14
HOT LUNCH MENU.....	9	VISITORS.....	14
		WALKING TO/FROM SCHOOL.....	14
		WEAPONS.....	14
		WELLNESS PROGRAMS.....	14

ATTACHED POLICIES:..... Appendix

ACT I.....15
ACT 43.....15
ACT 46.....15
ACT 60.....15
ACT 77.....15
ACT 117.....15

SUPPORT SERVICES.....16-18
ALLERGY POLICY.....19-20
GEMS DISCIPLINE21-24
HARASSMENT/HAZING.....25-34
PUPIL PRIVACY35-37
DRUGS/ALCOHOL.....38-41
SEARCH AND SEIZURE..... 42
WEAPONS 43
GEORGIA MIDDLE SCHOOL ATHLETICS.....44-47

THE GEORGIA MIDDLE SCHOOL PHILOSOPHY

It is our mission to develop life long learners.

Young people between the ages of ten and fourteen are in a unique developmental stage. The Georgia Middle School is dedicated to providing the best learning environment possible for our students as they navigate these transitional years.

SUCCESS ORIENTED LEARNING ENVIRONMENTS are created by interactions among all; students, school staff, parents and the Georgia Community.

Students need:

- A safe, respectful environment to make good choices, test limits, take risks, and have support in dealing with their successes and failures
- Encouragement to discover and explore new ideas and to question their world
- To feel successful and have the opportunity to believe in themselves
- Healthy competition and collaboration, including a cycle of feedback, revision and improvement
- To be recognized, accepted, and supported as unique individuals with varying strengths and challenges.

STUDENT RESPONSIVE CURRICULUM

Students need:

- Opportunities to develop individual skills and interests within each learning environment while exploring their creative and artistic development
- A curriculum that reflects the beliefs of our school community and the needs and interests of our students
- A curriculum that is academically challenging and will prepare them for individual success throughout their lifetime
- Knowledge about the physical, intellectual, social, and emotional changes they are experiencing and will encounter in the near future
- To develop the ability to make healthy choices related to body, mind, and actions; to develop self awareness and self understanding to foster a positive self image
- To develop a sense of responsibility to self, peers, and community which encourages students to give back to their school and community
- To apply academic and social skills in a meaningful and practical forum
- To understand the relevance between school learning and life

HOME/SCHOOL COLLABORATION

Students need:

- Open communication between home and school that is honest and respectful
- A community that is actively invested in the success of the students as learners and community members
- A community that will be an essential resource for the school
- Families and a school that work closely together
- Many support systems: teachers, staff, peers, family, community, social services, health services, and school board

RESPONSIVE TEACHERS/STAFF

Students need:

- Teachers and staff who meet the needs of individuals' unique learning styles
- Teachers and staff who will have knowledge of best practice and adolescent development according to current (brain) research, i.e., learning style, etc.
- Teachers and staff whose focus is facilitating learning and social/emotional development
- Teachers and staff who collaborate to provide the best opportunity for successes and support for struggles
- Teachers and staff who use a variety of innovative, authentic, experiential, and individual student assessment techniques
- Teachers and staff who will provide opportunities for students to explore and develop their strengths and passions

GEMS Middle School Mission

Our purpose as a school community is to develop confident, respectful, healthy individuals who connect learning and self knowledge to understand their potential and make the most of future opportunities.

Our school values relationships and learning as the foundation for competence, growth, and achievement.

Meaningful relationships depend on:

- Valuing individual differences
- Open and honest communication
- A universal sense of belonging

Learning depends on:

- Questioning, investigation and reflection
 - Relevance to the learner
- Participation and ownership in the process

At Georgia Middle School we strive to create a culture of learning guided by the needs of our students.

GEMS Elementary School Mission

**GEMS is a child-centered educational community
devoted to creating life-long learners**

- **G**uiding all students' learning in an environment that is physically and emotionally safe, respectful, nurturing, and challenging
- **E**ncouraging all students to demonstrate curiosity, an appreciation for learning, high levels of achievement, and responsible behavior
- **M**otivating all students in their acquisition of knowledge, skills, and attitudes necessary for success in the 21st century through inspiring, relevant, and dynamic curriculum
- **S**upporting parents/guardians as they encourage their children to become life-long learners



ABSENCES.....Students at Georgia Elementary & Middle School are required to attend school for 178 days per year. Good attendance is always encouraged. However, if your child has an illness that keeps them from learning, or is contagious, please keep your child home. If your child is absent, please call the office at 524-6358 to let us know by 8:30. If we do not hear from parents or guardians, someone from the school will make a reasonable attempt to contact you in order to verify your child's absence. Sometimes this may require calling a parent or guardian at work. Our purpose in calling is to insure that each GEMS student is safe and that an adult knows the whereabouts of each student. Sometimes unusual circumstances require that a student miss school for reasons other than illness. If your child needs to miss school for a period of time due to an unusual circumstance, please put your request in writing and submit it to the appropriate principal for approval. All students who miss school for unusual circumstances or illness will be required to make up all missed schoolwork.

Please send notes for our school records when your child returns to school from an absence.

The following procedures for communication have been established:

- After five (5) days of absences, the attendance team will mail a letter
- At ten (10) days, a letter may be sent to the family. A meeting may be requested to meet with parents or guardians and their student to develop a plan of action.
- At fifteen (15) days, a letter may be sent to the family requesting a meeting with outside agencies.

AFTER-SCHOOL.....See CO-CURRICULAR ACTIVITIES. ACTIVITIES

AFTER-SCHOOL ACTIVITIES FOR ADULTS..... Adults may use our lengthy hallway system for walking. Exact hours are available in the office. The outside walking path on the south side of the school is also available for walking (a full loop is 6 tenths of a mile) and there is a Frisbee Golf course on our grounds for the public to use outside of school hours. Other activities can be viewed on the Georgia school website calendar (www.gemsvt.org).

AFTER-SCHOOL CARE.....An after-school program is available, which is currently the YMCA's program called Live Y'ers After School Program. Inquiries should be directed to the YMCA at 802-862-8993 or email gbymca.org.

ALCOHOL AND DRUG..... ABUSE POLICY It is the philosophy of the Georgia School Board that the school will do everything possible to see that the Georgia students do not engage in either the abuse of drugs and alcohol or the distribution of such substances. The school will attempt to prevent substance abuse through educational programs in grades K-8 disciplinary procedures, and will cooperate with parents and other agencies in rehabilitation. For more information see attached policy page, in appendix .

ALLERGIES.....See ALLERGY POLICY FOR PROVIDING A SAFE ENVIRONMENT FOR STUDENTS WITH ALLERGIES, appendix pages 19-20.

ALTERNATIVE INSTRUCTION..(Replaces in-school suspension) including removal through administration from the general population for a predetermined amount of time through administration. Work and services are provided.

ARRIVALS AND DEPARTURESGeorgia has two preschool sessions:
1st: 8:00-11:00
2nd: 12:00-3:00

Students in grades K-8 arrive at 8:00 and depart at 3:00.

Parents who need to pick up their children BEFORE the end of the school day should send a note to the teacher in the morning, then come to our office to sign the student out. Students

will not be allowed to leave the school unless parents come into the building. These strict procedures are for the safety of each of our students and we ask for your understanding. Any questions regarding these procedures should be directed to the Georgia Principals.

ART.....Georgia has one elementary art teacher and one middle school art teacher. Art classes are taught in grades PreK-8.

ART RESIDENCY.....We are often lucky to receive outside grants that allow us to have professional Vermont art or musical talent spend a week in our school working with our students. The Georgia Friends of the Arts and the Enrichment Program have also helped in financing these artists in residency.

ASBESTOS MANAGEMENT...The Asbestos Hazard Emergency Response Act (40 CFR 763.93 (g) (4)) requires that written notice be given that the Georgia Elementary & Middle School has a Management Plan for the safe control and maintenance of asbestos containing building materials found in their buildings. This Management Plan is available and accessible to the public at the Georgia Elementary & Middle School office and at the office of Franklin West Supervisory Union.

ATHLETICS.....See CO-CURRICULAR ACTIVITIES.

BACKPACKS & COATS.....The achievement of educational goals will occur in schools that foster both academic excellence and a safe environment. We require that students leave backpacks and coats in their lockers, and that they only bring what is essential for their classes (books, pens, planner, iPad, etc.) with them to class. Wearing coats, jackets and carrying around heavy backpacks all day are not healthy habits for growing adolescents. We also feel very strongly that this will help us monitor the safety of our school for all students.

BAND.....We have three levels of Band. Beginning Band is for any student in grades 5-8 who wants to begin an instrument. Students are usually ready for **Beginning Band** early in the second trimester of school. **Intermediate Band** is for second-year players. **Advanced Band** is for 7/8th grade students who have been playing an instrument for more than one year. 7/8th grade students are encouraged to participate in the yearly Music Festival that is hosted by MVU High School.

All instrumental lessons are offered to students during the school day. Instrument rentals are available from Ellis Music. Contact the school for further information (524-6358).

BICYCLES..... Georgia School is located on a very busy road. If parents choose to allow their children to ride bicycles to school, they must **FIRST** give the school written permission. Parents should go over the appropriate safety rules with their children. **Helmets are required.** Students who ride bicycles to school should park them in the bicycle rack located outside Building C. Please lock your bicycle. Students leaving school on bicycles should not leave until all buses have departed. The Georgia School will not be responsible for lost or stolen bicycles.

BOOKS.....All textbooks and reading books are provided for the Georgia students. Students who lose or destroy their books are responsible for the replacement cost of the book.

BREAKFAST PROGRAM.....Our Breakfast Program is called the Brown Bag Breakfast and it is available to all students daily. Students who are entitled to free or reduced lunches are entitled to free breakfasts. Full price breakfast is \$1.85.

Parents who have filled out a Free and Reduced Lunch form for lunch will not need to fill out another one for the Breakfast program. Call the principal for further information (524-6358).

BUILDING HOURS.....Office personnel are available in the office during the school year from 7:00 a.m.- 4:30 p.m. on Mondays, Wednesdays & Thursdays, and 7:00 a.m.-4:00 p.m. on Tuesdays & Fridays. On school days the building is open from 7:00 a.m.-10:00 p.m. There are custodians in the building during this time. They are not responsible for answering the telephone when the office personnel are gone for the day.

ALL SCHEDULED SCHOOL EVENTS AND PUBLIC USE OF THE SCHOOL BUILDING WILL BE CANCELLED WHEN THERE IS AN EMERGENCY CLOSING.

BUILDING USE.....Georgia individuals and groups may apply to use our facilities for numerous reasons. Fees and certain restrictions may be part of the agreement if the application is approved. Contact our office (524-6358) for a copy of our Building Use Policy, Application, and Agreement.

BULLYING.....Bullying means any overt action or combination of acts directed against a student by another student or group of students and which:

- Is repeated over time;
- Is intended to ridicule, humiliate, or intimidate the student .

Bullying is a dangerous and disrespectful behavior that will NOT be permitted or tolerated. School employees designated to receive reports of harassment, hazing and bullying are Mike Malinowski, Ron Gratton, Melissa Fisher and Kathy Wieland. SEE BULLYING DISCIPLINE RUBRIC, appendix page 24 .

BUS DISCIPLINE.....Our bus discipline policy has two purposes. First and most important is to ensure the safety of the students. Second, to teach students proper group behavior. Any behavior which distracts the bus driver is prohibited. This includes but is not limited to: shouting, profanity, making loud noises, throwing objects, hitting or wrestling with other students or putting any object or any part of the body out of the window. Students are to remain in their seats at all times when the bus is in motion.

Students who violate these rules will be written up by the bus driver. The write-up is turned into the school principal and the following disciplinary procedures will be enforced:

1st write-up: Verbal warning with parental/guardian notification.

2nd write-up: Student may be off the bus until the parents/guardians have a telephone conference with the principal or bus behavior designee. The parents/guardians and student need to assure the principal that there will be no further misbehavior.

3rd write-up: Student is off the bus until the parents/guardians have a meeting with the principal. A plan will be developed. This plan may include moving the child to another seat.

4th write-up: Student is off the bus until the student and his/her parents /guardians meet with the School Board Transportation Committee. This committee will determine IF and WHEN the student’s privileges will be restored. Parents/guardians will be responsible for the student’s transportation during this time.

If the offense is serious enough, the Principal can supersede the above steps and suspend a student’s bus privileges immediately.

BUSING.....Any questions, concerns, or problems about our school bus system should be directed to the principals. If your child is having problems with the bus, please contact a principal at 524-6358.

CELL PHONES.....Cell phones will not be in student possession during the school day (8:00 –a.m. – dismissal). Cell phones can be left in the student’s locker or left at home.

CENTRAL OFFICE.....The Superintendent’s office is located in the central office at the Franklin West Supervisory Union, 4497 Highbridge Road in Georgia. The mailing address is 4497 Highbridge Road, Fairfax, VT 05454. The telephone number is 802-370-3113.

CHAIN OF COMMAND.....Questions, concerns, and problems should be brought to the appropriate person.

1. Classroom problems should be addressed with the classroom teacher.
2. If you do not feel satisfied after doing this, please bring the matter to the appropriate principal.
3. If you still are not satisfied, bring the concern to the Superintendent.

4. Finally, if you still feel that you have an unresolved problem or concern, please contact our school board.

If you are not sure who to take your concern to, please call the office (524-6358) and you will be referred to the appropriate person .

CHILD CUSTODY.....Please contact our principals if you have concerns with child custody. Custodial and non-custodial parents have the same rights of access to their child’s records unless specifically prohibited by a court order.

CO-CURRICULARA co-curricular director oversees the budget and program for our extracurricular activities.
ACTIVITIES Programs available will be advertised. Questions regarding these programs should be directed to the co-curricular director, Tara Gonthier, at 524-6358. All after-school activities are cancelled whenever there is an emergency school closing.

CONFIDENTIALITY.....A necessary part of a sound educational program is the keeping of accurate and appropriate education records on students. The information contained in students’ educational records belongs primarily to the students and/or their parents or guardians. The school, a trustee of this information, maintains these records for educational purposes to serve the best interests of its students.

CORE CLASSES.....CORE classes refer to the three main academic subject areas: Math, Science, and Humanities.

CURRICULUM.....Copies of our PreK-8 curriculum are located in the main office. If you have any questions about our curriculum, please contact the appropriate teacher or principal.

DETENTIONS.....Detentions are one of the consequences used for inappropriate behavior in grades 5-8.

A student who receives a detention is given a written notice of the detention; this notice explains the rule infraction, the length of the detention, when the detention is to be served, and who issued the detention. **It is the responsibility of each student to share this written notice with their parents.** The school also notifies parents by telephone if their child has a detention. Detentions are served after school. If your child is unable to serve the detention on the assigned date, please call or send in a note giving the reason and the next available day that it can be served.

See also: DISCIPLINE, SCHOOL CITIZENSHIP, PLANNING ROOM, and SCHOOL RULES

DISCIPLINESEE ENCLOSED POLICY, appendix, page 21.
PROCEDURES

DRESS CODE.....Students’ attire should be appropriate for any school function. Any student who wears an article of clothing that does not meet the dress code will be asked to change. A parent will be notified if the student does not have a change of clothing on hand. Shirts/tops should cover the chest and stomach. Skirts, shorts or skorts must be an appropriate length to cover your buttocks completely. Undergarments should not be visible. Any clothing that advertises drugs, alcohol, tobacco or sexually suggestive comments is not allowed in school. Also, students should come to school prepared with weather appropriate attire. For students in grades 5-8, hats are only worn on designated hat days (the first Friday of each month). In addition, we require our students to leave coats and backpacks in their lockers during school hours.

EARLY DISMISSAL.....If you need to pick up your child before the school day ends, please send your child to school with a note to the teacher informing them of your intention and come to the office and sign out your child. The office personnel will call the classroom teacher if needed.

EARLY RELEASE.....During the 2019-2020 school year there will be three Early Release Days, October 17, January 20 and March 25. The buses will leave the school at 11:45 a.m. Bag lunches will be available by request.

EARLY EDUCATION PROGRAM (EEE).....Our early education programs are available to children from birth to 5 years old and their families in the town of Georgia. The pre-school classrooms are located at the Georgia school in Building A. The goals of our programs are: to welcome each new infant into the community and inform parents of existing resources; to assist parents and other caregivers as first teachers of their children; to increase each child's readiness to learn in school; to develop a positive home-school partnership at an early age; to screen every child in Georgia before they formally enter school.

Our early education programs include home-based instruction, play groups, informational workshops, and consultation with daycare groups and community-based programs. For more information about our early education programs, please contact the Early Education Program at 524-6358.

EMERGENCY CLOSINGS.....Emergency school closings may occur due to severe weather or other unforeseen conditions. Families will be notified by phone through our school alert system. The closings will also be announced over radio stations WWSR in St. Albans, and WJOY, WOKO, WIZN, WEXP, WEZF, WVMT, and WXXX. Radio announcements will be made at about 7:00 a.m. If you are concerned about the safety of your child during an early dismissal due to weather conditions, please feel free to come into school and sign them out.

ALL SCHEDULED SCHOOL EVENTS AND PUBLIC USE OF THE SCHOOL BUILDING WILL BE CANCELLED WHEN THERE IS AN EMERGENCY CLOSING.

EMERGENCY CONTACT.....It is imperative for our school office to have emergency numbers to reach parents or guardians in the event that a child is ill. Please be sure to fill out and return the emergency forms at the beginning of the school year (this includes the emergency information) as soon as possible. Please update the office with any changes in emergency numbers during the course of the year.

ENRICHMENT PROGRAM.....Our Enrichment Program involves students and teachers in grades K-8 and is coordinated by our full-time Enrichment Coordinator. It is a flexible program which responds to individual student needs. The program goal is to work collaboratively with classroom teachers to provide a variety of high interest, challenging programming.

Services include: small group interest/ability classes in grades 1-6, multi-grade level interdisciplinary units in selected grades, collaborative instruction in the regular classroom as requested by teachers, Choice classes in grades 7-8, support for independent student projects, and ongoing consultation with parents and teachers regarding characteristics of giftedness.

If you have any questions about our Enrichment Program, please call 524-6358.

FERPA PARENTAL RIGHTS.....FERPA is the Federal Family Rights and Privacy Act of 1974. Under FERPA, parents have a right to:

1. Inspect and review the student's education records;
2. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. Consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that the Act authorizes disclosure without consent;
4. File with the U.S. Department of Education a complaint concerning alleged failures by the school to comply with requirements of the Act; and
5. Obtain a copy of the school's policy and written procedures or protocols related to student records.

Schools must respond to requests within 45 days.

If you would like to request a review and inspection of your student's education records or if you have any questions concerning your rights in this matter, please contact the principals.

FIELD TRIPS.....Field trips are considered an extension of the classroom and are an integral part of our curriculum. All field trips are to be educational and need prior approval by the principal. No child will be excluded from participation for economic reasons; however, special accommodations may be necessary for individual students who have special needs. Also, because of individual disciplinary problems, it may be necessary to have a parent or guardian accompany a child. All overnight and out-of-state field trips need to be approved in advance by the Georgia Board of School Directors. A copy of our Field Trip Policy is available in our school office or view it on the FWSU webpage www.fwsu.org. Go to “Boards” and click on District Policy. It will be included in the GEMS policies. All parents or guardians who wish to chaperone field trips must fill out a volunteer form which can be found on the school website: www.gemsvt.org, under “Resources” at the top of the page. Students must ride on the bus to and from a field trip unless they are riding with one of their own parents.

FINE ARTS.....Fine arts refer to music, dance, art, and drama. The fine arts curriculum is taught in grades K-8.

FIRE DRILLS.....We have scheduled drills once a month. During this time we practice our drill procedures. Occasionally, due to the sensitivity of our alarm system, we also have unscheduled fire drills. Whether the drills are scheduled or unscheduled we treat them very seriously. Students who misbehave during fire drills will receive consequences.

GRADUATION REQUIREMENTS A failure in any core subject may result in mandatory attendance at summer school. Two failing grades may result in non-attendance at the graduation ceremony. Exceptions will be only under extenuating circumstances, such as an extended illness. See also **SUMMER SCHOOL**.

GUIDANCE SERVICES.....Our guidance program assists students in the development of the following skills: decision-making, listening, discussion, communication, self-discipline, responsibility, interpersonal relationships, learning and study skills, time management, self-esteem development, and stress management. These skills may be taught with a classroom teacher, in a small group, or individually.

We have full-time elementary school (Mike Malinowski) and middle school (Melissa Fisher) guidance counselors. Both counselors are available to assist students in dealing with immediate personal concerns, crises, and goals. They also assist students and parents in making transitions from different schools.

Our counselors are available to discuss any concerns with you. Please contact the counselors to make an appointment if the need arises.

HARASSMENT.....SEE HARASSMENT OF STUDENTS POLICY, appendix pages 25-35. To see the State of Vermont Agency of Education Policy on Harassment, Hazing, and Bullying go to education.vermont.gov/student-support/healthy-and-safe-schools/school-climate.

HATS.....Hats may be worn inside the school building only on designated days., otherwise, hats must stay in the student lockers. Hat days are allowed once a month on the first Friday.

HAZING.....SEE HAZING POLICY, appendix pages 25-35. To see the State of Vermont Agency of Education Policy on Harassment, Hazing, and Bullying go to education.vermont.gov/student-support/healthy-and-safe-schools/school-climate.

HEALTH SERVICES.....Health Services are provided to our students by Registered Nurses. Annual screenings are done for vision and hearing according to the Vermont Standards of Practice and are recorded on each student’s health record. Referrals for further evaluation by the child’s physician may be made to the parents or physician as needed. Parents not wishing their child screened must notify the nurse in writing at the beginning of each school year.

If a child becomes ill at school and it is determined he or she is too ill to remain, parents/guardians may be asked to pick the child up. Please make alternative arrangements

in advance so your child will have a place to go when ill and you are unavailable. Two back-up people/phone numbers should be on file at school in case of emergency.

Parents should contact the school if their child has a contagious condition. Children that are ill or have a communicable illness should remain out of school until there is no longer any contagion. Examples: fevers, impetigo, strep infections, ringworm, chicken pox, pink eye, etc. The GEMS principals, upon the recommendation of the school nurse, shall have the right to exclude any child from school if the child shows symptoms of having a communicable disease. See also: IMMUNIZATIONS, MEDICATIONS, SPORTS PHYSICALS.

HIGH SCHOOL CHOICE.....Georgia Elementary & Middle School students may choose any accepting area public or private high school. The state tuition rate will be paid by the Town of Georgia, with the exception of schools that have closed enrollment or religious affiliation.

HOME SCHOOLING.....Requests to home school children need to be sent to the Commissioner of Education in Montpelier, Vermont. A copy of the procedures is available in the Vermont Education Law book, section T.16 166b. Our principals have a copy of this law book.

We offer opportunities for home-schoolers to participate in programs at GEMS. Complete details outlining application procedures are in the Policy Regarding Requests for Services and/or Facilities for Home-Schooled Students. A copy of this policy may be requested from our school office.

When participating in school activities students being home schooled must comply by school rules. Parents must submit all necessary proof of immunization and sports physicals when needed. Parents should meet with the school nurse regarding any health concerns.

HOT LUNCH CHARGES.....The GEMS lunch charges policy states, “No balance in arrears shall be allowed beyond the limit of two lunches.” After such time if payment is not made, no hot lunch will be provided. However, milk and a jelly sandwich or bagel will be provided for the child. Parents will be notified when their children have made charges.” Questions regarding lunch payments should be directed to The Abbey Group, our hot lunch provider. You may reach them by calling the school at 524-6358. You may pay for your students’ meals with The Abbey’s on-line bill pay system. Go to: www.abbeygroup.net/lunchprepay.

HOT LUNCH MENU.....A copy of our hot lunch menu is sent home (one per family) at the end of each month for the following month. It can also be viewed on www.gemsvt.org. Occasionally, an item needs to be substituted due to unforeseen circumstances. We apologize in advance for any inconveniences that this may cause.

HOT LUNCH PROGRAM.....Our hot lunch program (provided by The Abbey Group, www.abbeygroup.net), is available to all students in grades K-8 daily. Free and reduced price meals are also available to qualifying families. Applications for free/reduced price meals are sent home each year at the beginning of school, or may be requested any time during the school year if your financial situation changes. There is a nut safe table in the cafeteria designated for students with nut allergies.

Regular price breakfast: \$1.85
Regular price lunch: \$2.70

IMMUNIZATIONSVermont Immunization Law requires all students have immunizations in accordance with the Vermont Department of Health’s recommended schedule. Exceptions are cited in the Vermont Education Law book (T.18 1121). The principal may exclude any student that does not show proper documentation of immunization or exemption. Please forward a copy of your child’s most recent immunizations to the Health Office.

KINDERGARTEN.....Kindergarten is a full day program. Children must be 5 before September 1st to enter kindergarten.

LIBRARY.....The school library is open every school day during regular school hours.

Students are responsible for taking care of the books they borrow from the library. If a book is lost or ruined the student is responsible for the replacement cost of the book. Students are responsible for returning their books by the due date(stamped on the inside cover). Overdue notices are printed on a regular basis and given to students with overdue books. If the overdue book is not returned, a bill may be issued for the replacement cost of the book. Students with overdue books may not be allowed to borrow additional books from the library.

LOCKERS.....School lockers are assigned to each student in grades 5-8. It is the student's responsibility to use reasonable care with their assigned locker. It's a privilege to have a locker and it must be utilized for its intended purpose. Students should not kick, slam, or behave in a destructive manner with school property. If a student intentionally causes damage to a locker, they will be held responsible. Lockers will be monitored on a regular basis. All 7/8 grade students need to return a signed locker contract. Locks are highly recommended.

LOST AND FOUND.....Lost and found items are kept by the school office. All unclaimed items will be donated to charity.

LUNCHROOM RULESCurrently we serve between 80 and 140 students in our cafeteria at each lunch time; we have tried to create a family atmosphere with our round tables. Each student must follow the lunchroom rules.

MEDIA PUBLICATIONS.....Occasionally school items will appear in the *St. Albans Messenger*, the *Milton Independent* or the *County Courier*. Teachers may submit individual classroom news at their discretion.

MEDICATIONS.....Most medications may be administered in the home. However, any student who is required to take medication during the regular school day must comply with the school medication procedure.

All medication must be brought to school in the original, labeled container, and given to the school nurse or principal immediately upon entering the building. Most medications are to be kept in the Health Office. Medication brought to school in *Baggies* or other containers are NOT allowed by school policy. Students are **NOT** allowed to carry or self-administer their own medicine unless emergency medication for life threatening allergies or asthma.

Prescription medications may be administered at school with a doctor's signature, a parent's signature and a pharmacy labeled prescription container. Please see the nurse for more details.

Non-prescription (over-the-counter) medications may be administered with a parent's signature. Please do not send cough drops or throat lozenges to school. Homeopathic remedies and vitamin preparations will not be administered at school. Students requesting Acetaminophen (Tylenol) or Ibuprofen (Motrin) need to have a signed permission form. Tylenol forms are sent out to all students at the beginning of the school year. They are valid for one school year only.

MIDDLE SCHOOL.....Middle level and middle school refer to students in grades 5-8. 5th - 8th grade students generate a lot of social, emotional, cognitive and physical energy. This energy comes from all of the changes that they are going through as they become teenagers. Some of these changes happen earlier in some children than in others. These changes can result in dramatic mood swings in some children. This is an exciting and challenging time for middle school students, parents and the adults who work closely with them. Understanding these changes will make the transition easier for everybody.

MOVING.....If you find out that you will be moving your family out of the school district, please contact our school office as soon as possible so that we can assist you and your children in making a smooth transition to your new school district. Parents who have moved out of the school

district but who wish to have their children finish the school year at our school will need to make this request to the Georgia School Board of Directors.

MUSIC/MUSIC LESSONS.....Georgia School has two music teachers. General music instruction is taught in grades K-6. Chorus is sometimes available to fifth and sixth grade students. Beginning and Intermediate Band are available to fifth and sixth grade students. Seventh and eighth grade students may take Advanced Band. All instrumental lessons are offered during the school day.

Music concerts are annual events which happen in winter and spring.

NO CHILD LEFT BEHIND.....(NCLB) In January 2002, President Bush signed into law the “No Child Left Behind Act.” The central feature of this law requires the states to adopt a specific approach to testing and accountability, intended to lead to higher achievement for all children. For a detailed description of the law and of the provisions described, please check other sources such as the U.S. Department of Education’s “No Child Left Behind” Web site (www.nochildleftbehind.gov)

NONDISCRIMINATION.....The Georgia Elementary and Middle School district does not exclude or deny participation in any program or activity to an individual(s) on the basis of race, gender, color, religion, age, disability, sexual orientation or national origin.

PARENT CONFERENCES.....Parent conferences are scheduled throughout the year. Parents are also encouraged to contact teachers at any time during the school year to set up a meeting. Please avoid meeting with teachers when they are teaching a class.

PARKING.....We have ample parking available in the lower and upper parking lots. We also have accessible parking spaces for disabled persons. Next to the sidewalk we have a bus lane which is also our FIRE LANE. Please do not park in this lane at any time. In the event that we have a fire drill or an emergency, if you are parked in our FIRE LANE, you may not have time to move your car. It is for the safety of our children that we ask that you **DO NOT PARK IN OUR FIRE LANE**. Thank you.

PERSONAL PROPERTY.....Students cannot bring their collectibles (baseball cards, trading items, etc.) to school. If cell phones are used during the school day they will be confiscated and parents will then be obligated to retrieve them. The school is not responsible for any personal items that are damaged, lost, misplaced, or stolen.

PHONE MESSAGES.....In an effort to minimize classroom disruptions and maximize instructional time, phone calls (other than emergencies) will no longer be put through to classrooms. Please leave messages on staff voice mail or if it is an emergency you may leave a message with the office staff - they will pass your messages along to the appropriate staff member.

PHYSICAL EDUCATION.....All students in grades PreK-8 receive physical education instruction from a certified teacher. Proper shoes and clothing as outlined by the Physical Education teacher are necessary

PLANNING ROOM.....Students sent to the Planning Room will discuss their choices and then be integrated back into their classroom. Parents will be notified only of continued infractions.

POLICIESA copy of the Georgia Elementary and Middle School Policy Book is located in the school office. You may look through our policies and request a copy of specific policies that you may need. You may also view the school policies on the GEMS website: www.gemsvt.org, or the supervisory union’s website: www.fwsu.org.

PRESCRIPTION DRUGS.....See **MEDICATIONS**.

PRINCIPALS.....GEMS has a PreK-4 Principal, and a 5-8 Principal. They are responsible for the daily operation of the Georgia Elementary and Middle School, the safety and welfare of the students and staff, and the evaluation of teachers and support staff. A complete job

description of their duties and responsibilities is in the Policy Book located in the school office.

PROGRESS REPORTS.....Progress reports are sent home with students in grades 5-8 midway through each marking period. If at any time you have concerns or questions about your child's progress, please contact the teacher(s) immediately and set up an appointment.

PTCO.....PTCO is our Parent-Teacher Organization. If you would like to find out more about our PTCO you can email them: GeorgiaPTCO@gmail.com. Their Facebook page is Georgia Parent Teacher Community Organization. There is also a mailbox in the main office for the PTCO if you want to leave something for them.

PUPIL PRIVACY POLICY.....The Protection of Pupil Rights Act requires parental notification in a number of respects. For more information see appendix pages 35-37.

RECYCLING/COMPOSTING.....Georgia students are taught the skills of recycling and composting as part of the environmental science curriculum. These skills are applied in the classroom, office, and in the cafeteria. The Georgia school community actively recycles paper, cardboard, catalogs, glass and tin and composts food scraps.

SCHOOL BOARD.....The Georgia Board of School Directors is made up of five members. Members are elected for either a one or three year term at the March Town Meeting.

SCHOOL BOARD.....Our meetings are the first Tuesday of each month at 6:00 p.m. unless otherwise noted.
MEETINGS School Board agendas are posted outside of the school office, at the Town Clerk's office, and at the Center Market. Minutes of School Board meetings are available in our school office. The School Board agenda is published in the *St. Albans Messenger*.

All School Board meetings are open to the public in accordance with Vermont's Open Meeting Law (a copy of this law is available in the school office). Executive sessions are occasionally part of the regular school board meeting. Executive sessions are closed to the public and are convened only after full compliance with the provision of Vermont's Open Meeting Law. Unless specifically determined by the board, minutes of executive sessions will not be kept.

If you have a concern that has not been dealt with to your satisfaction at the appropriate level (See CHAIN OF COMMAND) and would like to be on a school board agenda, please contact the Superintendent of Schools, at 802-370-3113.

SCHOOL CITIZENSHIP.....We recognize that students arrive at school with differing backgrounds, influences and needs. We are committed to the concepts of fairness and justice which reflect a concern for each individual's development, dignity, and growth potential. It is our goal to promote behaviors that will empower students to respect themselves and others and thus make responsible decisions and ultimately demonstrate responsible citizenship.

SCHOOL CLOSINGS.....See EMERGENCY CLOSINGS, SNOW DAYS.

SCHOOL COLORS.....Our school colors are red and gold.

SCHOOL MESSENGER.....An automated telephone service that allows the Georgia Elementary & Middle School to send a telephone or e-mail message providing important information about important school events, closings or emergencies.

SCHOOL RULES.....

1. Be Respectful
2. Be Responsible
3. Be Safe

SEARCH & SEIZURE.....For more information see SEARCH AND SEIZURE POLICY, appendix page 42.

SECURITY SYSTEM.....Our building is monitored by an electronic security system. If someone were to break into our school, it would be detected immediately and the proper authorities would be notified.

SMOKING.....Georgia Elementary and Middle School is a smoke-free building. In accordance with the Vermont State law, smoking is not allowed anywhere on public school grounds.

SNOW DAYS.....School cancellations due to inclement weather are made up at the end of the school year. Closings will be notified from our school alert system and announced on WPTZ, WNNE, and WOKO. See EMERGENCY CLOSING.

SPECIAL EDUCATION.....At Georgia School, special education services are provided by the Student Support Team. See ATTACHED IEP, STUDENT SUPPORT SERVICES, appendix pages 16-18.

SPORTS PHYSICALS..... Students involved in interscholastic and/or intramural sports (grades 5-8) are required to have a physical every two years. A “Well-Exam-Sports Participation Clearance Form” must be on file in the Health Office prior to the beginning of practice. Forms are available from the middle school nurse, your child’s pediatrician, our school website, www.gemsvt.org or www.healthvermont.gov.

STUDENT COUNCIL.....The Student Council is made up of students in grades 7& 8. Their goals are to encourage worthwhile activities for middle school students; to provide support for the Georgia community; to encourage open communication among themselves and between students and staff; and to maintain high standards of cooperation, loyalty and school spirit.

The Student Council will meet during the school day on an as-needed basis. All 7/8th grade students are encouraged to join and participate on activity committees that result from Student Council meetings.

STUDENT INSURANCE.....In the event that we participate in any VPA (Vermont Principals Association) activity, such as basketball or softball, it is a requirement that every student must provide evidence that he/she is covered under some private or public health insurance program for medical care for injuries that may be suffered during participation in an activity.

STUDENT STORE.....Our student store is sponsored by the 7/8th grade Student Council. It provides general school supplies (pencils, pens, notebooks, rulers, erasers, assignment notebooks) for sale at a minimum cost to students and staff. Any profit goes to benefit the local food shelf.

STUDENT SUPPORT SERVICES.....Our Student Support Services are provided by a teaching team of special education teachers, speech and language pathologists, compensatory teachers and an early education teacher. These teachers are also referred to as the STUDENT SUPPORT TEAM. See ATTACHED ACT 157, IEP, 504, appendix pages 16-18.

SUPERINTENDENT.....The superintendent is responsible for the Georgia Elementary and Middle School, Bellows Free Academy – Fairfax, and Fletcher school districts. The superintendent’s responsibilities include the employment, supervision, management, and professional development of school personnel; reporting to state and federal agencies; short and long-range planning and implementation; community relations; and budgets and finance. A detailed job description can be obtained from the Franklin West Supervisory Union office (802-370-3113).

Persons who have issues which they wish to have addressed by the Georgia Board of Directors are encouraged to contact the Superintendent’s office to be placed on the agenda. See CENTRAL OFFICE, CHAIN OF COMMAND.

SURVEYS.....Surveys are often used by the administration and staff as an avenue to collect information regarding various school related services. Students, parents, guardians or community members may be asked to fill out surveys. A form will be sent home at the beginning of the year for all parents/guardians to sign before a survey may be given.

SUSPENSIONS.....The following misbehaviors are considered severe and may result in suspension from school, including, but not limited to: vandalism, use of alcohol, illegal/dangerous drugs, tobacco products, assault, threatening staff or other students, theft, abusive obscenity, and

insubordination. A weapons policy has been developed by the Georgia Administrators and Board of Directors. All students who participate in severe misbehavior will be placed in time-out until they have been given an informal hearing. Parents of these students will be notified as soon as possible.

Depending on the situation, suspensions will be served either in school (alternative instruction) or out of school. The length and type of this suspension will be determined by the principal.

TARDY.....If your child arrives at school after 8:05 a.m., he/she must report to the office BEFORE going to class. Days tardy will be reflected on the report card but do not affect the student's attendance record. Excessive tardiness will result in a parent being called by a principal to discuss the situation.

TITLE IIA.....TITLE IIA provides grants to state educational agencies, local educational agencies,

TRANSGENDER AND GENDER
NONCONFORMING STUDENTS.....

All students need a safe and supportive school environment to progress academically and developmentally. Many questions arise for students and school staff when considering the best supports for transgender and gender nonconforming students. The Continuing Best Practices for Schools Regarding Transgender and Gender Nonconforming Students can be found on the State of Vermont Agency of Education link education.vermont.gov/documents/best-practices-schools-regarding-transgender-and-gender-nonconforming-students

TRUANCY.....A parent/guardian of a child between the ages of seven and sixteen years is responsible for the child attending school for the full number of days that school is held (178 days). Specific excuses may be accepted (refer to Vermont Education Law Book T.16 1121-11240).

If a parent/guardian fails without legal excuse to cause a child to miss school, the parent/guardian may be fined up to \$1000.00 according to Vermont law.

UNDOCUMENTED

VERMONT STUDENTS.....Under state law, all Vermont children, including undocumented children, are required to attend school until the mandated age of 16. Under Federal law, undocumented children and young adults have the same right to attend public primary and secondary school as do U.S. citizens and permanent residents. To see the letter on the State's responsibility to protect the rights of undocumented Vermont students go to education.vermont.gov/search/node/undocumented%20students.

VISITORS.....All parents and visitors must report to the office first before going to their destination. Georgia students may not bring friends or relatives from other school districts to visit our school when school is in session or to school dances.

WALKING TO/FROM SCHOOLStudents who walk to and from school must have a written letter of permission from parents/guardians. This letter must be on file in our school office. See ARRIVALS AND DEPARTURES.

WEAPONS.....SEE WEAPONS POLICY, appendix page 43.

WELLNESS PROGRAMS.....The Commissioner of Education has provided a list of school and community programs which have the potential to improve childhood wellness. To access that list go to www.healthvermont.gov.

- Act I.....In March 2009 the State of Vermont Legislature enacted Act I to increase child sexual abuse prevention efforts. This law took effect on July 1, 2011. State of Vermont schools are required to provide instruction on how to recognize and prevent sexual abuse and sexual violence in comprehensive health education. School boards must ensure that adults employed in schools in their districts receive orientation on the preventions, identification, and reporting of sexual abuse and sexual violence. School boards also must provide opportunities for parents, guardians and other interested persons to receive the same information. See also Act 60.
- For more information you can go online to the Vermont Department of Education education.vermont.gov or the Vermont Department of Children and Families www.dcf.vermont.gov or www.protectkids.vt.gov.
- Act 43.....(H.508 Adverse Childhood Events Bill) Act 43 aims to create “trauma-informed” systems in public health and education. The Act creates a position in AHS dedicated to policy and programs that support building resilience for individuals experiencing adverse childhood experiences to help mitigate the effects and reduce the profound public health and societal implications. For more information go to: education.vermont.gov/weekly-field-memo/volume-11-issue-21
- Act 46.....The primary goal of Act 46 is to provide additional support to towns to merge with other school districts by allowing for greater flexibility in the merger structures and extending the timelines for unification to take place. For more information go to education.vermont.gov/Vermont-schools/school-governance/options#act46
- Act 60.....All school employees are mandated reporters. This means that each school employee is legally required to report suspected child abuse or neglect to the Department of Children and Families (DCF) within 24 hours. See also Act 1. For more information you can go online to the Vermont Department of Education education.vermont.gov or the Vermont Department of Children and Families www.dcf.vermont.gov or www.protectkids.vt.gov.
- Act 77..... The Flexible Pathways Initiative, created by [Act 77 of 2013](#) and found in [16 V.S.A. § 941](#), has charged Vermont secondary school educators to create personalized learning environments that offer flexible pathways to graduation and a planning process by which students and educators can reflect on and document student learning over time. We encourage all educators to access, modify and adapt these resources to provide a personalized experience for all students.
- Act 117.....Act 117 was enacted by the General Assembly of the State of Vermont in the spring of 2000. The goals of Act 117 are to: 1) increase general education capacity to meet the needs of all students; 2) improve the consistency and cost effective implementation of special education programs across the state; 3) to improve cost containment and cost effectiveness; 4) address the shortage of special educators; 5) assess the extent to which school districts have absorbed health and human service costs for children receiving special education; 6) provide assistance to school districts with unusual special education costs; and 7) identify external factors affecting special education costs.

GEORGIA ELEMENTARY MIDDLE SCHOOL

SUPPORT SERVICES

There are a variety of supports that can be provided to your child throughout our school. Below is a description of each of the supports:

EDUCATIONAL SUPPORT TEAM: (EST)

-Act 157, which used to be Act 230, requires that schools develop a support system to provide a range of social, academic and behavioral supports to students. This is called the Educational Support Team or EST.

-There is one team for K-4 and one team for 5-8, which consist of classroom teachers, guidance counselors, the nurse, special educators, the principal etc.

-A referral may be made by your child's classroom teacher, guidance counselor, planning room teacher, any other school personnel or by parents/guardians.

-The information discussed at these meetings is kept confidential.

-The team is given information from the referring person and anyone else at the meeting that has information about the child.

-The team acts as a "think tank" and brainstorms ideas and interventions to help the student.

-Parents/guardians are often notified when an EST meeting is being held, but usually do not attend.

-Information is typically shared with parents/guardians about the outcome of the EST meetings.

-Follow up meetings are set up, as needed to review how the interventions are working and to discuss any new steps that need to be taken.

-The EST is used for children that are not on 504 plans or on IEPs.

SECTION 504:

Section 504 of the Rehabilitation Act of 1973 protects people with disabilities from discrimination in any program or activity receiving federal funding. Students with disabilities that substantially limit a major life activity such as learning, working, hearing, speaking etc. may require an individual accommodation plan or specific services to ensure access to education and school sponsored activities.

Students may qualify for a 504 plan if they have a documented disability

Following are some possible disabilities that may qualify for section 504 coverage:

1. learning disability
2. ADD, ADHD
3. severe allergies, asthma, health impairment
4. cosmetic disfiguration or amputation
5. injuries or broken bones
6. alcohol or drug addiction if the person is not currently using

-A Section 504 plan can be described as a step up from an EST plan and a step down from an IEP. Students that need support and accommodations that are more intensive than an EST plan, but not intensive enough to meet all of the special education requirements, may meet requirements for a section 504 plan. There needs to be a significant effect on school performance.

-An evaluation must be done to determine whether or not your child meets requirements for a section 504 plan. This can be done by looking at special education testing that has already been done, getting information from a doctor, or having a new evaluation done that looks at areas of concern.

-Many supports and services can be provided by a section 504 plan. They may include but are not limited to:

- a. speech and/or language
- b. equal opportunity to participate in extracurricular activities
- c. modified academic instruction and expectations
- d. medication monitoring
- e. small group or one on one instruction in an academic area

f. access to all parts of the building including ramps etc.

-It is not legally required that parents/guardians be members of section 504 teams but at Georgia they typically are.

-Contact the school's coordinator – John Rowell - if you would like to be part of your child's team.

-Parents have rights under section 504. Contact the school's coordinator – John Rowell - for more information.

Who is our designated 504 compliance coordinator and how do we publish notice of non-discrimination and grievance procedures? (34 C.F.R. §§104.7, 104.8.)

Name: Rachel McIntyre School: FWSU email address: rmcintyre@fwsu.org Phone no. 802-370-3113

Means of Publication of non-discrimination: School Handbooks

Means of Publication of Grievance Procedures: Web Page

SPECIAL EDUCATION

-Special Education Law, also known as The Individuals with Disabilities Education Act, was first passed in 1975. It is the law that states that all handicapped children are guaranteed a free and appropriate education. This law covers children and adolescents between the ages of 3 and 21. It also includes the Infant and Toddler Program which funds the services to children from birth to 2 years old.

-Special education is instruction that is specially designed to meet a child's individual needs. It is provided at no cost to parents/guardians and can include regular classroom instruction, alternative residential settings and case management services.

-There is a process that must be followed for children to qualify for special education services.

SPECIAL EDUCATION PROCESS

- A referral can be made by anyone working with the student or a parent/guardian. The referral is usually done through the support service person at each grade level, but can also be done through EST, the principal, or other support service staff.
- Parents/guardians must be contacted and must be invited to a meeting, but do not have to attend. A meeting notice and parental rights will be sent to the parent/guardian.
- An evaluation planning team meeting is held where questions that will be answered in the evaluation are determined.
- Parents/guardians must give written permission for the evaluation to be completed.
- Parents/guardians may revoke consent at any time subsequent to the initial provision of special education and related services. The revocation of consent shall be in writing, on a form provided by the LEA or in any other written form, and should indicate the date of revocation..
- When testing is complete another evaluation planning team meeting is held to review results and determine eligibility.

SPECIAL EDUCATION ELIGIBILITY CRITERIA:

There are three parts to determining eligibility:

1. determination of a disability
2. adverse effect on academic performance
3. need for specialized instruction

Determination of a disability:

There are several areas that a child can be found eligible in. They are as follows:

1. **Learning Disability** - a discrepancy between ability and achievement
2. **Speech and/or Language Impairment** – a discrepancy between a mean of 100 and language scores(70 or below)
3. **Health Impairment** – ADHD or other doctor diagnosed medical condition
4. **Learning Impairment** – both cognitive and achievement scores are at or below 78
5. **Visual Impairment**
6. **Deafness or Hard of Hearing**
7. **Autism Spectrum Disorder**
8. **Deaf-Blindness** –dual diagnosis
9. **Multiple Disabilities**
10. **Emotional Disturbance**
11. **Traumatic Brain Injury**

12. Developmental Delay-EEE

Adverse Effect:

A negative educational impact of -1.0 standard deviation from the mean, or the 15% ile or below or the equivalent must be noted in at least three of the following areas:

- Nationally normed achievement tests
- Grades
- Curriculum based measures
- Group administered norm referenced tests
- Student work samples

Need for Special Education:

A student is in need of special education or specialized instruction if they need services that cannot be provided by regular education alone. This may include direct service/instruction in an academic area, speech therapy, case management services etc.

IF NOT ELIGIBLE:

1. The team develops recommendations based on needs and findings from the evaluation.
2. The student is referred back to EST where a determination can be made for a section 504 plan.
3. If the student is put on a 504 plan the case manager for that student becomes the contact person. The EST is no longer a part of the team.
4. If the student is not eligible for a 504 plan then the EST team can develop a plan to assist the student based on the determined needs and availability of support etc.

IF ELIGIBLE:

1. A meeting must be held and an Individualized Education program (IEP) must be written within 30 days.
2. A parent/guardian can refuse some or all of the services for an initial IEP. Due process can be pursued if the school feels strongly enough.
3. The case does not go back to EST if a child is found eligible. The special education case manager is now the contact person.
4. The GEMS designee, referred to as LEA (Local Education Agency), assists in making major decisions.

INDIVIDUALIZED EDUCATION PROGRAM:

-An IEP is a written education plan for a child that describes the special education and related services the child will receive.

-Parents/guardians are members of IEP teams but can give input over the phone or in writing if they choose to. They must be invited to all IEP meetings and attempts must be made to work out a meeting time that works for the parent/guardian as well as others.

-IEP's must include present levels of performance, annual goals, short term objectives, related services, supports for state wide assessments, information about child's progress, and transition services beginning at age fourteen.

-IEP's must be reviewed and revised at least once a year.

For more information regarding the Special Education process, contact the school's coordinator, John Rowell, or a school principal.

GEORGIA SCHOOL DISTRICT

ALLERGY POLICY

Warned: April 4, 2003
Adopted: April 15, 2003

Policy for Providing a Safe Environment for Students with Allergies

It is the policy of the Georgia School District to take reasonable steps to provide an environment through accommodations to enable all students to participate in all school programs and activities. The emphasis of this policy is to work with staff, students and parents in the school environment in order to reduce a child's risk of exposure to known allergens; to provide a procedure for developing accommodations for such children and to have an appropriate individualized response plan in place for each such child, in the event of an exposure or an allergic reaction.

The Georgia School Board recognizes the need for every school-sponsored activity to be accessible to all students. To ensure this, participants and volunteers need to be aware of existing accommodations designed to protect against direct or indirect contamination by substances known to produce an allergic reaction in a Georgia student.

The Board also recognizes and acknowledges it is impossible to avoid or control completely the introduction of known allergens into the public school environment.

For the purposes of this policy and procedures issued to implement it, "allergen safe environment" means an environment in which precautions have been identified and undertaken to minimize exposure to an identified allergen or allergens. It does not mean an environment guaranteed to be free of the allergen.

Application- All schools are responsible for developing accommodations following school policy for the care of students with documented life-threatening allergies.

The steps shall include:

1. Following the family's written release to share medical information, the student's pediatrician or allergist will provide the school in writing the following:
 - a. a description of the existence and nature of the life-threatening allergen.
 - b. identification of the allergen.
 - c. a description of the ways in which exposures of a sort that endangers the student's life may occur.
 - d. an opinion as to the types of measures that should be taken by the parent and student at home, in the community, and in the public school environment to minimize risk of exposure/reaction.
2. The school may, through the 504 evaluation process, gather additional information as needed to understand the nature and effect of the known allergen. The information may be gathered from other sources, including, but not limited to, teachers, the school nurse, food service personnel, and/or by arranging for a "second opinion" from an independent evaluator.
3. Using the medical documentation, the school shall identify precautions to reduce life-threatening risk. A 504 plan will specify the accommodations to be put in place to reduce exposure to the

known allergen. An IHP (Individualized Health Plan) will be written by the school nurse. It will outline the steps to be taken in the event of an exposure and/or allergic reaction and may be signed by the parent(s). The school nurse will instruct the principal and other appropriate staff.

Administrative Procedures:

- a. Gather and document current, accurate, and adequate information about the student and the allergy.
- b. Transmit relevant information to all appropriate people interacting with an identified student as determined by the 504 planning team.
- c. Implement an age appropriate educational component to teach the student how to manage the documented life-threatening allergies to avoid life-threatening risk, and create a safe environment for the student.
- d. Implement reasonable precautions to minimize the life-threatening risks of allergies.

GEMS DISCIPLINE POLICY

INFRACTION	DESCRIPTION	CONSEQUENCE
Abusive Obscenity	Inappropriate comments Considered offensive or Abusive	1 st offense – warning 2 nd offense – detention 3 rd offense – alternative instruction or suspension with parent notification
Abusive Obscenities and Gestures that are directive	Inappropriate comment or gesture directed toward an individual	1 st offense – ½ day (5/6) alternative instruction or suspension and parent notification. All subsequent offensives will result in alternative instruction or suspension with parent notification
Assault	Intent to do bodily harm	Suspension with parent notification and police involvement if necessary
Biting		1 st offense – detention 2 nd offense – alternative instruction or suspension with parent notification
Bullying	The intent to continuously bother someone in a hateful manner.(policy in process)	1 st offense – warning with counseling 2 nd offense – detention 3 rd offense – alternative instruction or suspension with parent notification.
Computer Vandalism	The attempt to infiltrate another student/teacher computer files or causes damage to a computer.	Complete loss of computer privileges as deemed appropriate by administration with possible suspension
Drug & Alcohol	See school policy	
False Accusations	Statement implying untrue situations	1 st offense – warning 2 nd offense – detention 3 rd offense – alternative instruction or suspension with parent notification
Fighting	Physical aggression involving 2 or more students	Alternative instruction or suspension with parent notification.
Trading Cards, Electronics, Etc.	These items are NOT allowed in school	1 st offense – warning 2 nd offense – detention and confiscation of the item
Harassment	See ATTACHED POLICY	1 st offense – warning with parent notification and harassment counseling. Subsequent offenses will result in alternative instruction or suspension with parent notification
Hazing	See ATTACHED POLICY	
Grabbing, Hitting, Shoving, Pushing, and Tripping		1 st offense – warning 2 nd offense - detention 3 rd offense – ½ day (5/6) alternative instruction or suspension with parent notification continued offenses – alternative instruction or suspension with parent notification
Inappropriate behaviors in detention and after school programs	Failure to follow school rules	1 st offense – warning subsequent offenses will result in alternative instruction or suspension with parent notification

Insubordination	The refusal to follow directions	1 st offense – warning with parent notification 2 nd offense – detention 3 rd offense - ½ day (5/6) alternative instruction or suspension with parent notification
Internet Infractions		See appropriate Use Policy
Leaving Without Permission	Leaving your assigned area without a pass	1 st offense – warning 2 nd offense – alternative instruction or suspension with parent notification
Leaving School Grounds Without Permission		Immediate parent notification with alternative instruction or suspension and possible police intervention
Lunchroom Infractions	Failure to follow school rules Throwing food or trash Not staying in your seat Screaming Leaving without permission	1 st offense – warning 2 nd offense – 30 minute detention 3 rd offense – 45 minute detention 4 th offense – 60 minute detention 5 th offense – removal from lunchroom until a parent conference can take place with an action plan (Clean slate at the start of each month)
Physical Threat	An aggressive action toward another individual.	Detention, alternative instruction or suspension with parent notification.
Skipping Detention	Unexcused absence	1 st offense – warning and serve the detention 2 nd offense – ½ day alternative instruction with parent notification
Spitting		1 st offense – warning with hygiene counseling 2 nd offense – detention 3 rd offense – alternative instruction or suspension with parent notification
Stealing	Taking items belonging to others	Restitution and/or possible alternative instruction or suspension with parent notification
Threats	Statements insinuating harm	1 st offense – warning 2 nd offense – detention 3 rd offense – alternative instruction or suspension with parent notification
Vandalism	Destruction of property	Restitution and/or possible alternative instruction or suspension with parent notification
Wandering	Not being where one is expected	1 st offense – warning 2 nd offense – detention 3 rd offense – alternative instruction or suspension with parent notification
Weapons	See ATTACHED POLICY	

DEFINITIONS:

DUE PROCESS includes investigating each situation on an individual basis in a timely manner. The situation is assessed and a determination is made as to the outcome which can result in no action taken, time out, detention, suspension or expulsion.

****Students may receive a detention or suspension without a prior warning due to the circumstance of the incident.**

ALTERNATIVE INSTRUCTION (formerly in-school suspension) includes isolation from the general school population for a predetermined amount of time decided by administration. Work and services are provided.

OUT OF SCHOOL SUSPENSION (OSS) includes remaining out of school for a specified amount of time determined by administration. School work may be provided. A parent conference is required to regain entry into the school system with a plan of action for behaviors.

EXPULSION is the permanent removal from school for a predetermined amount of time as determined by law.

DETENTIONS AND SUSPENSIONS will affect a student participating in extracurricular activities, including sports.
(See Extracurricular Handbook)

GEMS Bullying Discipline Rubric

What is it?	What happens?	What can I do about it?
<p>Physical – may or may not leave a mark</p> <ul style="list-style-type: none"> • Grabbing • Hitting • Poking • Tripping • Shoving • Other <p>Verbal – may or may not be heard</p> <ul style="list-style-type: none"> • Making fun of • Mean comments • Mocking • Name calling • Teasing • Rumors • Other <p>Social – may or may not be heard by others</p> <ul style="list-style-type: none"> • Excluding behaviors • Spreading rumors • False statements • Isolation • Other <p>Intimidation – can be a look, gesture or comment</p> <ul style="list-style-type: none"> • Body language • Making faces • Menacing look • Physical threat • Other 	<p>Warning – discussion and education on bullying with parent notification.</p> <p>Detention – parent notification</p> <p>Formal write-up – resulting in alternative instruction or suspension with parent notification.</p>	<ul style="list-style-type: none"> • Ask for help • Report the incident to an adult • Act confident • Stay safe • Talk to the person and tell them how you feel – “I Message” • Ignore the person • Be assertive –stand up tall, look the person in the eye, and speak in a firm voice • Bore the bully with questions • Be a broken record • Use humor • Agree with the bully

“Remember ... with great power comes great responsibility.”

Kids on the Block

GEORGIA TOWN SCHOOL DISTRICT
Georgia Elementary Middle School

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

Warned: September 1, 2015

Adopted: October 6, 2015

I. Statement of Policy

The Georgia Town School District 1 (hereinafter “District”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

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

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

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

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

II. Implementation

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See Procedures on the Prevention of Harassment, Hazing and Bullying of Students)
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be assigned to one or both of the Designated Employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the District shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

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

III. Constitutionally Protected Speech

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

IV. Definitions.

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

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

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

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

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

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

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

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

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

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

- (1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
 - (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status, or progress; or
 - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

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

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

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

H. "Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and

(1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student. Hazing shall not include any activity or conduct that furthers legitimate curricular, extracurricular, or military training program goals, provided that:

- a. The goals are approved by the educational institution; and
- b. The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution and normal and customary for similar programs at other educational institutions.

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

- (A) is registered in or in attendance at an educational institution;
- (B) has been accepted for admission at the educational institution where the hazing incident occurs; or
- (C) intends to attend an educational institution during any of its regular sessions after an official academic break.

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

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

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

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

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

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

APPENDIX A

Designated Employees:

The following employees of the Georgia Town School District have been designated by the District to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. § 570a(a)(7) and 16 V.S.A. §570c(7) and under federal antidiscrimination laws;

Name: Ron Gratton

Title: Behavior Specialist

Contact Info: rgratton@fwsu.org / 524-6858

Name: Kathleen Quigley-Wieland

Title: Behavior Specialist

Contact Info: kwieland@fwsu.org / 524-6358

Procedures on the Prevention of Harassment, Hazing and Bullying of Students

I. Reporting Complaints of Hazing, Harassment and/or Bullying

A. Student Reporting: Any student who believes that s/he has been hazed, harassed and/or bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute hazing, harassment and or/bullying, 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 hazing, harassment and/or bullying shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee and immediately complete a Student Conduct Form.

Any school employee **who overhears or directly receives information** about conduct that might constitute hazing, harassment and/or bullying shall immediately report the information to a designated employee and immediately complete a Student Conduct Form. If one of the designated employees is a person alleged to be engaged in the conduct complained of, the incident shall be immediately reported to the other designated employee or the school administrator.

C. Other reporting: Any other person who witnesses conduct that s/he reasonably believes might constitute hazing, harassment and/or bullying 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 Student Conduct Form, including the time, place, and nature of the alleged conduct, the identity of the complainant, alleged perpetrator, and any witnesses. Both the complainant and the alleged perpetrator will have the right to present witnesses and other evidence in support of their position.

E. False complaint: Any person who knowingly makes a false accusation regarding hazing, harassment and/or bullying 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 hazing, harassment and/or bullying when the person has a good faith belief that hazing, harassment and/or bullying occurred or is occurring.

F. Rights to 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)

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
617-289-0111 (voice)
877-521-2172 (tdd)
617-289-0150 (fax)
Email: OCR.Boston@ed.gov

II. Responding to Notice of Possible Policy Violation(s)

- A. Upon **notice of information** that hazing, harassment and/or bullying may have occurred the designated employee shall:
- i. Promptly reduce any oral information to writing, including the time, place, and nature of the conduct, and the identity of the participants and complainant.
 - ii. Promptly inform the school administrator(s) of the information;
 - iii. If in the judgment of the school administrator, the information alleges conduct which may constitute harassment, hazing or bullying, the school administrator shall, as soon as reasonably possible, provide a copy of the policy on hazing, harassment and bullying and these procedures to the complainant and accused individual, or if either is a minor, cause a copy to be provided or delivered to their respective parent or guardian.
- B. Upon **initiation of an investigation**, the designated employee shall:
- i. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:
 1. an investigation has been initiated;
 2. retaliation is prohibited;
 3. all parties have certain confidentiality rights; and
 4. they will be informed in writing of the outcome of the investigation.
- C. All notifications shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. Pursuant to 34 CFR Part 99.30, a school administrator may seek the consent of the parent/guardian of the accused student, or the accused eligible student (if 18 or older, the accused student has the ability to consent), in order to inform the complainant of any disciplinary action taken in cases where the school determined that an act(s) of harassment, hazing, and/or bullying, or other misconduct occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

III. Investigating Hazing, Harassment and/or Bullying Complaints

- A. **Initiation of Investigation - Timing.** 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 Notice to a designated employee, initiate or cause to be initiated, an investigation of the allegations, which the school administrator reasonably believes may constitute harassment, hazing or bullying.
- B. **Investigator Assignment.** 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.
- C. **Interim Measures.** It may be appropriate for the school to take interim measures during the investigation of a complaint. For instance, if a student alleges that he or she has been sexually assaulted by another student, the school may decide to place the students immediately in separate classes and/or transportation pending the results of the school’s investigation. Similarly, if the alleged harasser is a teacher, allowing the student to transfer to a different class may be appropriate. In all cases, the school will make every effort to prevent disclosure of the names of all parties involved – the complainant, the witnesses, and the accused -- except to the extent necessary to carry out the investigation.

In all cases where physical harm has resulted and/or where the targeted student is known to be expressing suicidal ideation, or experiencing serious emotional harm, a safety plan will be put in place. Safety plans must also be considered in cases where the

targeted student is known to have difficulty accessing the educational programs at the school as a result of the inappropriate behavior. No contact orders, or their enforcement, may also be appropriate interim measures.

D. Due Process. The United States Constitution guarantees due process to students and District employees who are accused of certain types of infractions, including but not limited to sexual harassment under Federal Title IX. The rights established under Title IX must be interpreted consistent with any federally guaranteed due process rights involved in a complaint proceeding, including but not limited to the ability of the complainant and the accused to present witnesses and other evidence during an investigation. The District will ensure that steps to accord due process rights do not restrict or unnecessarily delay the protections provided by Title IX to the complainant.

E. Standard Used to Assess Conduct. In determining whether the conduct constitutes a violation of this policy, the investigator shall consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. The complainant and accused will be provided the opportunity to present witnesses and other evidence during an investigation. The school will also consider the impact of relevant off- campus conduct on the school environment where direct harm to the welfare of the school can be demonstrated or the conduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs. Whether a particular action constitutes a violation of this policy requires determination based on all the facts and surrounding circumstances.

F. Completion of Investigation – Timing. 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.

G. Investigation Report. The investigator shall prepare a written report to 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 hazing, harassment and/or bullying. The report, when referencing student conduct, is a student record and therefore confidential. It will be made available to investigators in the context of a review conducted by either Vermont AOE, or investigations of harassment conducted by the Vermont Human Rights Commission or U.S. Department of Education Office of Civil Rights.

H. Notice to Students/Parents/Guardians. Within five school days of the conclusion of the investigation, the designated employee shall:

- i.** Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian)that:
 1. the investigation has been completed;
 2. Whether or not the investigation concluded that a policy violation occurred (and which policy term was violated, i.e. harassment, hazing and/or bullying);
 3. that federal privacy law prevents disclosure of any discipline imposed as a result of the investigation unless the parent/guardian of the accused student and/or the accused eligible student consents to such disclosure, pursuant to 34 CFR Part 99.30, as set forth in Section II, Part C, above.
- ii.** Notify the Complainant Student - or if a minor, their parent(s) or guardian - in writing of their rights to:
 1. an internal review by the school of its initial determination as a result of its investigation as to whether harassment occurred;
 2. request an Independent Review of the school's "final" determination as to whether harassment occurred within thirty (30) days of the final determination or although a "final" determination was made that harassment indeed occurred the school's response to that harassment was inadequate to correct the problem; and that the review will be conducted by an investigator to be selected by the superintendent from a list developed by the Agency of Education;
 3. file complaints of harassment with either the Vermont Human Rights Commission and/or the federal Department of Education's Office of Civil Rights.
- iii.** Notify the Accused Student – or if a minor, their parent(s) or guardian - in writing of their right to appeal as set forth in Section V of these procedures.

I. Violations of Other Policies. 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 or codes of conduct.

IV. Responding to Substantiated Claims

A. Scope of Response. After a final determination that an act(s) of hazing, harassment and/or bullying has been committed, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the hazing,

harassment and/or bullying and prevent any recurrence of harassment, hazing and/or bullying, and remedy its effects on the victim(s). In so doing, the following should be considered:

(i) Potential Remedial Actions. Remedial action may include but not be limited to an age appropriate 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. A series of escalating consequences may be necessary if the initial steps are ineffective in stopping the hazing, harassment and/or bullying. To prevent recurrences counseling for the offender may be appropriate to ensure he/she understands the effects it can have. Depending on how widespread the hazing/harassment/bullying was and whether there have been any prior incidents, the school may need to provide training for the larger school community to ensure that students, parents and teachers can recognize hazing/harassment/bullying if it recurs and know how to respond.

(ii) School Access/Environment Considerations. The District will also take efforts to support victims' access to the District's programs, services and activities and consider and implement school-wide remedies, where appropriate. Accordingly, steps will be taken to eliminate any hostile and/or threatening environment that has been created. For example, if a female student has been subjected to harassment/bullying by a group of other students in a class, the school may need to deliver special training or other interventions for that class to repair the educational environment. If the school offers the student the option of withdrawing from a class in which a hostile environment/bullying occurred, the District will assist the student in making program or schedule changes and ensure that none of the changes adversely affect the student's academic record. Other measures may include, if appropriate, directing a bully/harasser to apologize to the affected student. If a hostile environment has affected the entire school or campus, an effective response may need to include dissemination of information, the issuance of new policy statements or other steps that are designed to clearly communicate the message that the school does not tolerate harassment and/or bullying and will be responsive to any student who reports that conduct.

(iii) Hazing Case Considerations. Appropriate penalties or sanctions or both for organizations that or individuals who engage in hazing and revocation or suspension of an organization's permission to operate or exist within the institution's purview if that organization knowingly permits, authorizes, or condones hazing.

(iv) Other Remedies: Other remedies may include providing counseling to the victim(s) and/or the perpetrator(s), and additional safety planning measures for the victim(s).

B. Retaliation Prevention. 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.

The District will take reasonable steps to prevent any retaliation against the student who made the complaint (or was the subject of the harassment), against the person who filed a complaint on behalf of a student, or against those who provided information as witnesses. At a minimum, this includes making sure he/she understands what constitutes hazing/harassment and/or bullying and the that the students and their parents, and those witnesses involved in the school's investigation, know how to report any subsequent problems and making follow-up inquiries to see if there are have been any new incidents or any retaliation.

C. 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. Certain considerations should be made before pursuing alternative dispute resolution methods, including, but not limited to:

- (1) the nature of the accusations (for example, face-to-face mediation is not appropriate for sexual violence cases),
- (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 and relative power differential between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual.

V. Post Investigative Reviews

Rights of Complainants

A. Internal Review of Initial Harassment Determinations By Complainant. A complainant or parent of a complainant may request internal review by the District of a designee's initial determination (following investigation) that harassment has not occurred via written request submitted to the District superintendent. 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 review is requested.

B. Independent Reviews of Final Harassment Determinations By Complainant.

A complainant may request an independent review within thirty (30) days of a final determination if s/he: (1) is dissatisfied with the final determination as to whether harassment occurred, or (2) 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 within thirty (30) days of a final determination. Upon such request, the superintendent shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 570a.(b)(1) 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 Secretary of Education.

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.

C. Rights to Alternative Harassment 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

Office for Civil Rights, Boston Office
U.S. Department of Education
8th Floor
5 Post Office Square
Boston, MA 02109-3921
617-289-0111 (voice)
877-521-2172 (tdd)
617-289-0150 (fax)
Email: OCR.Boston@ed.gov

Rights of Accused Students

A. **Appeal.** Any person determined to have engaged in an act(s) of hazing, harassment and/or bullying may appeal the determination and/or any related disciplinary action(s) taken, directly to the school board of the school district. The school board shall conduct a review on the record. The standard of review by the school board shall be whether the finding that an act(s) of hazing, harassment, and/or bullying has been committed constitutes an abuse of discretion by the school level fact finder. Appeals should be made to the school board within ten (10) calendar days of receiving the determination that an act(s) of hazing, harassment and/or bullying has occurred and/or any announced discipline. The school board shall set the matter for a review hearing at the next scheduled school board meeting to the extent practicable, but not later than 30 days from receipt of the appeal filing.

B. **Accused Student/Appellant Access to Investigative Reports/Findings.** The school district shall make available upon request of the Accused Student/Appellant, any relevant information, documents, materials, etc. related to the investigation and related finding on appeal that can be redacted and de-identified in compliance with the requirements set forth at 34 CFR Part 99. For those documents that cannot be provided due to the requirements set forth at 34 CFR Part 99, when an Accused Student/Appellant seeks a review on the record before the school board of the school district, a school administrator may seek the consent of the parent/guardian of the targeted student, or the accused eligible targeted student (if 18 or older, the targeted student has the ability to consent), in order to inform the accused student of the findings which gave rise to the school's determination that an act(s) of harassment, hazing, and/or bullying occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

VI. Confidentiality and Record Keeping

A. Privacy Concerns. 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.

i. **Concerns Related to Harassment Complaints.** The scope of appropriate response to a harassment complaint may depend upon whether a student or parent of a minor student reporting the harassment asks that the student's name not be disclosed to the harasser or that nothing be done about the alleged harassment. In all cases, school officials will discuss confidentiality standards and concerns with the complainant initially. The school will inform the student that a confidentiality request may limit the school's ability to respond. The school will remind the student that both federal Title IX and Vermont Title 9 prevent retaliation and that if he or she is afraid of reprisals from the alleged harasser, the school will take steps to prevent retaliation and will take strong action if retaliation occurs. If the student continues to ask that his or her name not be revealed, the school should take all reasonable steps to investigate and respond to the complaint consistent with the student's request as long as doing so does not prevent the school from responding effectively to the harassment and preventing harassment of other students.

ii. The school will evaluate the confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. The factors the school might consider in this regard include the seriousness of the alleged harassment, the age of the student harassed, whether there have been other complaints or reports of harassment against the alleged harasser, and the rights of the accused individual to receive information about the accuser and the allegations if a formal proceeding with sanctions may result. If information about the incident is contained in an "education record" of the student alleging the harassment, as defined by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, the school will consider whether FERPA prohibits it from disclosing information without the student's consent.

B. Document Maintenance. 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 created in conformance with this model policy and model procedures, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept by the Equity Coordinator, Designated Employees and District/Supervisory Union Central Office for at least six years after the investigation is completed.

VII. Reporting to Other Agencies

A. Reports to Department of Children and Families. 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.

B. Reports to Vermont Agency of Education. If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner. If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the head of school is encouraged to report the alleged conduct to the Secretary of Education.

C. Reporting Incidents to Police

a) **FERPA Rights.** Information obtained and documented by school administration regarding the school's response to notice of student conduct that may constitute hazing, harassment and/or bullying may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed without prior parent approval to local law enforcement except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.

b) **First Hand Reports.** Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that may be considered to be a criminal act to law enforcement officials.

c) **Hazing Incidents.** It is unlawful to (1) engage in hazing; (2) solicit direct, aid, or attempt to aid, or abet another person engaged in hazing; or (3) knowingly fail to take reasonable measures within the scope of the person's authority to prevent hazing. It is not a defense in an action under this section that the person against whom the hazing was directed consented to or acquiesced in the hazing activity. Hazing incidents will be reported to the police in a manner consistent with the confidentiality rights set forth above in this section.

D. Continuing Obligation to Investigate. Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy to pursue and complete an investigation upon receipt of notice of conduct which may constitute hazing, harassment and/or bullying.

VIII. Disseminating Information, Training, and Data Reporting

A. Disseminating Information. Annually, prior to the commencement of curricular and co curricular activities, the District shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and staff members, including references to the consequences of misbehavior contained in the plan required by 16 V.S.A. 1161a. Notice to students shall be in age-appropriate language and include examples of hazing, harassment and bullying. 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. Student Training. The school administrator shall use his/her discretion in developing ageappropriate methods of discussing the meaning and substance of this policy with students to help prevent hazing, harassment and bullying.

C. Staff Training. The board or its designee shall ensure that teachers and other staff receive training in preventing, recognizing and responding to hazing, harassment and bullying.

D. Data Gathering. Public school districts shall provide the Vermont Agency of Education with data requested by the Secretary of Education.

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 Act, 9 V.S.A. §§4500 et seq.;
Education, Classifications and Definitions, 16 V.S.A. §11(26);(30)(A);(32); Education, 16 V.S.A. §140(a)(1); Education, 16 V.S.A. §166(e);
Education, Bullying, 16 V.S.A. §570c;
Education, Harassment, Hazing and Bullying, 16 V.S.A. § 570;
Education, Harassment, 16 V.S.A. §570a; Education, Harassment, 16 V.S.A. §570c; Education, Harassment, 16 V.S.A. §570f;
Education, Hazing, 16 V.S.A. §570b; Education, Hazing, 16 V.S.A. §570f Education, Discipline, 16 V.S.A. §1161a; Education, Suspension or Expulsion of Pupils; 16 V.S.A. §1162;
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).

Student Privacy Policy

Warned: 9/1/15

Adopted: 11/3/15

Policy.

It is the intent of the District to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA) and Vermont State Board of Education Rules governing the administration of certain student surveys, analyses or evaluations.

Administrative Responsibilities.

The superintendent or designee shall develop administrative procedures to ensure compliance with applicable federal and state laws related to pupil privacy. The administrative procedures shall include provisions related to the following legal requirements.

1. The right of parents or eligible students to inspect surveys created by third parties before administration or distribution of the surveys to students;
2. Any applicable procedures for granting request by a parent for access to such survey within reasonable time after a request is received;
3. Arrangements of protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the items listed in the federal Pupil Privacy Rights Amendment;
4. The right of a parent to inspect any instructional material used as part of the educational curriculum for the parent's child, and any applicable procedures for granting access to such material within a reasonable time after the request is received.
5. The administration of physical examinations or screenings that the school district may administer to a student;
6. The collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information, including arrangements to protect student privacy in the event of such collection, disclosure or use.
7. The right of a parent of a student to inspect any instrument used in the collection of personal information under subparagraph (6) above, and any applicable procedures for granting a request for such inspection within a reasonable time after receiving the request;
8. Provisions to ensure that parents are notified of the school district policies and procedures adopted to comply with federal and state laws and regulations governing pupil privacy, including, but not limited to, notification of activities involving the collection of personal information from students, the administration of surveys containing items specifically listed in the Pupil Privacy Rights Amendment.

Franklin West Supervisory Union Annual Notification of Designation of Directory Information

To: All parents or guardians of eligible students, and eligible students currently attending schools in Franklin West Supervisory Union (including Bellows Free Academy – Fairfax, Fletcher Elementary School, Georgia Elementary & Middle School)

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Franklin West Supervisory Union, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the schools in Franklin West Supervisory Union may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists
- Graduation programs; and
- Sports activity sheets, such as wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local education agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want the School District to disclose directory information from your child's education records without your prior written consent, you must notify the principal of the school your child attends in writing by September 15, 2006. The following types of personally identifiable have been designated as directory information:

- Student's name
- Participation in officially recognized activities and sports
- Address
- Telephone listing
- Degrees, honors, and awards received
- Date and place of birth
- Dates of attendance
- Grade level
- The most recent educational agency or institution attended

Franklin West Supervisory Union Annual Notification of Rights for Elementary and Secondary Schools

Bellows Free Academy-Fairfax, Fletcher Elementary School, Georgia Elementary & Middle School

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the School principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901**

Georgia Town School District

Georgia Elementary Middle School

Drug, Alcohol and Substance Abuse Policy

Date Warned: December 29, 2007

Date Adopted: January 8, 2008

Statement of Philosophy:

We, the school community believe that all students have a right to receive an appropriate education in an alcohol and drug-free environment. The Georgia Board of School Directors encourages educational programs that provide every student with an understanding of the physical, psychological, social and legal dangers associated with drug use.

The Georgia School District also maintains that any inhaling/ingestion of alcohol, or other mind-altering substances used or possessed for such purposes is to be considered abuse. The inhaling/ingestion of any mind-altering substance is inconsistent with the needs of a healthy, growing, and developing child.

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

The community and school of Georgia share in this responsibility because chemical problems often interfere with behavior, learning, and the fullest possible development of each student.

The Georgia School District also recognizes that students often need education, assistance and support because of their own drug abuse or because of drug-related problems with those they care about. Many students will require support for their decision to remain drug free. Since chemical dependency is preceded by the abuse of alcohol or other drugs, the school district wishes to provide education, and/or assistance to any student displaying signs of harmful involvement.

The Georgia School District regards any form of substance abuse and/or dependency as it does any other illness or chronic behavioral/medical problem. Our purpose is to be supportive and educational in nature.

POLICY:

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

Definitions:

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

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

Confidentiality: A student's alcohol/drug problem will be held in the strictest confidence. Staff members who become aware of a student with a problem will discuss it only with those who have immediate need to know. Normally this will be limited to the appropriate administrator in his/her absence, his/her designee; the school nurse the Student Assistance Program counselor and the student's guidance counselor. Further dissemination of this type of information will be only as directed by the administration.

Paraphernalia: The term "drug paraphernalia" means all equipment, products, devices and materials of any kind which are used, or promoted for use or designed for use, in planning, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a drug or controlled substance.

Referral: When a member of the staff observes a change in academic, social, or personal behavior of a student that might be related to alcohol/drug abuse, that information will be directed to the Student Assistance Program Counselor. Staff members are

asked not to label or diagnose student behavior. Referrals may come to the Student Assistance Program Counselor from any of the following sources: teachers, administrators, parents, other school staff, community members, any other concerned individual, or students.

SAP Counselor: The SAP Counselor is a certified drug and alcohol counselor, or a clinician that is eligible for certification. The SAP Counselor's role is to identify, assess, educate, support and refer students who may have an issue with alcohol or other drugs, due to personal or another individual's use.

SAP TEAM: The SAP Team consists of two representatives from elementary, middle and high schools, the school nurse and the Student Assistance Program Counselor. The group will meet at least once per month or more as needed, to discuss referrals and programmatic decisions.

Treatment: A therapeutic process defined by a written individual treatment plan taking place out of the school setting, under the supervision of a physician, a master's level clinician or licensed psychologist, or in a program approved by the Office of Alcohol and Drug Abuse Programs.

EDUCATION

The school shall provide an alcohol and drug abuse educational program on a sequential basis from early childhood through grade 12 in accordance with the mandates of 16VSA Section 909, the Vermont Alcohol and Drug Education Curriculum Plan, and the federal Drug Free Schools and Communities Act (P.L. 101-226) and the Vermont Framework of Standards and Learning Opportunities.

STUDENT ASSISTANCE PROGRAM

The school district has an established Student Assistance Program that provides education, assistance and support for students affected by their own or others' drug and alcohol-related problems, or other factors that place them at risk of use. The Student Assistance Program is under the direction of a certified Drug and Alcohol Counselor, or a clinician that is eligible for certification.

Staff Members are encouraged to observe student behavior(s) that may signal a need for assessment. Staff members are asked not to label or diagnose student behavior, but rather to become aware and sensitive to problematic student behavior related to possible alcohol/drug abuse. If the problematic behavior continues, after a staff member's attempt to intervene through personal concern, the need for a referral is indicated. The staff member will complete a student referral form (see attached) and give to the SAP Counselor for review and disposition.

It will be the responsibility of the SAP Counselor to ascertain what the proper disposition of the referral should be. Referring persons will be invited to meet with the SAP Counselor should they or the counselor so desire.

Should the SAP Counselor determine that a problem related to alcohol/drug use does exist, they will turn their attention to developing an appropriate plan. Options might include any or all of the following: individual counseling, alcohol/drug education, group counseling, family counseling, referral to outside agencies, development of a contract with a student, or any other interventions that the SAP Counselor or SAP Team may deem to be appropriate.

Should problems other than alcohol/drug use exist, the SAP Counselor will refer those students to the appropriate Guidance Counselor.

Ideally, students, parents, referring persons and the SAP Counselor will work cooperatively in the development of a plan, which is both consistent with school policy and the student's best interest.

The following statutes will be used to determine appropriate disciplinary actions and/or treatment options:

1. Federal Confidentiality Regulations for alcohol/drug abuse patient records, 42cfr2, specifically allows two visits with a treatment provider by anyone under the age of 12 without parental consent, unless otherwise specified in state law.
2. 18VSA4226: Minors, Treatment, Consent states that Vermont students 12 years old or over can receive treatment for his own alcohol or drug dependence, as verified by a physician, without parent consent.
3. Persons 11 or under must have parental consent to receive treatment for their own alcoholism or drug dependence.

4. Persons under 18 years old must have parental consent to receive treatment for problems they are having because of someone else's alcohol/drug abuse or dependence.
5. In-school educational support groups, even if led by a community-based professional treatment services person, do not require parental consent so long as they are in fact educational in nature, focusing on information and skills delivery to meet the special needs of students so that they can perform and behave adequately in the school environment.

SAP TEAM

The primary task of the SAP Team shall be supportive, providing assistance and consultation to the SAP Counselor as needed. The SAP Team will oversee the development of a comprehensive Student Assistance Program, with clear policy and procedures, including: collaboration with outside agencies, staff training, evaluation and assessment, curriculum, peer programs, and community awareness.

IMMEDIATE PROCEDURES

Emphasis shall be placed on the welfare and rights of the individual student to the extent such consideration does not jeopardize the rights and welfare of others.

1. In case of an emergency involving alcohol/drug abuse:
 - A. In case of an emergency the individual shall be brought to the school office and discharged (according to EMERGENCY ACCIDENT AND ILLNESS PROCEDURES OR SAFETY PROCEDURES) to the parent/guardian or to the nearest medical facility.
2. In case of possession or use of alcohol/drugs and/or paraphernalia:
 - A. Staff members of the school will report any incidents or possession or use of alcohol/drugs to the appropriate principal or his/her designee. The principal will consult with the superintendent for legal action.
 - B. Any student discovered during school hours or on school property, including buses, or at a school sanctioned activity, possessing or using alcohol/drugs, or knowingly and willingly assisting another person in using or possessing, alcohol/drugs on school property, including buses, or at a school sanctioned activity, shall receive the appropriate disciplinary actions.
3. In case of distribution of alcohol/drugs:
 - A. Shall receive the appropriate disciplinary action and be immediately reported to the police.
 - B. Any other person discovered during school hours or on school property, including buses, or at a school sanctioned activity possessing, using or distributing drugs, on school property including buses, or at a school sanctioned activity, shall be immediately referred to the police.
 - C. Students selling or furnishing alcohol and/or drugs
 1. First offense
 - a. The student will be suspended from school for ten (10) days after the parents have been notified.
 - b. Police shall be notified.
 - c. The student will be referred to the school's Substance Abuse Team.
 2. Second offense
 - a. Steps (a) and (b) for 1st offense will be followed.
 - b. The student may be recommended to the board for expulsion.
4. In case of suspected use:
 - A. The school employee will discuss, in a caring manner with the student, his/her concerns regarding behavioral data that has been observed in school. The staff member will refrain from making a diagnosis of alcohol/drug abuse.
 - B. With continued suspected use, the staff member will refer the student to the SAP Counselor for assistance. If warranted, the SAP Counselor may contact the parent/guardian.
 - C. The SAP Counselor will develop strategies to deal effectively with the student's continued suspected alcohol/drug use. Strategies may include group intervention, counseling, community placement referrals and educational materials.
5. Self Referral:

The employees of Georgia encourage and support self-referral of students regarding their own or someone else's alcohol/drug abuse problem. All self-referrals will be made directly to the SAP Counselor.

 - A. The school will provide a supportive climate and resources such as educational materials, counseling, and/or referral to outside agencies, according to Vermont Law Title 18-VSA 4226.
 - B. These support services and confidentiality will be maintained without reprisal provided that:
 1. There is no known danger to self or others;
 2. The student is a self-referral with no previously related alcohol/drug abuse violations;
 3. The student adheres to a contract for educational programs and/or counseling that mandates abstinence from alcohol/drug use. The behavioral agreement will be developed and monitored by both student and counselor.

FOLLOW-UP PROCEDURES

6. Follow-up procedures:

- A. It is recognized that retaining or returning students to the school setting is desirable whenever such action does not interfere with the learning processes of other students, and is consistent with the individual student's own rehabilitation needs and well-being. Every effort shall be made to protect individual rights within the framework of school regulations, including the assumption of innocence until found otherwise. The school must not forget its educational role in these matters.
- B. Following appropriate consultation and evaluation, the parent/guardian of any student suspected of alcohol/drug abuse shall be notified by the SAP Counselor. A course of action leading toward determining the facts and, if necessary, toward education treatment and rehabilitation of the students, shall be jointly considered by the parent/guardian and the SAP counselor and other school administrators as appropriate.
- C. Disciplinary Actions:
Those students possessing and/or using alcohol/drugs, illegal or unapproved controlled drugs, and/or paraphernalia will be referred immediately to the appropriate principal or in their absence their designee. All suspensions will concur with state and school procedures. Legal authorities will be contacted. Any expenses incurred will be borne by the parents or legal guardians. The following disciplinary actions will be followed accordingly:
 1. A first incident will result in an immediate, minimum 3-day suspension. Suspension begins the day following the incident. Parent/guardian will be called in for a conference with the SAP Team, where appropriate, educational therapy must be arranged in reference to alcohol/drug abuse and referral for evaluation.
 2. A second incident will result in an immediate, minimum 5-day suspension from school. Before reinstatement to the school, the student, parent/guardian and the SAP Team will meet. The SAP Team will establish the length of the school suspension and a contract specifying the treatment and behavior plan for continued attendance in the school system.
 3. A third incident will result in immediate, minimum 9-day suspension from school. A formal hearing will be set up with the student, parent/guardian, legal authorities, SAP Team and professional therapists who have worked with the student. The result of this hearing will be establishment of the length of the school suspension and a contract specifying the treatment and behavior plan for the continued attendance at this school.

RECORDS

No records of the student's participation in the SAP will become part of the student's permanent record or cumulative file. Diagnostic labels such as "drug abuser" or "chemically dependent," in addition to pejorative labels, are never to be used in documents referring to a student or in conversation about the student with third parties by any staff member.

GEORGIA TOWN SCHOOL DISTRICT

Georgia Elementary Middle School

Interrogation or Searches of Students by Law Enforcement Personnel or Other Non-School Personnel Policy

Warned: May 3, 2006

Adopted: May 16, 2006

Policy

School employees are not the agents of law enforcement officials. For purposes of law enforcement interrogations, searches and/or seizure may occur on school property under the guidelines outlined in this policy.

Guidelines

1. Search and/or seizure by law enforcement officials on school property may occur when a warrant or other legal basis exists authorizing such search and/or seizure.
2. No questioning by non-school personnel of a student under the age of eighteen who may be accused of an offense shall occur without the knowledge of the school administrator and the knowledge and permission of the parent(s) or guardian(s) who will have been given the opportunity to be present at the time of the questioning. Questioning may, however, take place without notification of parents if such questioning is 1) part of a child abuse or neglect investigation conducted by the Department of Social and Rehabilitation Services in accordance with Chapter 49 of Title 33 of the Vermont Statutes Annotated; or 2) required due to an emergency or urgent potential danger to life, or property, as determined by the Principal, and reasonable efforts to notify the student's parents are unsuccessful.
3. Any interrogation by non-school personnel must be conducted in private with the Principal or his or her designee present.
4. A student may not be released to the custody of persons other than a parent or legal guardian, unless placed under arrest by legal authority.

If a student is removed from the school by legal authority, the student's parent(s) or guardian(s) should be notified of this action by school officials as soon as possible.

Georgia Town School District

WEAPONS POLICY

Warned: 11/3/15

Adopted: 1/19/16

Policy

It is the policy of the District to comply with the federal Gun Free Schools Act of 1994 and state law requiring school districts to provide for the possible expulsion of students who bring firearms to or possess firearms at school. It is further the intent of the school board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

Definitions

For the purposes of this policy, the terms "firearm" "school" and "expelled" shall be defined in administrative procedures developed by the superintendent. The definitions shall be consistent with definitions required by state and federal law.

Sanctions

1. Any student who brings a firearm to school, or who possesses a firearm at school, shall be brought by the superintendent to the school board for an expulsion hearing.
2. A student found by the school board after a hearing to have brought a firearm to school shall be expelled for at least one calendar year. However, the school board may modify the expulsion on a case by case basis when it finds circumstances such as, but not limited to:
 3. The student was unaware that he or she had brought a firearm to school.
 4. The student did not intend to use the firearm to threaten or endanger others.
 5. The student is disabled and the misconduct is related to the disability.
 6. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.
7. At the discretion of the school board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

Policy Implementation

1. An expulsion hearing conducted under this policy shall afford due process as required by law and as developed by the superintendent or his or her designee.
2. The superintendent or designee shall refer to appropriate law enforcement agency any student who brings a firearm to a school under the control and supervision of the school district. The superintendent may also report any incident subject to this policy to the Department of Social and Rehabilitative Services.
3. The superintendent or designee shall annually provide the Agency of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of firearms involved.

Legal Reference(s): 16 V.S.A. §1166 (State law pursuant to Federal law)

13 V.S.A. §§4004, 4016 (Criminal offenses)

20 U.S.C. §7151 (Gun Free Schools Act)

18 U.S.C. §921 (Gun Free School Zones Act of 1990)

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

Cross Reference: Interrogations or Searches of Students (F5)

Georgia Middle School Athletics

Introduction:

This handbook is put together to insure that all involved in Georgia Middle School athletics are being held to the highest standard of growth. This includes Student-Athletes, Coaches and School Administration.

Purpose:

Georgia Middle School is in agreement with the Vermont Principals' Association that all aspects of middle grade education should be driven by an understanding of the unique physical, physiological, emotional, and educational needs of the students.

In order to meet all of the above needs, coaches and administration need to work closely together. Through our combined efforts the student athlete will:

1. Develop a life long interest in sports.
2. Develop appropriate attitudes when adversity arises in their life.
3. Develop proper time management skills.
4. Develop a healthy competitiveness.
5. Develop self confidence.
6. Develop a sense of well being.

Georgia Middle School Athletics Philosophy

School Philosophy

As a school we are not placing emphasis on just the competition, but rather on the whole child. Teaching the fundamentals, the value of working together, displaying proper sportsmanship and appropriate conduct on and off the field/court makes positive community members.

We will offer opportunities in which the participant will learn about leadership, self-control, respecting others, and honesty through such activities as athletics, clubs, intramurals and participation in community activities.

Student Athlete Philosophy

Since student-athletes are representing themselves, their school and their community they have greater responsibilities as school citizens than those who do not participate in extracurricular activities. This is particularly true of academic requirements, school citizenship, and sportsmanship. The dignity of the school program is reflected through interscholastic activities.

Georgia Middle School Athletics Parent/Coach Communication

Communication you should expect from your child's coach:

1. Philosophy of the coach/school
2. Expectations for your child and the team
3. Locations and times of all practices and contests
4. Discipline that may result in the denial of your child's full participation

Communication coaches expect from parents:

1. Concerns expressed directly to the coach
2. Notification of any schedule conflicts that may occur
3. Specific concerns regarding philosophy/expectations

As you sit back and enjoy the experience that your child has the opportunity to participate in, things may not always go the exact way you or your child wish. The direct communication is strongly encouraged between the coach and the player or the coach and the parent. Refrain from making side remarks about the coach to others and to your child.

Appropriate concerns to discuss with the coach:

1. The treatment your child is receiving both mentally and physically
2. Ways in which you as the parent can help your child
3. Concerns about your child's behavior

Although we stress equal playing time in Georgia, we realize this is highly unlikely. Coaches are making judgment decisions based on what they believe is right at the moment. Please refrain from discussing playing time with the coach.

Issues not appropriate to discuss with the coach:

1. Playing time
2. Team strategy
3. Play calling
4. Other student athletes

The above appropriate concerns require a conference between you as the parent and the coach. This is not to be discussed on the field prior to or after a practice or game. These can be emotional times for both the parent(s) and the coach. If you would like to set up a conference with the coach, please call them directly or call the school at 524-6358 to schedule one.

If you and/or the coach did not come to a satisfactory resolution, call and set up an appointment with the Athletic Director.

Georgia Middle School Athletics Responsibilities

Coaches have responsibility for:

- a. Teaching sports techniques, playing rules, strategies and playing tactics
- b. Supporting the school's position on academic and disciplinary policies
- c. Conditioning athletes appropriately for activities requiring endurance, strength and agility
- d. Supervising and conducting practices and contests safely
- e. Supervising locker rooms and buses
- f. Teaching sportsmanship, cooperation, work ethic and responsibility to one's team and community
- g. Responding to player injuries with approved first aid techniques
- h. Managing uniforms, equipment and school facilities in a responsible manner

Student Athletes have responsibility for:

- a. conducting themselves both on and off the field in an appropriate way;
- b. demonstrating proper sportsmanship;
- c. being safe and playing hard, always trying their best regardless of the outcome;

- d. showing respect toward opposing teams, coaches, fans, facilities, equipment and officials.

Athletic Department has responsibility for:

- a. creating athletic opportunities for all middle school students;
- b. scheduling of games and practices in compliance with the Vermont Principals' Association;
- c. scheduling qualified officials for all contests;
- d. hiring, supervising and evaluating of coaching staff;
- e. distributing supplies and uniforms;
- f. arranging adequate supervision of all athletic events;
- g. providing opportunities for coaches to improve their coaching techniques;
- h. recognizing and rewarding dedication and outstanding performances;
- i. managing supply/equipment budget;
- j. maintaining a safe and appropriate field/court
- k. insuring the program goals and objectives are meeting the needs of Georgia Middle School student athletes

Georgia Middle School Athletics Eligibility

Eligibility Requirements

The eligibility requirements for all student athletes in 5th through 8th grades are as follows:

1. Student athlete must be a Georgia Middle School student and/or being home schooled as a Georgia resident.
2. An overall average of 73% needs to be maintained in each core class. This average will be reviewed at each marking period (progress report and report card).
3. An eligible student will have no incompletes in any core or choice class.
4. When a student athlete becomes ineligible because of grades the following process will be followed:
 - a. It is the student athlete in question's responsibility to meet all necessary requirements.
 - b. They shall meet with the teacher in question and make up necessary work.
 - c. On each Friday, from the week they were notified, the student athlete will need to check in with the teacher and have them sign a permission form that states the grade point average is above a 73%. They will need to hand that signed permission form into the athletic director. Without this form, the student athlete is ineligible.
5. An ineligible student, because of grades, will need to make up the necessary work to achieve at least a 73%. Once the student athlete has achieved at least a 73%, they need to have a hand written note from the teacher in question stating that they have met the requirement. This note will need to be given to the athletic director and to the coach.
6. A student athlete, who is ineligible to play, will still need to attend practices but may not play in any games.
7. A student will have two weeks (10 school days) to make up the necessary work to raise their grade point average to at least a 73%. If they do not, they will be dismissed from the team for the remainder of the season.
8. All student athletes must meet the requirements set forth by the Vermont Principals' Association.
9. A student athlete must submit a written proof from their doctor of a physical exam within the past two years.

Georgia Middle School Athletics Discipline Policy

Discipline Policy

If a student athlete receives a detention during the season the following process will be administered.

1. The first detention is a warning.
2. The second detention results in a half game suspension.
3. The third detention results in a game suspension.
4. The fourth detention results in a two game suspension.
5. The fifth detention results in the dismissal from the sport for the remainder of the season.

After each detention a letter by the athletic director will be given to the student athlete and the coach. At the third detention a letter will be sent home explaining the possible likelihood of not completing the sport.

If a student athlete receives an in-school or out of school suspension, the following process will be followed:

1. For a half-day or full day suspension the student athlete will miss one game.

2. For any number exceeding one, the student athlete will miss that number of games. For example, if a student athlete is suspended three days, they will miss three games.

If a student is to miss a game due to a detention or suspension, they need to be properly dressed with the team in order for their "missed" game to count.

The use of profanity at any time is deemed detrimental to the school's integrity. This will not be tolerated. If it is a reoccurring issue, then the athletic director, the coach, the parent and the student athlete will meet to come up with an appropriate plan of action. This may result in dismissal from the team.

The use of tobacco, alcohol, and drugs is strictly forbidden. This will result in the immediate dismissal from the team.

Players must demonstrate respect for all volunteers, parents, teammates, coaches, and opponents as well as the staff and facilities of the school. Failure to fulfill this may affect the amount of playing time or ultimately dismissal from the team.

On game days, male student athletes shall be dressed:

- a. shirt and tie with slacks (no jeans) or
- b. sweater with slacks or
- c. a button up shirt and slacks

On game days, female student athletes shall be dressed:

- a. dress
- b. skirt and blouse
- c. sweater with slacks
- d. blouse with slacks

Players are expected to attend all practices, team meetings and games except in the case of an illness or other critical circumstances. Players should either call or see the coach in person if they know of an upcoming absence. Otherwise, the student athlete will be considered unexcused and playing time may be affected. Three unexcused absences will result in dismissal from the team.

Players are to be picked up immediately after practice/game. If the player is to be leaving with someone other than the parent, then a note signed by the parent must be given to the coach prior to the practice/game. No players are allowed to walk home without prior written consent from parent.

1. First late pick up will result in a nonverbal warning and the coach will keep track of this.
2. The second late pick up will be a verbal warning by the coach explaining that after the next late pick up, the student athlete will be dismissed from the team.
3. The third late pick up the student athlete is dismissed from the team.

Players not returning equipment when asked will be required to reimburse the cost of replacing the missing equipment.