

JFK Student/Family Handbook

Winooski has **HEART**.....

Honest

Engaged

Appropriate

Responsible

Timely



Winooski School District Ends Statement

All students will graduate from the Winooski School District (WSD) college and career ready at a cost supported by a majority of the Winooski community. WSD students will lead healthy, productive and successful lives and engage with their local and global community.

JFK Elementary School's Statement of Purpose

JFK will support the WSD ends statement by being a proactive, calm, and nurturing space that values the wellness of students and staff

It is our collective responsibility to dig into the persistent conditions of inequity and oppression that impact experiences and relationships in our schools and community.

We will hold ourselves accountable through ongoing reflection and action using an equity lens.

We will regularly review and implement the resources needed to build a social justice school system that supports the well-being and success of students, families, colleagues, and broader community members – especially those who are Black, Brown, Indigenous, and People of Color.

It is our belief that by fostering whole student well-being, our student's academic successes will empower them to achieve WSD's graduation expectations.

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JFK Office
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Maybeline Lopez, Director of Early Learning
Linda Casier, Administrative Assistant

Office Of Special Services
Katherine Blair, Director of Special Services
Sandy Castle, Administrative Assistant

Office Of MultiLingual Learners
Mohamed Diop, Director of Multilingual Learning
Kelley Freeman, Administrative Assistant

Attendance

Daily attendance is vital for all students to ensure academic success.

School hours are 8 am - 3 pm. Students are considered tardy after 8:05 am.

All classes end at 3:00 p.m. Students staying at school after 3:00 p.m. are no longer under the supervision of JFK staff unless they are here for a specific, supervised activity. If a parent/guardian cannot pick up their student at a reasonable time after school, they must make alternative arrangements to have their student picked up. Families that pick up their students late on a regular basis will be asked to come in and meet with the principal and/or guidance counselor to make a plan to ensure students are picked up on time each day.

Closings, Unplanned

On days when the school must be closed or the regular schedule altered because of emergency situations, there will be an announcement using our mass messaging system. Please make sure your contact information is kept current by updating your information in PowerSchool.

Early Dismissal

Early dismissals should be limited to court appearances, religious obligations, funerals, and medical appointments that cannot be scheduled after 3:00 p.m. If a student needs to be dismissed before the end of the school day, the parent/guardian must write a note or call the office.

Absence from School

When a student is going to be tardy or absent from school for all or any part of the day, the parent/guardian must call the school at 802-383-6183 to report the absence. This responsibility rests with the parent/guardian. This call will ensure the safety of students and accuracy in tracking attendance.

Excused Absences

An absence is considered excusable when it is the result of

- Student illness (after three consecutive days, we require a doctor's note. If no note is provided all the absences for those consecutive days become unexcused);
- Observance of recognized religious holidays when the observance is required during the regular school day;
- Emergency family situations such as a death in the family;
- Absences due to suspension or expulsion;
- Planned absences for personal and educational purposes which have been approved by the administration.

Medical and dental appointments or court appearances are also excused absences, however, will require documentation to be obtained from the medical care provider or the court. Documentation will be required to be submitted in writing within (5) school days of the absence; otherwise, it will remain unexcused.

Planned Absences of more than two days need to be arranged through the office at least five days before the absence and approved by the administration.

Monitoring of Unexcused Absences

The following actions will take place based on a student's total unexcused absences:

5-days total: Letter will be sent home to parents/guardians;

10-days total: Letter will be sent home to parents/guardians; Phone contact may be made by a school official or designee with the parent/guardians/guardians;

15-days total: Letter will be sent home to parents/guardians; Building administrator or designee may require the parent/guardians/guardians to attend a school conference. If the parent/guardian refuses to attend the conference, the case may be turned over to the school resource officer (SRO);

20 or more days total: Letter will be sent home to parents/guardians; After 20 cumulative days of missed school in some capacity during the school year, the school will turn the case over to the District Attorney for further investigation. Truancy charges may be brought forward.

Behavior

JFK School uses PBiS and Responsive Classroom as our models for incorporating social learning into the life of our school.

JFK is a PBiS school. Positive Behavioral Interventions and Supports is a school-wide system that recognizes the positive contributions of students. The main goal of PBiS is to help every student at JFK make positive choices. The PBiS process focuses on our school's ability to teach and support positive behavior expectations for all students. As a result, instructional time is more effectively used for teaching and the overall school environment is calm, pleasant, and focused on learning.

The WSD has common expectations for students PK-12:

Winooski has HEART

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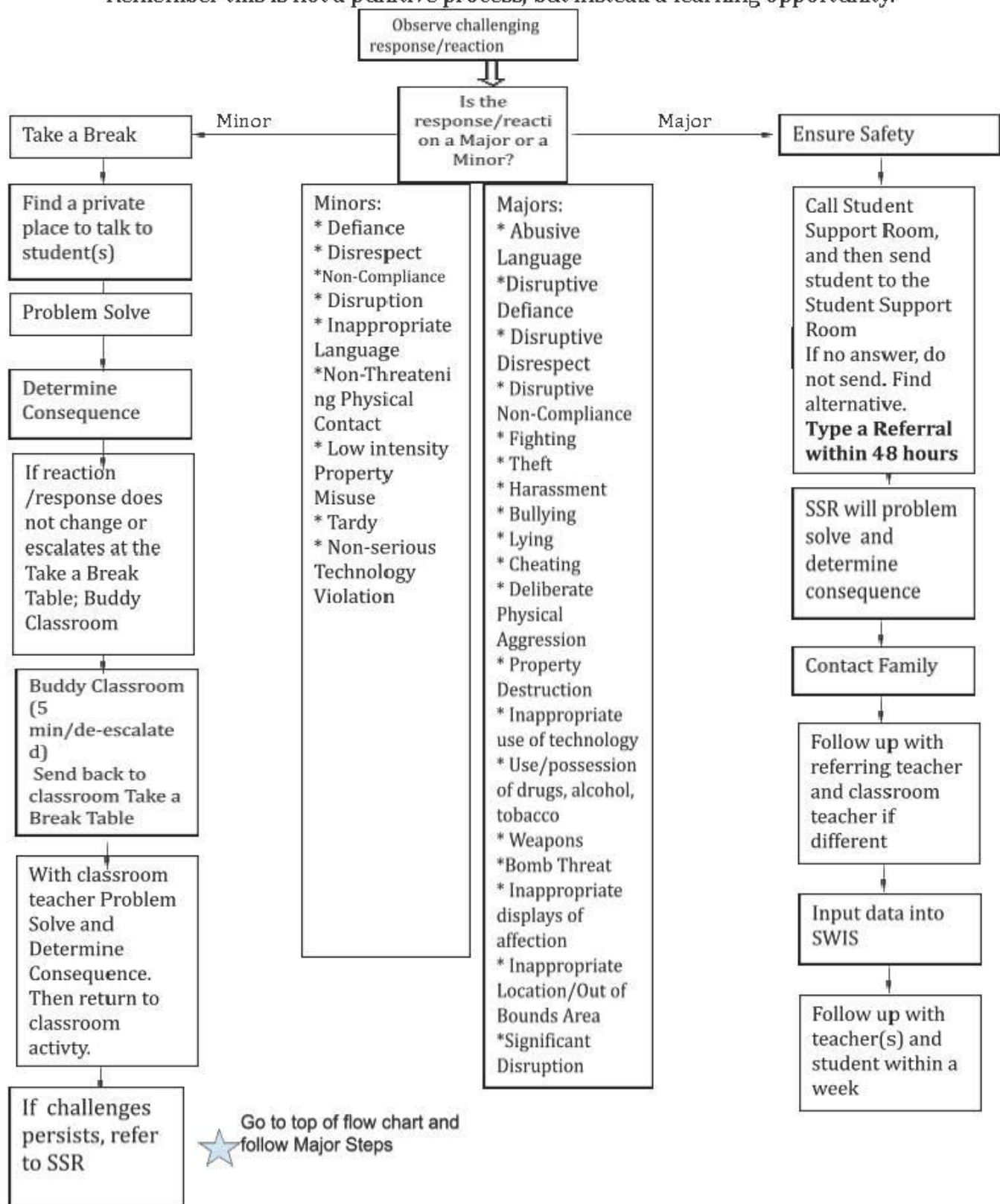
Timely

The staff at JFK has been trained in Responsive Classroom. This is a way of teaching that creates a safe, challenging, and joyful classroom and school-wide climate for all students. Schools that use the Responsive Classroom approach understand that all students' needs—academic, social, emotional, and physical—are important. The school strives to create an environment that responds to all of those needs so that all students can do their best learning by focusing on teaching all the skills needed for academic excellence. We teach students reading, writing, and math skills and also teach them how to take turns, listen respectfully, and work effectively with a partner or group

Students at JFK are social thinkers. That means that they are aware that their actions impact their fellow classmates. They are learning that when you do what is expected, others feel good and when others feel good they will let you know how proud they are of you. The six main parts of Social thinking are:

1. I have thoughts about you; you have thoughts about me.
2. Expected vs. Unexpected Behaviors.
3. “Green” thoughts are formed when we behave appropriately.
4. "Yellow" thoughts: when we have unexpected behaviors
5. My actions can affect the feelings of others
6. Think with our eyes

General Procedure for Dealing with Challenging Responses/Reactions
Remember this is not a punitive process, but instead a learning opportunity.



Books and Materials

Books, library books, and many other materials are issued for student use. The student or their parents/guardians will replace any lost or damaged books.

Bullying

Act 117, the bullying law passed by the Vermont Legislature, defines bullying as “Any overt act or combination of acts directed against a student by another student or group of students and which: (A) is repeated over time; (B) is intended to ridicule, humiliate, or intimidate the student; and (C) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school-sponsored activity”. If your student is involved in a bullying incident it will be documented according to district procedures. If bullying persists, students may be issued a Violation of City Ordinance Ticket or may be suspended for up to three days from school. If your student reports feeling bullied at school, you and/or your student will report it to the designated employees, Sarah Murphy or Grace Holcomb, Guidance Counselors or Amanda Babcock, Behavior Coach.

Cell Phones/Electronics

All cell phones and electronics are to be off and away during the school day. The first time a student violates this, the cell phone or electronics will be taken by an adult and given back at the end of the day. The second time, the cell phone or electronics will be taken and given to the principal or behavior staff. At that point, an adult from home must come and retrieve the cell phone or electronic. If, after the second violation, the student continues to violate the rule the school may take further action.

Child Assistance Team (CHAT)

The CHAT Team is responsible for the identification and coordination of support services to enable students to achieve their potential within general education classrooms. The team facilitates the coordination of interventions for health, academic, social/emotional, and behavioral needs for all students. Students, parents/guardians, and/or school personnel may make referrals through the classroom teacher.

Class Placement

We begin the process of class placement in early spring. Our goal is to make balanced classes, which reflect the rich diversity of our community. Families will receive an input form that asks them to describe what each student enjoys about the school, what motivates them, and any concerns about the next year. The placement process is finalized by the beginning of May. Students visit their new teachers on the last day of school in June during a brief “Moving Up” activity.

Communication

Communication is key to successful working relationships. We have several forms of communication:

1. JFK Newsletter: Each Friday, the JFK Principal writes a letter home to families. This letter is sent home as a paper copy with each student. It is also posted on the JFK FPrincipal Page on the WSD website.
2. Class Dojo: The school expectation is that each teacher and/or grade level team has an active Class Dojo page. These pages allow teachers to post information, pictures, reminders, celebrations, etc on the page so families can see them. Each teacher will send home information on how to join their Class Dojo page during the first week of school. There is a free Class Dojo App that you can download to your phone to make access even easier.
3. E-mail: Every staff member has a school email. All emails follow the same format - firstinitiallastname@wsdvt.org (for example sraabe@wsdvt.org).
4. To report your student as absent, or tardy, or to ask for an early dismissal please call 802-383-6183
5. To call the JFK main office please dial 802-655-0411. Please limit calling teachers during teaching hours unless it is an emergency.
6. ALERT Now: ALERT Now is used for important communications such as snow days, delayed starts, etc. Please make sure to keep your phone numbers current with the JFK office to ensure you receive these messages..
7. Winooski School District website: www.wsdvt.org

Curriculum

WSD uses math and literacy programs that are aligned to the Common Core Standards. More information about the Common Core Standards can be found at <http://www.corestandards.org/>

In both math and ELA we use programs developed by nationally respected organizations and have received the highest ratings for alignment to standards, engaging materials and useability.

English Language Arts

[EL Education](#) is the core knowledge program we use to teach reading and writing to all of our students.

Grades K-3 use [Foundations](#) to teach foundational phonics and word study.

Grades 4-5 use both Foundations and Words Their Way as their word study curriculum.

Math

[Illustrative Mathematics](#) is our math program. In addition, our teachers use Math Best Practices with Habits of Mind and Interactions as vehicles to teach math to students.

In science, social studies, physical education, art, music, and health we use teacher-developed materials that are aligned to national standards.

WSD Preschool Program: uses Creative Curriculum, the top-rated play-based curriculum focused on developing social and emotional, physical, and academic skills. [Watch What the Creative Curriculum Looks Like](#). It can be used to support all types of learners, including children with special needs and children with advanced knowledge and skills.

Assessment

In addition to classroom assessments we conduct standardized assessments three times a year to monitor student progress.

[Renaissance Star](#) - Is used to assess math and reading comprehension.

[DIBELS](#) - Is a reading assessment used to assess decoding and basic comprehension

[High Leverage Assessment](#) - Is a math assessment used to assess student growth on the major math concepts at each grade level.

WSD Preschool Program: Children's work is collected throughout the year through various methods (photos, drawings, writing, etc.). The work and photos are used to capture the child's growth over time. These observations and work sampling are added to a data system called [Teaching Strategies Gold \(TSG\)](#). We use this system to assess each child's development. TSG is grounded in 38 research-based objectives that include predictors of school success and are aligned with the Common Core State Standards, and [Vermont Early Learning Standards \(VELS\)](#).

Dress Code

Articles of clothing that advertise alcohol, drugs, or tobacco products, are sexually suggestive, or obscene are not allowed. Students may not wear clothing that detracts from their own learning. This Dress Code applies to all students PK-5.

Extra-Curricular Activities

After School Programs: 21st Century Community Learning Centers Program (21st CCLC) After School and Summer Programs

The 21st Century Community Learning Centers program (21st CCLC) provides opportunities for academic enrichment, including academic support services to help students meet State and local student academic achievement standards in core academic subjects, such as reading and mathematics. 21st Century Community Learning Centers offer students a broad array of programs and activities that reinforce and complement the regular academic program of participating students.

The WSD's 21st CCLC afterschool programs (K-12) are intentionally designed programs with a focus on literacy, math, science, technology, and wellness. Our instructors are licensed teachers, staff with specific

expertise, and community partners. There is no cost to participate in the programs. Flyers are sent home with JFK students, emailed to MSHS students, and sent to families through school communications shortly after the first day of school. Printed copies are also available at Ms. Suzanne's office and through the JFK and MSHS offices. Interested students should sign up right away as programs fill up quickly. Start and end dates and times for each class varies depending on the program. The afterschool program welcomes input and ideas from our students and encourages students to take on leadership roles within the afterschool program. JFK 5th graders are also given the opportunity to experience middle school classes as part of a transition program. The 21C program brings back old favorites and develops new programs, opportunities, and experiences to help support students' academic, social, and emotional growth and set up students for success.

To sign up for a 21st CCLC class

JFK students need to return their completed registration form to Mag Thomas, after-school academic coach for JFK.

Any questions? Please email Ms. Suzanne, Director at sskaflestad@wsdvt.org

THRIVE 3 Star Licensed Program: This school year, children can attend Thrive After School 5 days per week from 3-5:30 pm. We accept state childcare subsidies as well as offer scholarships to families in need. Thrive will be following all health and safety guidance from VT state agencies as well as Winooski School District. Click [here](#) to learn more and register today or please call or email Claudine Nkurinziza, Thrive Director: 802 233 8188 / thrive@winooski.vt.gov.

Family School Compact

JFK Elementary Title I School-Parent Compact

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District Learning Goal

Our district goal for student learning is that every student makes one year's worth of growth.

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As a school, we will:

- Provide a high-quality effective learning environment that is safe and that enables the student to meet the State of VT's student academic achievement standards and make progress as described in our Continuous Improvement Plan (CIP)
- Provide ongoing two-way communication between teachers and parents through parent-teacher-student conferences in November and April and frequent reports to parents
- Provide reasonable access to staff through an "open door" policy
- Provide opportunities for parents to volunteer and participate in their child's class activities
- Provide a mutually respectful relationship between all parties (students, parents, teachers, and volunteers)
- Translate and/or interpret important school information, to the extent practicable, in a language that family members can understand
- Provide access to nutritious food

Communication

- The teachers and staff at JFK are committed to frequent 2-way communication with you about your child's learning. Here are some of the ways we will communicate with you:
- The Winooski School District also share information on Facebook, Twitter, and Instagram @WinooskiLearns.
- JFK Newsletter: Each Friday principal Raabe writes a letter home to families.
- Class Dojo: This is where teachers post information, pictures, reminders, celebrations, etc on the page so you can see what is going on in class. E-mail: Every staff member has a school email. All emails follow the same format - firstinitiallastname@wsdvt.org (for example sraabe@wsdvt.org).
- Each year we conduct two formal parent/guardian-teacher conferences.
- We will provide translation for families through our liaisons

As a parent, I will:

- Support my child's learning by ensuring that he/she has proper rest and nutrition and attends school on time and on a regular basis

- Support my child's learning by reading with him/her
- Help set a positive tone for learning with my child
- Strive to make positive use of my time with my child ("quality" one on one time)
- Participate in decisions relating to the education of my child through a mutually respectful relationship with school staff
- Provide a mutually respectful relationship between all parties (students, parents, teachers, and volunteers)
- Support my child's class/school (i.e. helping in class/school, volunteering in my child's classroom/school, communicating with my child's teachers, attending school events when possible, etc.)

As a student, I will:

- Proudly follow the school expectations "HEART" taught at our school
- Ask questions when I am not sure about a lesson or an assignment
- Make good choices like paying attention in class, staying on task, doing my best, and working hard at my schoolwork

Field Trips

Each year most classrooms have one or more field trips. There is a district procedure that we follow which governs field trips and states we must have permission for field trips. Completing the field trip permission form is part of the registration every year in PowerSchool.

If you are a driver for a field trip, you must give the office a copy of your license, registration, and proof of insurance at least one week in advance of the trip. If parents/guardians choose to keep a student from attending a field trip, their student must remain at home.

Food Service

Breakfast Program

The Abbey School breakfast program is free for all students.

Breakfast is served in the classroom at 8:00 a.m. daily. Students pre-order breakfast the day before, and it is delivered to the classroom each morning. All breakfast meals include milk and fresh fruit.

Lunch Program

The Abbey school lunch program is free for all students.

Our lunch program offers daily choices such as: The Abbey Groups main menu entrée, pre-made sandwiches, pre-made salads, yogurt parfait & Cheese Stick Meal (substitute your main entrée). Assorted fresh fruit and a

choice of assorted milk (skim, 1%, or low-fat chocolate) are included with every meal. Please visit the Abby website for the daily main meal selection at your school: www.abbeygroup.net.

Health Services

The Health Office is available during regularly scheduled school hours to serve the needs of our students. Students requiring this service must ask their classroom teachers for permission to visit the Health Office, where a registered nurse will assess the student's needs. Any student who believes they need to leave school due to illness or injury must go to the Health Office. Students that have fevers of 100.4 degrees or higher and/or actively vomiting will be sent home. No student is allowed to return to school until they are fever and/or vomiting-free for a minimum of 24 hours.

We are concerned not only for the physical health of your child but also about how they feel emotionally and about how things are going at home and in school. The school nurses welcome contact by parents/guardians to discuss any concerns you may have; likewise, we will contact you if we have any concerns about your child.

Emergency Form

The Health Service Emergency Form is a valuable source of health information and should be completed as accurately as possible. Please complete all the electronic forms in PowerSchool and notify us of any changes throughout the year.

Head Lice Management

The Winooski School District's registered nurses partner with our students and their families in our efforts to effectively control head lice in our population. Our objectives are to minimize the impact on academic progress while supporting families' efforts to combat this nuisance parasite. We check itchy heads on request. When a case of head lice is identified in a student, a consistent approach is followed. For optimal control, we ask that parents/guardians check their child's head at least once a week.

Screenings—Hearing and Vision

According to Vermont Statute title 16, chapter 31, section 1422, "Periodic hearing and vision screenings of school-aged Students shall be conducted by school district..." Required screenings will take place starting in September. We screen Kindergarteners, 1st graders, 3rd graders, and 5th graders for hearing and vision. We also screen children periodically throughout the year at the request of the District Evaluator, Special Educator or Classroom Teacher.

Immunizations

Vermont State law requires that a student must be immunized or have on file a statement of medical or religious exemption in order to attend school. You must provide the school with your child's immunization records before the first day of school. Effective July 1, 2012, students not meeting vaccine or exemption requirements may not attend school without a provisional admittance form. Students provisionally admitted must be fully immunized within six (6) months of enrollment. Acceptable proof of immunization is a document provided by a licensed physician. You may either present this document to the school or request that your Student's physician fax or mail it to the school. Please provide written proof any time that your student receives an additional immunization.

Exemptions: The religious exemption form is now separate from the medical exemption form and must be signed annually for all exempted students. A licensed physician must complete medical exemption forms. Please ask us about the necessary documentation if you feel you qualify for one of these exemptions.

State And School Immunization Procedures

	Preschool	Kindergarten	7th Grade
DTap/DTP/Td/Tdap	4 doses DTaP	5 doses DTaP	5 doses DTap/DTP and 1 Tdap booster
Polio	3 doses	4 doses	4 doses
MMR	1 doses measles, 1 doses mumps, 1 doses rubella	2 doses measles 2 doses mumps 2 doses rubella	2 doses measles 2 doses mumps 2 doses rubella
Hepatitis B	3 doses	3 doses	3 doses
Varicella	1 doses	2 doses	2 doses
Hib	1-4 doses		
PCV	1-4 doses		

Medications

All medications must be stored and taken in the Health Office. Exceptions must be discussed with Health Office staff and be approved in writing by the parent/guardian and physician. At times it may be necessary for your child to take prescription medication at school for the treatment of an illness or medical diagnosis. Medications that are ordered to be taken less than four (4) times a day should be taken at home. However, if medication must be taken on a specific time schedule during school hours, the school nurse may administer the medication with the following three requirements in place:

- Written orders from the physician
- Written permission from the parent/guardian

-Medication in a correctly labeled container from a pharmacy

School-Based Health Center(SBHC)

In partnership with UVMMC Pediatrics and Community Health Centers of Burlington(CHCB) the Winooski School District is pleased to offer SBHC services three times a week. Currently, every Tuesday, Thursday and Friday morning a medical provider is in the health office to assess students for acute illnesses or injuries. You do not need to be a patient of UVMMC Pediatrics or CHCB to access the center. This service is voluntary and requires additional parental permission. See the Nurses with any questions.

Dental Transportation Program

Together with VT Dental and SSTA, the Winooski School District is pleased to offer transportation to and from VT Dental for their patients. This service is voluntary and requires additional parental permission. See the Nurses with any questions.

HQT Parent/Guardian Notification – Parents in Vermont may access information about their teacher’s qualifications by visiting an online portal. If you do not have computer access, please contact Sara Raabe at 655-0411 to request your student’s teacher(s) professional qualifications.

To access the online system for checking teacher qualifications follow these steps.

Step 1 Login to access the [Online Licensing System](#)

Step 2 Click on “To Search For an Educator”

Step 3 Type in the educator’s Last Name and First Name then hit “Search”

Parental Notification Regarding Paraeducators Qualifications

If you would like information regarding the qualifications of para-educators who work with your child, please contact Sara Raabe at 655-0411.

For questions regarding Parental Notification and other ESSA requirements, please refer to [Transitioning to the Every Student Succeeds Act \(ESSA\) Frequently Asked Questions](#).

Lockers

Each student has an individual locker. The student is responsible for the care of the locker assigned to them. Students should not bring valuable items to school other than what is to be worn or used in the classroom. The administration reserves the right to inspect the lockers.

Multilingual Learners (MLL) Program

English Language Learners (ELL) services are provided for students in our school whose primary language is a language other than English and who are learning or are refining their English skills. We offer both pull-out classes and push-in support. At times we provide interpreters for students to support them in completing assignments and to facilitate class participation. We also offer an intensive English program for 2nd – 5th graders new to the country with limited English skills.

Students are tested annually with an English language proficiency test called the WIDA ACCESS for ELLs®. Based on your child's scores on this test and the recommendations of your child's teachers, your child will be exited from ML services when they score a 5.0 or higher overall.

WSD has also developed a summer programming model that uses established best practices and small teacher student ratios to help our English Language Learners engage in summer programming and build literary and oral English skills during the summer break.

Notice of Non-Discrimination

The Winooski School District will not unlawfully discriminate against any person or group on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, or marital status. Applicants for admission and employment, students, parent/guardians, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Winooski School District are hereby notified that this District does not discriminate on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, disability, age, or marital status in admission or access to, or treatment or employment in, its programs and activities. The school principal has been designated by the Winooski School District to coordinate the District's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973, and other non-discriminating laws or regulations. The designated person may be contacted by mail at 60 Normand Street, Winooski, VT 05404.

Parent/Guardian Involvement

The PTO is an active group of volunteers that organizes annual events such as a Craft Fair and a fall and spring fundraiser to support worthwhile causes within the school. We hold a meeting on the third Wednesday of every month from 6:00pm.-8:00pm. in the library. Childcare is provided. If you would like to be on our list, please send an email to WinooskiPTO@hotmail.com.

Parent/Guardian Concern Procedures

As a school we are committed to working with families to provide the best education possible for your student(s). Occasionally issues arise that, if left unattended, interfere with student success. If you find yourself in a position in which you have questions about, or are in disagreement with, school policies or actions please follow the course of action suggested below:

1. Contact the teacher immediately involved
2. If the concern continues, contact the principal
3. If the problem still continues, contact the superintendent
4. You may request a hearing before the Board of School Trustees if the concern is not resolved after following the first three steps and the concern is governed by policy.

Our goal in supporting the above procedures is to create working relationships with all our families. We will handle your concerns as quickly as possible, but also as thoroughly as possible. We will attempt to be fair and just in all our decisions and ask for your support in achieving this.

Parent/Guardian-Teacher Conferences

Each year we conduct two formal parent/guardian-teacher conferences as part of the total system of reporting student progress. We encourage everyone to participate. In addition, either the teacher or the parent/guardian may hold other conferences as needed and/or requested.

Parking Lot

In the morning, the circle in front of the school is a drop-and-go area for cars. If you need to park, please use the middle driveway area. If this area is full, please use the main parking lot. At the end of the day, please do not come into the circle at all. This area is for use by buses.

Personal Belongings

We discourage students from bringing personal belongings to school unless for a specific assignment. We are not responsible for the loss or theft of personal items.

Picture Day

School pictures are taken each school year. We will send home picture packets as soon as we receive them from the company in order for parents/guardians to select an option, which they may choose to purchase.

Pre-School

We believe all children deserve a high-quality early education that equally supports their development and educational success. Our preschool classrooms are taught by licensed early education teachers who create a

developmentally appropriate curriculum designed to ensure the meaningful participation of all learners in our diverse community.

Our Winooski Preschool Programs use the [Vermont Early Learning Standards \(VELS\)](#) in the development of curriculum and educational strategies for children in the program. These standards are central to the shared vision of what we want for young children and highlight the importance of high-quality early childhood experiences as the foundation for school success and lifelong learning.

The Winooski School District has three preschool opportunities tuition-free for families.

Winooski Early Childhood Program (WECP): two classrooms at JFK

The Winooski Early Childhood Program (WECP) is located at the JFK Elementary school. There are two classrooms where children can attend 2, 3, or 4 half days per week Monday – Thursday. Children may attend one of the sessions per year. One of the classrooms has a Head Start collaborative component. Students must be 3 years old on or before September 1st of this school year to participate.

Available options are as follows:

WECP:

Morning session from 8:00 a.m. to 11:00 a.m. and

Afternoon session from 12:00 p.m. to 3:00 p.m.

WECP and Head Start Collaborative:

Morning session from 8:00 a.m. to 11:30 a.m. and

Afternoon session from 11:30 a.m. to 3:00 p.m.

Families participating in the Head Start program attend all 4 days and must also complete the [Head Start Application](#).

Head Start Winooski Early Learning Center (WELC): at the Winooski Family Center

The Winooski Early Learning Center (WELC) is a Head Start program that collaborates with the Winooski School District. The program is located at 87 Elm Street with a 6-hour session projected to run from 8:30 a.m. to 2:30 p.m. Monday – Friday. To participate in the Head Start program you must complete the [Head Start Application](#). If you have any questions about the Head Start program please call 802-651-4180. Champlain Valley Head Start is a federally funded program that is required to follow eligibility guidelines as determined by the U.S. Administration for Children and Families.

If you are interested in participating in any of the programs above, please visit the Pre-Kindergarten on our website at <https://www.wsdvt.org/schools-programs/pre-kindergarten/> for more information and to complete a Pre-registration inquiry application.

Proficiency-Based Graduation Requirements (PBGR)

Proficiency-Based Graduation Requirements are expectations that students are skilled (proficient) in specific Transferable Skills and Career and College Ready Standards before they graduate from Winooski High School. These standards are organized into broad competencies that we call our Graduate Expectations (GX) and Graduate Proficiencies (GP). What follows below are the six GX and 13 GP competencies and their dimensions in which students must show proficiency in order to graduate.

GX Competencies					
<u>Creativity</u> <ul style="list-style-type: none"> • Generating Ideas • Awareness of Process • Experimental Invention • Engaging Multiple Perspectives 	<u>Written & Spoken Communication</u> <ul style="list-style-type: none"> • Purpose • Organization • Evidence & Analysis • Voice • Grammar, Usage & Mechanics 	<u>Persistence</u> <ul style="list-style-type: none"> • Awareness • Conscientiousness • Follow-Through • Growth 	<u>Culture & Community</u> <ul style="list-style-type: none"> • Cultural Awareness • AWARENESS • Interaction • Community Engagement 	<u>Critical Thinking</u> <ul style="list-style-type: none"> • Inquiry • Investigation • Analysis • Findings • Reflection, evaluation & revision 	<u>Wellbeing</u> <ul style="list-style-type: none"> • Self-Awareness • Evidence of Growth • Reflection

GP Competencies				
<u>Critical Reading</u> <ul style="list-style-type: none"> • Key ideas & details • Craft & structure 	<u>Critical Writing</u> <ul style="list-style-type: none"> • Informational • Argument • Narrative 	<u>Speaking & Listening</u> <ul style="list-style-type: none"> • Collaborative Conversations • Presentation of Ideas • Evaluating Sources and 	<u>Non-Native Language</u> <ul style="list-style-type: none"> • Presentation • Interpretation • Interpersonal 	<u>Historical Inquiry</u> <ul style="list-style-type: none"> • Continuity & Change • Historical Perspective • Sources & Evidence • Causation &

		Point of View		Argument
<u>Scientific Reasoning</u> <ul style="list-style-type: none"> • Planning & Carrying out Investigations • Developing & Using Models • Analyzing & Interpreting Data • Constructing Explanations & Arguing from Evidence 	<u>Mathematical Reasoning</u> <ul style="list-style-type: none"> • Creating & Analyzing Equations and Inequalities • Graphing Relationships • Reasoning with Equivalent Expressions • Solving Equations and Inequalities • Solving Systems 	<u>Civic Reasoning</u> <ul style="list-style-type: none"> • Ideals of Citizenship • Structures & Institutions • Participation 	<u>Social & Emotional Health</u> <ul style="list-style-type: none"> • Health Literacy • Health-Enhancing Skills 	<u>Physical Health</u> <ul style="list-style-type: none"> • Movement Concepts • Movement Skills • Health Fitness • Weight Training Principles
<u>Performing Arts</u> <ul style="list-style-type: none"> • Performing • Creating • Responding 	<u>Visual Arts</u> <ul style="list-style-type: none"> • Creating • Connecting • Responding • Presenting 	<u>Financial Literacy</u>		

Report Cards

Report cards go home three times a year: At parent-teacher conferences in November, in March, and in June (or the last day of school)

Safety Drills

A safety drill is conducted once a month and includes either our internal safety procedure or evacuation drills. There are procedures for each safety response posted in each classroom along with a full emergency operations manual that is updated each year and distributed to all staff.

School-Wide Services

Our Consolidated Federal Programs Grant provides support for students (school-wide services) who fall somewhat below their expected grade level in the subject areas of math, written language, and reading. The elementary school offers a variety of services to support students in their academic, social, emotional, and behavioral development. Faculty members, parents/guardians, or students themselves may initiate student access to these services. We offer an in-class support model, which means that school-wide services are available to students directly in the classroom.

Snacks

Classroom teachers provide time in the day for students to eat a snack. As a school, we encourage you to send a healthy snack to school with your student. Studies show that students who have eaten a healthy breakfast and snacks are better prepared to tackle the school day.

Special Education

The Winooski School District provides an individualized education program for all students eligible for special education services from preschool through age twenty-two. The school district believes that the optimal learning environment for providing these services is the same school and community settings that are used by students who are not eligible for special education. Students who are eligible for special education are entitled to free and appropriate education, regardless of the severity of their disability. Community members are directed to contact the Director of Support Services at 655-9575 for further information.

Transportation

Winooski School District Policy # 3545 on transportation was approved on June 12, 2013. The Board of School Trustees does not deem it necessary to provide transportation for students of the Winooski School District, with the following exceptions:

1. Students with a documented physical disability;
2. Students eligible for special education where the need is documented in the IEP as a related service;
3. Students in activities (field trips, athletics, extra-curricula, etc.) sponsored by the District and deemed to require transportation
4. Others as needed with supporting documentation to the satisfaction of the Superintendent when transportation is available and will not result in an additional cost to the District.

WSD Schoolwide Plan

Title I Schoolwide Plan JFK & Winooski School District 2023

School: JFK

LEA: WSD

Date created/Date last revised: 3/18/22

School SWP Contact: Sara Raabe

1. Parent and Stakeholder Involvement

ESEA Requirement: The plan must be developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. [1114(b)(2)]

Instructions: Please describe the process used for involving parents and all required members of the school community noted above, in the development of this Schoolwide Program Plan. Include details such as when and what kind of stakeholder involvement did or will take place, who was or will be involved and how the involvement has or will occur.

We hold multiple meetings throughout the year to involve parents where grade-level teams present what students are learning and ask the following questions to elicit feedback and suggest strategies for working with their children.

Teachers meet monthly on grade-level teams with math and literacy coaches to review targeted and meaningful data and make intervention decisions

We use CHAT/EST three times yearly at the end of each assessment window to review school-wide data and make decisions about needs-based professional development and revisions to invention programs and coordinated curriculum.

We distributed a climate survey in February to the students and parents in grades Kindergarten through Sixth Grade. We present and discuss literacy and math data with each of our language communities after each assessment window.

Optional Stakeholder Involvement Chart

Stakeholder Name	Stakeholder Role/Title	Type of involvement
Sara Raabe Stef Hamble Jacie Barber	Principal Math Coach Literacy Coach	Bi-weekly coaches meeting
Rosa Potts Kate Simone Daisy Berbeco Joseph Smith Arica Bronz Amalie Thurston Lucy D'Aponte Jessica Audette	Parents with PTO	Online PTO Meeting
Maybeline Lopez Bernie Toth	PreK Staff	PK Data meeting

If you would like to be added to this school's SWP Planning Committee, please contact Sara Raabe.

2. Comprehensive Needs Assessment

ESEA Requirement: An eligible school operating a Schoolwide Program shall develop a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [1114(b)(6)]

Instructions: Summarize the results of the school's comprehensive needs assessment, including a description of the data sources used. Please describe specific assessment measures/data results that have been or will be used to identify the school specific needs. Include information regarding the academic achievement of students who are failing or most at risk of failing to meet challenging State academic standards and potential causes. Consider including the summarized analysis of all subgroups defined in ESEA Section 1111(c)(2) (students who are economically-disadvantaged, students from major racial and ethnic groups, children with disabilities, and English learners).

Sources: DIBELS, Star Reading & Math,
PTO DIBELS Review

Observations

60% of students in grades k-3 are not decoding on grade level

27% of students in 3rd grade are reading words fluently

82% of students in K do not know their letter sounds

Interpretations

We would like to form a curriculum committee

JFK Coaches Star Growth Data Review 3/17/22

Sara Raabe Jacie Barber Stefanie Hamble

Observations

- Most students below the 40th percentile in reading and math
- Majority of students making growth in grades 3 and 4 literacy
- Majority of students not making growth in all grades in math
- 66% of students 3-5 below minimum proficiency in reading

Interpretations

- Is language getting in the way of math performance on this assessment?

Problems of Practice

- Because of our most of our students are below the 40th percentile in math students ability to read may be impacting math performance
-

Winooski Collaborative Preschool Winter Data Review

- Observations
- 67% proficient in rhyme
- There is a lot of green
- High percent in yellow Literacy comp, booksense id
- phono has highest green and yellow
- In math met or did not – not much yellow
- Red is the smallest percentage of
- No one fl in yellow in counting and identifying numerals
- Identifying numerals has highest number meeting benchmark
- Rhyme,, id, booksense comp have highest yellow
- Sounds, alliteration, rhyme in order of meeting benchmark
- Noticed that in 1 and 2 in 1:1 correspondence is 7.1%
- All above 75% meeting bench mark except rhyme and comp
- Interpretations
- Students may not have the oral language vocabulary to meet benchmark in rhyme and comp
- Is the material presented to all students in the same way, I do not have enough information
- Is different presentation data account for different scores
- How long was the collection period
- Our IEP students were assessed the same as all students
- Why did students do better on numbers than letters
- Numbers are universal, they have more exposure to numbers than letters – we need to spend more time teaching letters
- Surprised to see small units of sound higher than alliterations
- What is going on with booksense with the students 1&2
- Does it have to do with home literacy
- One book a day during snack not much interaction with book
- Students have to go to book area and bring a to teacher (multi-tasking)
- Two students go to book area - one can picture read after a single reading, the other can read
- How attractive to is it
- Do not see books anywhere besides book area

Problems of Practice

Adult facilitating could suggest a book in that area

Facilitator could draw attention to book based on what they are playing with

How to draw a book station - drawing from a step by step book.

Liked read aloud in circle so that they could hold the book

Adapt materials for students with more needs

Stop and ask questions during read aloud

Have additional manipulatives related to book to support comprehension

Need a program scope and sequence to identify letters

Need to practice names

Need have more base practice in letter recognition

Make letters in shape of objects

Have letter shapes available for students to experiment with and explore in a center

3. Schoolwide Plan Strategies

ESEA Requirement: The Schoolwide Plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will –

- provide opportunities for all children, including each of the subgroups of students (as defined in ESEA Section 1111(c)(2)) to meet the challenging State academic standards;
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards. [1114(b)(7)(A)(iii)]

Instructions: Describe the comprehensive strategies that the school will use to upgrade the entire educational program to improve achievement of all students, particularly students most at risk of not meeting challenging State academic standards. Proposed strategies should address all three requirement areas noted above. Please include a specific description of each strategy, the need being addressed and the intended objective. Please note that each strategy should clearly be supported by a data driven need included in the comprehensive needs assessment section 2.

What do we want to accomplish?	What have we used to show that this is a need?	What strategy or investments can we make that will be an improvement?	What metrics are we going to use to show improvement?
Effectively use WIN time to address layered (Layered) supports in literacy by using the	DIBELS Data	Retain our reading interventionist. Investment: JFK Literacy Interventionist 3-5: To	Intervention log DIBELS progress monitoring PAST & QPS

6-step lesson plan and targeted activities through DIBELS for students at or below the 39th percentile in Oral Reading Fluency.		increase student proficiency in reading Provide coaching support to teachers to effectively implement targeted supports	Pretest/Posttest
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4. Evaluation and Revision

ESEA/CFR Requirement: A school operating a Schoolwide Program must-

- determine whether the Schoolwide Program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards; and
- describe how the Schoolwide Plan will be revised annually, as necessary, based on regular monitoring to ensure continuous improvement of students in the Schoolwide Program. (34 CFR § 200.26(c), ESEA Section 1114(b)(3)).

Instructions: Describe how the school evaluates the implementation of, and results achieved by, the Schoolwide Program strategies using data from the State's annual assessments and other indicators of academic achievement. Include details about how this information is used to revise the Schoolwide Plan annually to ensure program improvement.

After each benchmark screening window:

the Principal, coaches, Directors of ML and Curriculum will organize assessment data

The Principal will work with the EST/CHAT team to review benchmark assessment data to look for school level patterns, review SWP strategies, make program adjustments and identify needs based professional development.

Coaches will work with grade level teams to review grade level assessment data to look for patterns, make adjustments to intervention and core instruction.

Principal will schedule meetings to share summarized data with parents and stakeholders October, March and May in order to provide a status update of where the school is at and seek input from stakeholders regarding revisions to the plan if data is showing that strategies are not working effectively, or if there are new needs that are not addressed by the current strategies.

Our plan will be reviewed at the end of each benchmark assessment window (October, March and May) to edit any new needs that have arisen and the strategies that will be implemented.

This Schoolwide Program Plan has been regularly monitored using the above described measures to ensure continuous improvement of students. Using the results of these evaluation processes

5. Other Requirements

The school and LEA are responsible for ensuring that all additional requirements under ESEA are met:

- The plan shall be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [1114(b)(4)]
- If appropriate and applicable, the plan shall be developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under the Every Student Succeeds Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). [1114(b)(5)]
- The plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. [1114(b)(3)]

Instructions: Fill in the appropriate information in the prompts below. If additional information is needed to provide clarity, add any other relevant details regarding the above requirements.

This plan will be made available to the school community via the school website and in print form. If a language translation or other accommodation needs to be made, please contact Sara Raabe.

This plan is developed in coordination with other Federal, State and local services, resources and programs

This plan is in effect for the 2022-2023 School Year. This plan will be monitored and reviewed to ensure that the plan is based on student needs and is providing opportunities for all students to meet the challenging State academic standards.

WSD POLICIES

Policies

These are some of the policies of the Winooski School District. Policies and procedures are subject to change.

Please see our web page at <http://www.wdschools.org> for the most recent version and a complete list of all school district policies.

<http://www.wdschools.org/district-information/school-trustees/board-policies/>

Prevention of Bullying of Students

Policy # 4116(b)

The Winooski School District recognizes that all students should have a safe, orderly, civil and positive learning environment. Bullying is a form of dangerous and disrespectful behavior that will not be permitted or tolerated.

Bullying may involve a range of misconduct that, based on the severity, will warrant corrective action and/or

discipline. Behaviors that do not rise to the level of bullying may still be subject to intervention and/or discipline under another section of the discipline plan or policy.

For the purposes of this policy, “bullying” is defined as 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) either:
 - 1. occurs during the school day on school property, on a school bus or at a school-sponsored activity; or
 - 2. 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.

Examples of bullying include:

Name-calling and verbal taunts

Physical threats or actual physical harm

Off-campus text messages or social media posts that ridicule or intimidate to the extent that the targeted student is not able to fully access the school’s programs.

In order to be bullying, incidents such as the ones described above must be repeated over time, directed at a particular student, and intended to ridicule, humiliate or intimidate.

In some cases, acts of bullying may constitute unlawful harassment, where the conduct is based on or motivated by a student’s or student’s family member’s actual or perceived Race, Sexual Orientation, Marital Status, Color, Sex, National Origin, Creed, Gender Identity, or Disability. Any allegations of harassment will be addressed under the Winooski School District’s Policy on the Prevention of Harassment of Students.

The Superintendent of the Winooski School District will designate two employees to receive complaints of bullying and harassment at each school: JFK Elementary – 1) Behavior Coach and 2) Guidance Counselor; Winooski Middle/High School – 1) An administrator and 2) Guidance Counselors. For the purposes of this policy, “school employee” means any person employed directly by or retained through a contract with the District, an agent of the school, a member of the board of trustees, a student teacher, an intern, or a school volunteer.

Prevention of Harassment of Students

Policy #4116(a)

I. Purposes

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

policy addresses incident(s) and/or conduct that occur on school property, on a school bus or at a school-sponsored activity, or incident(s) and/or conduct that does not occur on school property, on a school bus or at a school-sponsored activity but where 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.

Harassment is a form of unlawful discrimination that will not be tolerated. It is the policy of the District to prohibit the unlawful harassment of students based on race, creed, color, national origin, marital status, disability, sex, sexual orientation, and gender identity, to the extent required by law. In addition, retaliation is a form of unlawful discrimination that will not be tolerated. Consistent with these purposes, annually,¹ each school shall select two or more designated employees to receive complaints and shall publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school.²

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

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

II. Definitions

A. **"Harassment"** means an incident or incidents of verbal, written, visual, or physical conduct, including 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,⁴ which means conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual or physical conduct of a sexual nature when one or both of the following occur:

(i) submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status or progress; or (ii) submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

(2) Racial harassment, which means conduct 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.

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

C. **“Complainant”** means a student who has filed an oral or written complaint with a school employee or a student who is the target of alleged harassment in a report made by another person.

D. **“Designated employee”** means an employee who has been designated by the school to receive complaints of harassment pursuant to subdivision 16V.S.A. §565(c)(1).

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

F. **“Notice”** means a written complaint or oral information that harassment may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the harassment, another student, a parent/guardian or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred.^{5 3}

Effective July 1, 2007, 1 V.S.A. §144 defines “gender identity” as “an individual's actual or perceived 4

This statutory definition of sexual harassment describes only the “quid pro quo” form of sexual harassment that can occur between an adult and student. However, sexual harassment may also include student-to-student conduct as well as conduct that creates a hostile environment. 5 See 16 V.S.A. §14(c)(3).

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

H. **“School administrator”** means a superintendent, principal/assistant principal or their designee.

PROCEDURES: (also referred to as rules or regulations) are the specific directions that indicate exactly how school personnel and others will carry out the policies adopted by the School Board. Procedures will be developed by the Superintendent in consultation with staff and are attached. Procedures may change more frequently than the underlying policy and do not require adoption by the Board.

Reviewed and Updated:

1st Reading: March 14, 2012 2nd Reading: April 11, 2012 Approved by Board of School Trustees: April 11, 2012

Legal Reference(s):

Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 et seq. Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§1681 et seq. Family Education Rights Privacy Act; 20 U.S.C. 1232g

Public Accommodations, 9 V.S.A. §§4500 et seq Education, Classifications and Definitions, 16 V.S.A. §11a(26) Education, Harassment, Notice and Response, 16 V.S.A. §14 Education, 16 V.S.A.

§140(a)(1) Education, 16 V.S.A. §166(e) Education, Harassment and Hazing Prevention Policy, 16

V.S.A. §565 Education, Discipline, 16 V.S.A. §1161a Education, Suspension or Expulsion of Pupils, 16

V.S.A. §1162 Student 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)

Policy #4116, Harassment of Employees Policy #5140, Student Abuse and Neglect Reporting Policy

#5114(a), Student Conduct and Discipline Policy #3516, Telephone/Cell Phones Policy

#4117, Hazing Policy §6146, Access To Electronic Networks

APPENDIX A

Designated Employees

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

Title: Sara Raabe, JFK Principal Contact information: (802) 655-0411

Title: Jean Berthume, Middle/High School Principal Contact information: (802) 655-3530

Protection of Pupil Rights Amendment- Student Surveys

Policy #5145

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

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

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

“Personal information” means individually identified information including a student’s or parent/guardian’s name, address, telephone number, or social security number.

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

“parent/guardian” means a natural or adoptive parent/guardian, a legal guardian or other person standing in loco parent/guardian (such as a grandparent/guardian or step-parent/guardian with whom the Student lives, or a person who is legally responsible for the welfare of a Student).

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

Statement – No student shall be required, without parent/guardian consent, to take part in a survey, analysis, or evaluation funded by the U.S. Department of Education that reveals information concerning:

1. Political affiliations or beliefs of a student or a student’s parent/guardians;
2. Mental or psychological problems of a student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom student respondents have close family relationship;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians or members of the clergy;
7. Income (other than that required by law to determine eligibility for participation in a program for receiving financial assistance under such program); or
8. Religious practices, affiliations, or beliefs of the student or the student’s parents/guardians.

Application – parents/guardians shall have the right to inspect any survey created by a third party before the survey is administered or distributed to a student. Requests for inspection shall be in writing, and shall be made in sufficient time to allow a response at least two weeks in advance of any survey to be given.

1. The collection, disclosure and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational services for, or to students such as:
 - i. College or other post-secondary education recruitment, or military recruitment;
 - ii. Book clubs, magazines and programs providing access to low-cost literary products;
 - iii. Curriculum and instructional materials used in schools;
 - iv. Tests and assessments;
 - v. Student recognition programs.
 - vi. The sale by students of products or services to raise funds for school- related activities.
2. The administration of any survey that includes the subject areas listed above.
3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of a student or other students and not otherwise permitted or required by State law.

Parents/guardians shall have the right to inspect, upon request, any instructional material used as part of the educational curriculum.

The building principal or their designee shall develop administrative procedures as required to ensure implementation of this policy.

1st Reading: December 13, 2004

Public Hearing: January 10, 2005

Approved by Board of School Trustees: January 10, 2005

(s):

20 U.S.C §§ 1701 et. seq. (Safe & Drug Free Schools & Communities Act) 16 V.S.A. § 140 16 V.S.A. § 1165 (Alcohol & Drug Abuse) VT State Board of Education Manual of Rules and Practices 20 U.S.C. §§ 1400 et.

seq. §§ 4200-4215 Individuals with Disabilities Act (IDEA) Policy #5114(a) – Student Conduct and Discipline Policy #5114(c) – Weapons Policy #5114(d) – Possession and Use of Tobacco Products Policy

Student Conduct and Discipline

Policy #5114(a)

The Winooski School District respects the individual rights of students while at the same time accepting the local parent/guardian as responsibilities inherent in the operation of a public school

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

Definitions

- 1) Weapon means a device, instrument, material or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.i
- 2) School means any setting, which is under the control and supervision of the School District. It includes school grounds, facilities, and school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.
- 3) Expelled means the termination of educational services for the remainder of the school year or up to 90 school days, whichever is longer.ii
- 4) Knife means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury or death.
- 5) Suspension means removal from school for a short period of time. Services may be provided to the student.
- 6) Expulsion means student is no longer eligible for services by the District.

Student Responsibilities

It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the Winooski School District and individual classrooms. A signature page is included in the student handbook. A signature signifies that the handbook has been reviewed by the parent/guardian and student.

Administrative Responsibilities

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

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

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

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

PROCEDURES: (also referred to as rules or regulations) are the specific directions that indicate exactly how school personnel and others will carry out the policies adopted by the School Board. Procedures will be developed by the Superintendent in consultation with staff and are attached. Procedures may change more frequently than the underlying policy and do not require adoption by the Board.

Reviewed and Updated:

1st Reading: June 13, 2012 2nd Reading: August 15, 2012

Student Educational Records (FERPA)

Policy # 5125

WINOOSKI SCHOOL DISTRICT ANNUAL NOTIFICATION OF RIGHTS OF parent/guardians AND ELIGIBLE STUDENTS CONCERNING EDUCATION RECORDS

TO: All parents/guardians of students, and to eligible students (students who are 18 or over), in the Winooski schools:

1. As the parent/guardian of a student enrolled in a school in a member district of the Winooski School District, or as an eligible student, you have the following rights with respect to your Student's (or, if an eligible student, your own) education records:

a. To inspect and review the student's education records within 45 days of the date the school receives the request. parent/guardians or eligible students should submit the written request to the school principal (or special education administrator in the case of a special education record) that identifies the record(s) to which access is being requested.

b. To request amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy rights. They should write to the school principal (or special education administrator if the record is a special education record) clearly identifying the portion of the record

that they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested, the school will provide written notice to the parent/guardian or eligible student of the decision, advising them of their right to a hearing regarding the requested amendment, and including additional information about hearing procedures.

c. To provide consent prior to disclosures of personally identifiable information contained in the student's education records, except to the extent that the law allows disclosure without your consent.

d. To file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of law with respect to your rights under the Family Educational Rights and Privacy Act (FERPA). A complaint may be made in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5901.

2. Under an exception to the prior consent rule, the Winooski School District and its schools have a policy of disclosing educational records to school officials with a legitimate educational interest without prior consent.

"School official with a legitimate educational interest" includes any person employed by the District as an administrator, supervisor, teacher, service provider, 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 District has contracted to perform a special task (such as, but not limited to, consultants, attorneys, auditors, insurers, evaluators); a parent/guardian or student or other volunteer serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks (such as substitutes, assigned student teachers, interns, volunteers or teacher aides). A school official has legitimate educational interest if the official needs to review the education record or personally identifiable information from the record in order to perform his or her official duties for the District. Where an issue is raised, the Principal,

Special Education Director, or Superintendent, as appropriate, shall decide whether an individual has a legitimate educational interest in the information or record.

3. The District discloses education records to other schools/institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer. Upon your request, copies of the records forwarded will be provided to you. You may request a hearing as described in paragraph 1(c) above, for the purpose of amending records.

personally identifiable information, are subject to limitations. Further details are contained in the school district's detailed student record policy and procedures, and in State and federal law.

WINOOSKI SCHOOL DISTRICT ANNUAL NOTIFICATION OF DESIGNATION OF DIRECTORY INFORMATION AND RIGHT OF REFUSAL

TO: All parent/guardians of students, and to eligible students (students 18 or older), currently attending Winooski schools:

This is to provide notice that the Family Educational Rights and Privacy Act, a federal law, requires that Winooski School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your Student's education records. However, Winooski schools 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 District to include this type of information from your Student's education records in certain school publications. Examples include:

- A playbill or program, showing your student's role in a play or musical production;
- The school yearbook;
- Honor roll or other recognition lists;
- Graduation programs;
- Announcements of honors, such as admission into the National Honor Society
- Sports activity sheets, such as for wrestling, showing weight and height of team members;
- Photographs in the school newspaper.

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 parent/guardian or eligible student consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish the school yearbooks or similar publications.

In addition, two federal laws require school districts (including the Winooski School District) that receive funds under the Elementary and Secondary Education Act of 1965 to provide military recruiters, upon request, with three directory information categories: names, addresses and telephone listings – unless parent/guardians have advised the District that they do not want their student's information disclosed without their prior written consent.

The Winooski School District has designated the following information as directory information: Student's name, address, telephone number; electronic mail address; photograph; date and place of birth; major field of study, grade level; enrollment status (e.g., graduate or undergraduate); participation in officially recognized activities or sports; weight and height of members of athletic teams; dates of attendance; degrees, honors and awards received; and the most recent educational school attended.

If you are the parent/guardian of a student who is attending a Winooski school, or if you are a student 18 or

older attending Winooski High School, you have a right to refuse to permit the designation of any or all of these types of information as directory information for your student, by providing written notice of your refusal, listing the type(s) of information which you refuse to have so designated, to the principal of the school your student attends, on or before September 15, of the current school year.

Weapons

Policy #5114 (c)

It is the intent and policy of the Board to: 1) comply with the federal Gun Free Schools Act of 1994, and Rehabilitation Act and the Vermont State Board of Education rules.

Definitions For the purposes of this policy, the terms **weapon, firearm, knife, other device, school, suspension, and expelled** shall have the following meanings:

Weapon: *A firearm, knife, or any other device used to threaten, intimidate, or injure another person. **Firearm:***

A firearm is defined in the United States Code, Title 18, Section 921 and 13 V.S.A. §4016 as follows –

- any weapon whether loaded or unloaded which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
 - the frame or receiver of any weapon described above
 - any firearm muffler or firearm silencer
 - any explosive, incendiary or poison gas
 - bomb
 - grenade
 - rocket having a propellant charge of more than four ounces
 - missile having an explosive or incendiary charge of more than one-quarter ounce
 - mine, or
 - similar device
 - any weapon which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter
 - any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples and from which a destructive device may be readily assembled.
 - Any other weapon, device, instrument, material or substance whether animate or inanimate, which in the manner it is used or is intended to be used, is known to be capable of producing death or serious bodily injury.
- Knife:*** A knife is any instrument with a handle and blade, fixed, or folded, that is or may be used for cutting, slicing or stabbing.

Other Device: A device, instrument, material or substance, whether animate or inanimate which in the manner it is used, is or should be known to be capable of producing property damage, harm, bodily injury, or death.

School: any setting which is under the control and supervision of the School District. It includes school grounds, facilities, and school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.

Suspension: removal from school by a principal or superintendent for a period of time up to 10 school days. An extended suspension of the remainder of the school year, or 90 days, whichever is longer by approval of the School Board.

Expelled: the termination for at least a calendar year of educational services to a student. At the discretion of the 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.

Consequences and Discipline: Firearm:

Any student who brings or possesses a firearm to/at school shall be brought by the Principal/Superintendent to the School Board for an expulsion hearing. A student found by the Board after a hearing to have brought to or possessed a firearm at school shall be expelled for at least one calendar year (365 days). However, the Board may modify the expulsion on a case-by-case basis. The Board in determining the length of any expulsion may consider mitigating circumstances including, but not limited to, the following:

1. The student was unaware that he or she had brought to or possessed a firearm at school.
2. The student did not intend to use the firearm to threaten or endanger others.
3. The student has a disability and the misconduct is related to the disability.
4. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil. An expulsion hearing conducted under this policy shall afford due process to the student as required by law. In addition, any student who is found by the Board to have brought or possessed a firearm to/at school shall be referred to a law enforcement agency

Knife and Other Devices:

Any student who brings or possesses a knife, or other device to/at school may be brought by the Principal/Superintendent to the School Board for an extended suspension hearing (longer than 10 school days). A student found by the Board after a hearing to have brought or possessed a knife or other device to/at school shall be suspended for more than ten (10) school days up to a maximum period of time of 1) the remainder of the school year, or 2) up to ninety (90) days, whichever is longer, as deemed appropriate by the Board. Decisions by the board shall be made on a case-by-case basis. In determining whether or not to bring a student to the board for a recommended extended suspension in excess of ten (10) days, the Principal/Superintendent and the Board in determining the length of any extended suspension may consider mitigating circumstances including, but not limited to, the following:

1. The student was unaware that he or she had brought or possessed a knife and/or other device to/at school.

2. The student did not intend to use the knife and/or other device to threaten or endanger others.
3. The student has a disability and the misconduct is related to the disability.
4. The student does not present an ongoing threat to others and a lengthy suspension would not serve the best interests of the pupil.

An extended suspension expulsion hearing conducted under this policy shall afford due process to the student as required by law. In addition, any student who is found by the Board to have brought or possessed a knife, or other device to/at school shall be referred to a law enforcement agency.

All incidents in violation of this policy shall be reported to the Board by the Administration in their monthly reports.

As required by state law, the Superintendent shall annually provide the Commissioner of Education, on a form provided by the department of education for this purpose, with descriptions of the circumstances surrounding suspensions and expulsions imposed under this policy. PROCEDURES: (also referred to as rules or regulations) are the specific directions that indicate exactly how school personnel and others will carry out the policies adopted by the School Board. Procedures will be developed by the Superintendent in consultation with staff and are attached. Procedures may change more frequently than the underlying policy and do not require adoption by the Board.

Reviewed and Updated:

1st Reading: December 14, 2011 2nd Reading: February 8, 2012 Approved by Board of School

Trustees: February 8, 2012

Legal Reference(s):

16 V.S.A. §563 (Powers of School Board) 16 V.S.A. §1166 (Possession of a firearm at school) 13 V.S.A. §§4004, 4016 (Criminal offenses) 16 V.S.A. §563 20 U.S.C. §8921(Gun Free Schools Act of 1994) 18 U.S.C. §921 (Federal definition of firearms) 29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973) VT State Board of Education Manual of Rules & Practices, §§4311, 4312 13 V.S.A. 4001, Slingshot, blackjack, brass knuckles 13 V.S.A. 4004, By persons at school 13 V.S.A. 4013, Zipguns, Switchblade Knife 16 V.S.A. 1162, Suspension or Expulsion of pupils 18 U.S.C. 921, 922 et seq., Gun Free Schools Act 1994

Cross Reference(s): Policy 5114 (a) Student Conduct and Discipline

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Policy #5114(e), Search and Seizure Policy #5114(f), Interrogation or Searches of Students by Law Enforcement Personnel or Other Non-School Personnel