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Mission Statement

The Springfield Schools will empower students to think, learn, and act intelligently; to develop self-worth; to conduct themselves with integrity and concern for others.

Superintendent of Schools

Frank S. Perotti, Ed.D.
(802) 885-5141, ext. 17

PUBLIC PARTICIPATION AT BOARD MEETINGS

The Springfield School Board encourages public participation at its meetings. All meetings of the School Board or its subcommittees will comply with the Vermont Open Meeting Law. All actions of the School Board shall take place in open session and the deliberations leading to Board action shall likewise be conducted, openly, except matters discussed in Executive Session. When the pressure of Board business is severe, or when a large number of people wish to speak on matters before the Board, reasonable rules may be used to insure that meetings are conducted in an orderly fashion and that the business before the Board is completed in a timely manner.

The Board will provide opportunities for public participation at its meetings prior to board action on any item on the Board agenda in accordance with procedures developed by the Board.

Springfield School Board

Judy Edwards, Chair
Jeannice Garfield, Vice Chair
Marilyn Thompson, Clerk
Larry Kraft
Sam Coleman

School Board meetings are the first and third Monday of each month at 6:30 p.m. All are invited to attend.

BOARD COMMITMENT TO NON-DISCRIMINATION

The Board recognizes its obligation to respect the legal rights of all students, parents, employees, applicants for admission or employment, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the school district. The Board will seek to comply with all applicable federal and state non-discrimination laws. The Board will not unlawfully discriminate against any person or group on the basis of race, color, religion, national origin, place of birth, sex, sexual orientation, disability or age.

The following Notice of Discrimination will be given to appropriate recipients as required by law.

Notice of Non-Discrimination

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions and professional organizations holding collective bargaining or professional agreements with the Springfield School District (District) are hereby notified that the District does not discriminate on the basis of disability, race, color, national origin, sex, age, religion, ancestry, sexual orientation, or place of birth, in the admission or access to, or treatment or employment in its programs, services, and activities. Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II) prohibit discrimination on the basis of disability; Title VI of the Civil Rights Act of 1964 (Title VI) prohibits discrimination on the basis of race, color, and national origin; Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex; and the Age Discrimination Act of 1975 (Age Act) prohibits discrimination on the basis of age.

Any person having inquiries concerning the District's compliance with the laws that prohibit discrimination as indicated is directed to contact the Director of Special Education, Springfield Supervisory Union, 60 Park Street, Springfield VT 05156, tel. 800.885.5141, ext. 13, whom the District has designated to coordinate its efforts to comply with these laws, or to Frank S. Perotti, Ed.D., Superintendent, ext. 16. In addition or instead, inquiries concerning Section 504, Title II, Title VI, Title IX or the Age Act may be directed to the United States Department of Education, Office for Civil Rights, JW McCormack POCH, Boston, MA 02109-4557, tel. 617.223.9662, TTY/TDD 617.223.9694 or 4097.

Discrimination Complaint Procedure

The following procedures are established to provide avenues of redress for any student, parent, employee or citizen who feels there is evidence of the school district's failure to comply with Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title IX of the Education Amendments of 1972; and/or the Americans with Disabilities Act.

Wherever possible, reasonable effort shall be made promptly to resolve any complaint of discrimination under any of these Acts on an informal basis with those closest to the source of the problem.

Step 1. If informal resolution is not possible, the complaining party shall file a written complaint within 10 business days of the alleged violation with the Building Principal (if the complaint relates to a building-based discrimination issue), or with the District Non-Discrimination Coordinator (if the complaint relates to the Supervisory District or otherwise has District Supervisory District-wide application), or designee. The Principal/Non-Discrimination coordinator shall investigate the complaint, and shall provide a written response to the complaining party within 10 business days of the receipt of the written complaint.

Step 2. If the complaining party is not satisfied with the outcome of Step 1 (s)he shall file a written request for review with the Superintendent. The Superintendent (or designee, which may be the Non-Discrimination Coordinator if not involved in Step 1) shall review the investigation/decision and shall make such further inquiry as appears necessary, and shall issue a decision within 10 business days.

Step 3. If the complaining party is not satisfied with the outcome of Step 2, (s)he shall file with the Superintendent a written request for a hearing with the Board of School Directors at its next regular meeting (or other time agreeable to both parties). The Chair of the Board shall conduct the hearing at the Board meeting, and either or both parties may be represented by counsel at their own expense. Consenting witnesses may be heard and questioned by the complaining party. (Where the hearing involves a student and the complaining party is not the student or the student's parent, federal and state confidentiality requirements shall be observed.) The Board shall render a decision in writing within 10 business days of the hearing. This decision shall be final and binding within the jurisdictional limits and authority of the Board.

Instead of, or after completing the above procedure, a complaint may be filed with, or inquiry may be made to, the United States Department of Education, Office for Civil Rights (OCR), JW McCormack POCH, Boston, MA 02109-4557, tel. 617.223.9662, TTY/TDD 617.223.9694 or 4097. The above procedure does not have to be exhausted before going to OCR. Generally, a complaint must be filed with OCR within 180 calendar days of the last act of alleged discrimination.

The District Non-Discrimination Coordinator is the Director of Instructional & Family Support Services, 60 Park Street, Springfield VT 05156 (802) 885-5141 ext 13.

2008-2009 PARK STREET SCHOOL STAFF

Mrs. Joan Nagle - Principal
Ms. Heather (Taylor) Beliveau - School Secretary
Mrs. Deborah Smith - Student Records' Secretary

Kindergarten

Ms. Jodi Greene
Mrs. Vanessa Stern
Mrs. Mary Vredenburg

First Grade

Ms. Christina Brown
Mrs. Susan LeDrew
Mr. Fran Schwarz

Second Grade

Mrs. Elizabeth Harty
Ms. Alison Sylvester

Third Grade

Mrs. Kristeen Chambers
Ms. Elizabeth Jenkins

Fourth Grade

Ms. Nicolette (Bucklin) Raney
Ms. Caitlin Reck
Ms. Erin Rounds

Fifth Grade

Ms. Alyson Bull
Mr. Dennis Hagan
Mrs. Ginny Massucco

Art

Mrs. Melanie Levine-Kinne

Fitness and Health

Mrs. Jenny Anderson

Guidance Counselor

Mrs. Jan Rounds
Mrs. Ruth Rawson, Sec.

Library

Ms. Cynthia Hughes
Mrs. Wendy Messer - Clerk

Mental Health Clinician

Mrs. Amy Jo Lines
Mrs. Ann Tarmey

Music

Ms. Emily Borocz-Johnson
Mrs. Cindy Hughes - Band

Nurse

Mrs. Jenny Anderson
Mrs. Corky Bond
Mrs. Sherry Forrest - Sec.

Physical Education

Mr. Doug Neet

Planning Room

Mr. Greg Smist

Special Education

Ms. Natalie Jarvis
Mrs. Gayle Millay
Ms. Karen Peck
Mrs. Molly Stevens

Title I Reading

Mrs. Ann Burke
Mrs. Jeannine McNamara
Mrs. Carol Stark

Integration Specialist

Ms. Mary Ann Lauder

Speech Pathologist

Mrs. Amy Shaw
Mrs. Lindsay DeBlock -
Instructional Assistant

ESL

Mr. Jon Howell

Support Staff

Mrs. Jada Belt
Mrs. Catherine Bennett
Mrs. Denise Bruso
Mrs. Adriana Cerniglia
Mrs. Bev Clark
Mrs. Gloria Cole
Mrs. Kim Cordner
Mrs. Huguette Coughlin
Mrs. Mary Esden
Ms. Kelli Green
Ms. Val Hamel
Mrs. Karyn Hearne
Mrs. Carol Jasinski
Mrs. Lynda Jeffreys
Ms. Rebecca Kodis
Ms. Wanda Lescord
Ms. Janice Martin
Mrs. Chari McAllister
Mrs. Christina McCutcheon
Mrs. Cheryl Morse
Mrs. Cindy Parent
Ms. Carol Peebles
Mrs. Amanda Rennie
Mrs. Linda Rumrill
Mr. Tom Sabo
Mr. Shawn Scott
Ms. Charity Shuster
Mrs. Lena Stocker
Mrs. April Todt
Mr. Gerry Weeks
Mr. Frank Zezza

Instructional Assistant

Mrs. Judy Bastille

LEAP

Tami Stagner - Program
Coordinator
Tammy Lynch - Site
Coordinator

Custodial Staff

Mr. Bernard Avent
Ms. Lynn Morin
Ms. Ginny LaBonte
Mr. Brandon Lynch

Welcome Back!

Dear Parents, Guardians and Park Street Students,

Welcome back after a wonderful summer. Teachers have been preparing many new and exciting activities for all of you. We hope you have had a chance to read during the summer months and are ready to see your friends, teachers, and begin new adventures in learning.

*Please read this handbook to learn how our school works. It gives you a quick look at our philosophy, values, policies, rules and regulations. Please **read, sign and return all the colored pages in the back of the handbook** which give permission and information. You may also want to keep this booklet somewhere at home where you can refer to it throughout the year.*

I am encouraging families to work with the classroom teachers. Experience has taught us that the stronger the partnership, the more successful children are in school. Please share any concerns or suggestions because we want to provide your child with the best program possible and we do that by listening to each other.

Attendance is important for student success. Please read this section carefully in the handbook. If children are healthy, they need to be in school. We find that the children who come regularly, make more progress in reading and math. Please make every effort to get your children here on time each day. We want your children to succeed.

If at anytime I can be of assistance, please let me know. I'm anxious to help in anyway I can.

Sincerely yours,

*Joan Nagle
Principal*

PHILOSOPHY OF EDUCATION

In order for a school system to understand what it is and where it is going, it is necessary that it start with a statement of its basic beliefs.

Beliefs

We of the Springfield School System believe all individuals are unique, vital, and have fundamental rights. Basic to a student's success is the development of a strong sense of self-respect. Essential to the development of self-respect is the knowledge that each student is capable of giving and receiving love. Each student learns and grows in a developmental process. By the choices that he or she makes, each person has the freedom and responsibility to create his or her reality.

Environment

In order to implement these basic beliefs, a clean, safe environment must exist within the schools. In order for learning to be fully realized it must be purposeful, challenging and worthwhile. Students, staff, parents and members of the community will be treated with respect and dignity. Students' individuality

and creativity will be nurtured. Each student will meet daily successes. Students will be encouraged to explore new ideas and failures as well as their achievements. Students will be provided with the skills and tools necessary to function as productive members of society. Schools are an integral part of the community and they will encourage community awareness and involvement.

Outcomes

As our vision is realized, students will think critically and creatively. They will be prepared to deal with ethical issues, values and cultural differences. They will appreciate the arts. They will have a sense of responsibility for the preservation of the natural environment. They will be challenged to fulfill their potential. They will acquire the talents and the skills to succeed in a competitive environment. They will leave our schools as functioning adults with a sense of direction, self-worth and respect for others and the world around them.

STUDENT LEARNING

Students work to develop new skills and knowledge each day. As they practice their scholarship, teachers work with them individually and in groups to teach more and more advanced skills - thinking, reasoning, analysis, reading, writing, science, mathematics, social studies, history, geography, social communication, etc. Curriculum standards (which are aligned with Vermont's Framework of Standards and Learning Opportunities) and guidelines identify student expectations for learning in each subject. As students show what they can do each day, teachers are engaged in ongoing assessment of each student's progress.

Park Street School's commitment

Our Park Street School staff value and focus all their efforts on each child. We are committed to understanding each child's needs and developmental levels, establishing appropriately high expectations and preparing each child to achieve high academic standards. We request all students and their parents to commit to these expectations by signing a copy of the home school compact (in the back of this handbook) and returning it to school. Our goals for all children include:

- self-respect and an appreciation of the worth and dignity of others,
- high academic performance and achievement,
- independent, critical and creative thinking,
- knowledge of himself or herself and recognition of his or her own capabilities,
- appreciation, knowledge and understanding of world cultures,
- healthy attitudes about cooperation and competition,
- involvement of parents and the community in the educational process, and
- the growth of a sense of humor.

Student rights

Each student has the right to receive an education that is meaningful and useful and which provides equal opportunity regardless of the student's race, religion, national origin, language, sex or ability.

Each student has the right to expect that the school will be a safe and healthy place to gain an education.

In matters of discipline, each student is entitled to treatment that is fair and consistent. If there is an

infraction or offense, each student will be treated fairly and appropriately. (see Discipline, p. 11)

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Student responsibilities

Student responsibilities include regular school attendance, conscientious effort in classroom work and conformance to school rules and regulations. Most of all, students share with the administration, staff and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living.

It is the responsibility of each student to respect the rights of all who are involved in the education process. Students must express their ideas and opinions in a respectful manner so as not to offend or slander others. Any threats or violence will be addressed in a serious manner. No student has the right to interfere with the education of fellow students.

Parents as learning partners

Every day, ask your child how school was that day. Be a fellow reader with your children by reading to them, listening to them read and reading yourself. Tell stories and listen to theirs. Be sure there is a regular bedtime that allows for at least eight hours of sleep. Visit the library, become a volunteer reader at school, or provide a comfortable lap for a child who wants to read.

Help your child find a safe place to keep homework and library books so they always know exactly where to find them. Check over the homework to be sure it is complete and sign the notebook. If your child has homework or a book that is too difficult, please look at it with them or read it to them. Write a note to the teacher, call or ask to meet with the teacher.

Supporting your child's education happens in many ways. Attend PTA meetings to help plan activities, volunteer at school, attend school board meetings, help with projects. And enjoy your child's learning!

Homework

Homework is designed to help children academically and to promote good study and work habits. Homework can help a child develop the habit of independent study, give practice in basic skills and introduce the need for budgeting time. It is not given for the sake of keeping a student "busy." It is an extension of work introduced by the teacher in the classroom.

Assignments will be written down each day so parents and children can review them together. Generally, first graders are expected to do 10 minutes of homework, second graders to do 20 minutes, third graders to do 30 minutes, fourth graders do 40 minutes and fifth graders do 50 minutes each day, Monday through Thursday.

When your child has homework, you can help -

- Provide a quiet place with the necessary supplies.
- Set a time or times for doing the work. Consider doing it in two or three parts.
- See that it is completed in a neat and conscientious manner. Review it and sign the notebook.
- Help out when necessary, but don't take over.
- If it takes more than the expected amount of time, contact the teacher to discuss problems or concerns with the assignment.

Report cards and conferences

Report cards are issued in November, March and June. Report cards are one of many ways to let parents know what progress a student is making in school and how well he or she is adjusting to school life. If you have questions or concerns about your child's work, please contact the teacher at any time!

In order to fully discuss each student's progress, parents are asked to meet with each teacher in November and March. These times are specifically set aside to talk about the report card and any other issues related to school. We also encourage you to contact your child's teacher for a conference at any

other time during the year.

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Assessment: portfolios and standards tests

As part of the Vermont assessment process, second graders are given the Developmental Reading Assessment which is a Reading test. Third and fourth graders take the NECAP (New England Common Assessment Program) to look at reading and math progress. Fifth graders are given the NECAP to determine reading, math and writing progress. Students also receive local English Language Arts Assessments three times a year. These assessments determine and adjust reading instruction.

Your child's progress is assessed each day as teachers review work, conference with your child and correct papers. There is daily feedback on expectations and achievement.

Library media center

Our library media center provides learning materials, experiences and resources to support the educational plan of the school. The library media specialist provides students, teachers and parents with a comprehensive collection of books and other materials and establishes services, policies and procedures to maximize access and student learning. To insure open access to materials, the center subscribes to the curriculum policies and intellectual freedoms of the American Library Association Bill of Rights and follows well defined policies to balance opposing philosophies.

The center operates on a flexible program schedule. All classes have a regularly scheduled time to check out books. In addition, individuals and small groups may come as often as necessary. The heart of the flexible program is that classes may be scheduled through mutual planning by the specialist and the classroom teacher to integrate information skills and literature into classroom curriculum. The library media specialist also teaches formal classes on information seeking skills including use of the Internet and other technology tools. Please discuss with your child and return the signed agreement regarding use of the Internet from the back of this handbook.

All books must be checked out if they leave the library. Books are circulated for two weeks and can be renewed, if necessary, or returned early. If a book is seriously damaged or lost, parents will be billed for replacement costs.

Computer lab

We have a computer lab to help support our children's learning. The lab is used by older children for learning to create presentations using graphs, charts, tables, word processing and multimedia displays. They can also research information and practice various skills. The lab is used by younger students as they learn the basics of reading, math, writing, word processing and keyboarding.

Educational Support Services

We have many supports and services available to our children to ensure their success in school. Our Educational Support Team meets each week to identify what services and assistance we need to provide to students.

Our guidance counselor works with classes, small groups and individuals to address social and leadership needs. The Title I staff provides many different types of help in reading. Special education services are available to those students who have a documented disability that interferes with their learning in areas such as reading, math, writing, speech, language, occupational therapy and behavior. Two mental health clinicians from HCRS Mental Health Services work in the school to meet the needs of students and families.

If parents have any questions regarding the curriculum, please notify the Title II Coordinator, Dr. Vincent Hawkins at 885-5141, extension 22.

Tips for talking with kids:

- Be sure each of you is making eye contact.
- Say your message only once.
- Be a good listener yourself.
- Use the same tone of voice you would with an adult.
- Answer questions quickly, briefly and honestly.
- Acknowledge that you have heard what he or she said.
- Talk with children - not at them.

ATTENDANCE

All students are expected to attend school every day unless they are sick. School begins at 8:50 each morning and ends at 3:20 in the afternoon. All medical and other appointments should be arranged for after school or on vacation days in order to help students maximize their days in school and achieve their best. When children must be taken out of school early, parents need to go to the office to sign them out. The child will then be called to the office. **DO NOT go to your child's room to take your child out of the building.** For safety reasons, we need to be sure your child leaves with the proper adult. Those people who are on recess and lunch duty need to know that the office has checked to see if you are an adult who is allowed to take your child from school. Those on duty don't know all the parents and special restrictions, but the office has this information. We want to keep children safe.

Vermont State Law (Title 16, Chapter 25, S1121) requires that the person having control of a child between the ages of 6 and 16 years shall cause the child to attend a public school, an approved or recognized independent school or a home study program continually for the full number of days for which the school is held (except for specially defined conditions). Experience tells us that children who miss a lot of school in the early years, often become high school dropouts.

Beginning with the 2001-2002 school year, our school registrar has been asked by Vermont Dept. of Education to report on truancy statistics for Park Street. For the purposes of the school register and to promote consistency in data collection, the proposed definition of truancy is as follows: 1) Any student enrolled in school, regardless of age, is considered truant for each school day the student is absent without an acceptable excuse; 2) Excused absences include unavoidable absences due to illness, medical appointments, court appearances, observance of religious holidays, or a family death; 3) Excused absences will also include avoidable absences due to events such as family vacation when the school is notified before the date the student is absent; and 4) Tardiness, defined as arriving at school within an hour of the scheduled start time, is not considered an unexcused absence. At the end of the school year, the school registrar will be asked by the Vermont Dept. of Education to report the number of students who were truant during the school year, the total number of truancy incidents, and the number of students truant for more than 5 days during the school year.

Absence

If a child is sick, will be late or is unable to attend school, **please call the school at 885-4774 before 8:50 a.m. and let us know.** If no call is received, we will make three attempts to call you to notify you that your child is not at school and make sure that he or she is in safe care. Upon returning to school after an absence, the student should bring a note explaining the absence. Students are responsible for making up missed work.

Students whose parents take them out of school to accompany the family on vacation are

encouraged to plan family trips during school vacations. Students will be required to make up any missed work if they need to miss school.

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TRUANCY PREVENTION/ATTENDANCE PROCEDURES

Responsibilities:

Parents/guardians: Will notify the school, in writing, in advance of a student's absence, whenever possible.

School principal/attendance officer: Shall determine if it is a valid absence and attempt to contact a parent or guardian by telephone to confirm the cause of the absence. However, it is the parent/guardian's responsibility to notify the school in advance if the student is going to be absent.

Building administrator: Shall be notified daily of student absences.

School: Shall annually document the cumulative absences on each student, as the number of absences will determine the thresholds for intervention as described in these procedures.

7 Days Absent:

After 7 cumulative absences during any school year, the building administrator or designee shall send a 7-day absence form letter, which outlines the consequences for subsequent absences and the warning of the possible prosecution for truancy.

The building administrator or designee will maintain documentation of all oral and written contacts regarding absences for each student. Such documentation may be used to support any filings pertaining to truancy, child in need of care and supervision, or other matters.

15 Days Absent:

After 15 cumulative absences during any school year, the building administrator shall require that the parent/guardian attend a school conference attended by representatives from the school, Attendance Project Coordinator, and other supports as requested by the family.

The student's absences will be addressed and a written plan that may include supportive services such as prevention, diagnostic, intervention, and remedial services, alternative programs and other school and community resources will be developed for ensuring the student's future attendance.

At this meeting, a person will be identified who will follow-up with the family and student as to any problems they have following through on the plan as outlined.

The conference may be followed up by a letter which outlines the plan agreed to for the student to return to school, and the action to be taken or home visit if the student has subsequent absences as outlined in these procedures. A copy of the letter will also be sent to the Superintendent of Schools.

Parent/Guardian Does Not Attend 15-Day Meeting:

If the parent/guardian fails to attend the conference, school personnel will make a home visit or other contact with the parent/guardian.

If school personnel determines that there was no valid reason for missing the conference, an affidavit regarding the absences will immediately be filed by the Superintendent of Schools and a copy will be sent

to the Windsor County State's Attorney's Office. The Windsor County State's Attorney can pursue the matter as truancy or as a child in need of care and supervision.

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20 or More Days Absent:

After 20 cumulative absences during any school year but before 30 cumulative absences, the school will, at its discretion based on dealings with the student and parents/guardian, file an affidavit concerning the absences with the Windsor County State's Attorney's Office.

The building administrator shall notify the parent/guardian that the filing has been made with the Windsor County State's Attorney's Office and the possibility of criminal prosecution for truancy or a petition to determine if the student is a child in need of care and supervision.

The court could determine that the child is in need of care or supervision under 33 V.S.A. 5517 and 5528, which could potentially result in loss of custody as the most serious consequence.

Arrival and dismissal (Starting time 8:50 AM/ Ending time 3:20 PM)

Bus students - When students arrive in the morning, they have several options: outside play, breakfast, or quiet reading in the library media center. There is supervision in these areas only from 8:35-8:50 until school begins. Students go to class at 8:50 when the bell rings. On days of inclement weather, students will be indoors, at breakfast, in the library for quiet reading or in the auditorium to visit with friends. At dismissal, students wait for their buses in back of the school under the supervision of school staff.

Walkers - Students are expected to arrive at school before 8:50; no earlier than 8:35 in the morning. During good weather all walkers enter by the front center doors and go to one of the above optional areas. On days of inclement weather students should wait just inside the front door for the 8:35 bell to ring. They would then go to one of the above optional areas. Afternoon dismissal is at 3:20. Walkers are expected to go directly home using sidewalks and cross walks.

Students driven to school - Students should be dropped off before 8:50 but no earlier than 8:35 in the morning, in the Elks Parking Lot. Students must cross Park Street with the crossing guard.

After school pickup - School is over at 3:20. **Please park in the Elk's Parking Lot.** When you leave the building, please stay on the sidewalk with your child. When children see adults walking through the parking lot, they follow. We want to keep the children on the sidewalk and away from vehicles. Teachers and a crossing guard will help the children cross the street safely at the end of each day.

If you arrive between 3:00-3:20 to pick up your child, please realize that the last few minutes of school are valuable. Teachers are reviewing homework assignments for the next day. **While many parents enjoy coming into the building at the end of the day, at times the hallway becomes extremely congested with adults and small children socializing. Fire regulations require that we keep the hallways clear in the event of an emergency situation. Please be aware of this situation if you are planning on meeting your child at the end of the day. If it isn't an emergency, we would prefer that you take your child after the bell rings.**

Bicyclists - Students may ride their bicycles to school provided they:

- observe safe riding practices (helmets are strongly recommended).
- walk their bicycle on the school grounds.
- park their bicycle in the racks provided for them in the front of the building.

We recommend that bicycles be locked while at school. Bicycle riding is a privilege which will be revoked for failure to observe the above rules.

Early dismissal or change of plans

If parents need to take a child out of school early, please notify the office in writing or by phone. **Come to the office to pick up and sign your child out.** In the interest of safety, we need to know where all students are during school hours.

Children may not ride home with persons other than their parents unless written permission is received from a parent.

Students are not to leave the school grounds at any time during the school day without signing out in the office. They must bring a note from a parent.

Bus students who do not wish to go home by bus, must bring a note from their parent(s) giving this permission. Parents may write one note giving permission for the entire year.

Cancellation of school, late opening or early closing

If school is canceled, opened late or closed early due to inclement weather or some unforeseen circumstance, it will be announced over radio stations: WCFR - 93.5 FM WNBX - 1480 AM
WJJR - 98.1 WTSV/Q106 - 106.1 FM
WTSL/KIXX - 100.5FM
http://sover.net/school_closings

If school closes early, we will follow your directions as indicated on the form in the back of this handbook. Please sign and return the form to school.

Visitors, guests and volunteers

Visitors, guests and volunteers provide new perspectives and vitality in our school. We welcome volunteers for as little as an hour a month or as often as daily. You may help in classrooms, the library or computer lab, read with children, make classroom materials, help with projects, share a special talent or teach a new skill. We make best use of volunteer help when we can schedule it with the teacher in advance either with the teacher.

Student guests are welcome if prior permission is granted by the classroom teacher and the principal.

For safety and security reasons, **all visitors and parents must report to the school office to sign in and get a visitor's badge.** A visitor (a person not employed at Park Street School) must report to the school office and receive permission to be on the school grounds. Any person on school property who has not registered with the school office is illegally on school property and will be asked to identify himself properly or to leave the school grounds. If the visitor refuses to leave the school grounds or creates any disturbance, the principal has the authority to request aid from the law enforcement agency.

Any parent wishing to take their child earlier than 3:20 must receive a visitor badge and permission slip from the office before removing a child from the playground or lunchroom.

Moving or transfer to another school

Please notify the school of any change of address or telephone. If a student moves out of town during the school year, parents must come into the office and sign a release form so the student's records may be sent to the receiving school. It is the district's policy that all records are mailed and not given to the parent to deliver.

POLICIES ON DISCIPLINE

The Springfield School District recognizes that a disciplined atmosphere is conducive to a healthy learning environment. In order to achieve this objective it is necessary for students to develop a sense of responsibility toward themselves, toward others and toward the school.

The basic rules and regulations necessary for the proper functioning of our schools are clearly written and explained to the students. Students should understand the need for the standards of behavior and that the consequences of their own behavior can be either positive or negative.

Throughout the district consequences for inappropriate behavior are spelled out and dealt with specifically in ways that best fit the maturity of the students. In some instances it is necessary to identify the special needs or problems of a specific student to determine more suitable consequences for him or her than those described in the school system's rules and regulations.

The district staff and the community recognize that there are multiple forces impinging upon a student, shaping both behavior and attitudes. It is important for the school, parents and community to work closely together to be supportive of one another as we educate our youth. When a student's behavior is clearly detrimental to his or her well-being or to the school program, he or she may be dismissed from school by action of the School Board.

This district policy statement summarizes the district's standard of behavior for all students in all schools.

Equity

Every student at Park Street School:

- Has the right to a safe, supportive and respectful school environment.
- Has the responsibility to contribute to a safe, supportive and respectful environment.

Student Behavior

In order to ensure a safe and orderly environment where all students can learn, Park Street School has four school-wide rules which are consistently enforced:

- ***Respect the rights and property of others.***
- ***Maintain quiet and calm so teaching and learning may occur.***
- ***Do your best.***
- ***Play fairly and safely.***

Matches, fireworks, knives, weapons, explosives and other objects unsafe for school are not permitted at school and may be cause for dismissal or expulsion from school.

Each adult and child is responsible for discipline in the school and must work together to ensure the safest possible school environment for everyone. Compliments and recognition are given on a regular basis to students and classes who demonstrate good behavior.

Planning Room Philosophy

If a child has difficulty maintaining control of his or her behavior or making good choices in school, he or she may go to the planning room for assistance. The planning room teacher helps students make good decisions and take effective control over their behavior. The program is based on William Glasser's beliefs about discipline and the need for all students to be able to make some choices about their behavior. We expect that all of us working together through this program will help children take control of their lives and make positive changes in their behavior.

Upon arrival in the planning room, a student will work with a teacher to reflect on the behavior that caused him or her to go there. The student will then develop a behavior plan to improve his or her behavior and return to class with success.

We believe people have the ability to take control of their lives and make positive changes in their behavior. William Glasser's "Control Theory" philosophy underlies the approach to discipline at Park Street School. Control Theory assumes that human beings are internally motivated and are not stimulus-response driven. Therefore, our behavior is not the result of external events, but is triggered by the need to survive (physiological need), the need for love and belonging, the need for worth and recognition, the need for freedom and the need for fun (psychological needs).

Life Skills

If a student is not able to carry out his or her behavior plan, that child will be required to go to Life Skills to learn strategies for appropriate behavior and to practice those behaviors. Life Skills is also a place where students who do not behave appropriately may do their school work until they demonstrate the ability to abide by the school rules and earn their way back to their classroom. In such cases, Life Skills serves as an in-school suspension program.

Planning Room Steps

Park Street School has a Planning Room that is under the supervision of a teacher and paraprofessional. It is the duty of the Planning Room teacher to assist children with challenging behaviors by helping them take responsibility for their actions and find other behaviors which would help them be more successful at school. The steps which are followed by the Planning Room teacher and the classroom teacher are:

1. Classroom warning
2. Classroom time-out
3. Child meets with the teacher during time-out
4. Planning Room visit #1
5. Meeting with Planning Room teacher, student and classroom teacher if needed.
6. Step 1
7. Step 2
8. Step 3
9. Planning Room visit #2---Planning Room teacher or classroom teacher calls parent.
10. Meeting with Planning Room teacher, student and classroom teacher if needed.
11. Step 1
12. Step 2
13. Step 3
14. Planning Room visit #3---A formal letter goes home.
15. Meeting with Planning Room teacher, student, classroom teacher and principal.
16. Step 1
17. Step 2
18. Step 3
19. Planning Room visit #4---conference with parent, principal, classroom teacher, guidance counselor, planning room teacher and student; this group makes a plan for the child and a clear consequence if the behavior is repeated. (Examples are: Life Skills, calling a parent after the next offense, out-of-school suspension, EST Meeting)
20. Step 1
21. Step 2
22. Step 3
23. Planning Room visit #5--Follow the plan from the conference.

Severe Behavior Plan

When a child hurts another child or an adult or is extremely disrespectful toward an adult or another child, there are different consequences.

1. Parent is called in immediately for a conference with the Planning Room teacher and the principal. The child will be in Life Skills that day. Repeated offenses will result in out-of-school suspension.
2. Following an out-of-school suspension, parents need to bring their child in the following morning to meet with the principal and planning room teacher to make a plan for the child and a clear consequence if the behavior is repeated.

Suspension and Expulsion

Students may be suspended from school by the principal for serious or repeated violations of school policy or disciplinary rules, or for other conduct not defined by rule which is deemed by the principal to be inappropriate, disrespectful, or disruptive to the school. Suspended students are suspended from all extracurricular activities. Students are not to be on school property during the suspension period other than during the school day if the student is serving an in-school suspension. Failure to abide by this procedure will result in an additional suspension, subject to separate notice and opportunity to be heard as set forth below.

When student misconduct makes the continued presence of the student harmful to the welfare of the school, the superintendent or principal may, with the approval of the school board, suspend the student for longer than 10 school days or expel the student.

Suspension and expulsions of students with disabilities under the Individuals with Disabilities Education Act and/or Section 504 of the Rehabilitation Act of 1973, shall be carried out only in accordance with the requirements of those laws and related State law, including Vermont Board of Education Rule 4312 and successor provisions. See Board Policy "Long Term Suspension of Students with a Disability Under Special Education Laws or Under Section 504 of the Rehabilitation Act of 1973" (Policy F3).

Bomb Threat Policy

The Springfield School District has adopted a comprehensive policy on what to do in the event of a bomb threat. Copies are available from the building administrator or the superintendent's office. While we intend to respect the legitimate privacy interests of all persons, it is lawful for school authorities, within constitutional boundaries, to conduct reasonable examination of personal property on school grounds, including but not limited to lockers, desks, backpacks, and automobiles. In the event of a bomb threat, such items may need to be searched in order to assure the safety and protection of people and property.

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

In addition, under State law, the making of a bomb threat is a very serious criminal offense, punishable for even a first offense by as much as 2 years in prison and a \$5000 fine. The making of such a threat may also lead to civil liability.

Harassment

Harassment is a form of discrimination and is not tolerated. Some examples of harassment include:

- Verbal - offensive language, insults or threats, hurtful jokes, unwanted flirtations.
- Nonverbal - offensive objects or pictures, offensive sounds, insulting graffiti or other writings.
- Physical - unwanted touching, chasing or presence in another person's space.

Discrimination

It is the policy of the Springfield Schools and the State of Vermont not to discriminate on the basis of race, color, religion, sex, sexual orientation, age, national origin or handicapping conditions. Neither children nor adults may be discriminated against on the basis of any of the above in:

- Use of school facilities
- Class placement
- Class and school activities
- Student rules and awards
- Counseling and guidance services
- Health and other school services

Section 504 is an Act which prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Act defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activity (including activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. has a record of such impairment; or
3. is regarded as having such an impairment.

In order to fulfill its obligation under Section 504, the Springfield School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the program and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he or she has a right to a hearing with an impartial hearing officer. If parents have any questions, they should contact Springfield School District's 504 Coordinator, Peter Nagle at 885-5141, ext. 16.

If you think you have been harassed or discriminated against in school or have any questions,

- talk with your teacher, school counselor, planning room teacher or principal, or
- speak with a Title IX Coordinator.

These people will listen to you and help you to form a plan to resolve your problems. The plan may be informal or include a formal process including investigation by a Title IX coordinator.

Consequences

Any student who harasses or discriminates against another student will have disciplinary actions taken against him or her which may include in or out of school suspension.

Threats of Violence/Destruction

Springfield School District policy prohibits students from making oral or written threats and or threatening actions directed (1) at school personnel (including all school staff, contracted service providers, and drivers of school buses), other students, and/or other people using school facilities, or (2) at buildings, grounds or other school facilities. Violation of this policy shall result in discipline, up to and including long term suspension and expulsion. In addition, restitution may be sought where the threat results in expense to the school, school personnel, or other students.

In order to maintain a safe environment for its students, employees, and others who use school buildings, grounds and facilities, and in order to maintain all school buildings, ground and other facilities in a safe and usable condition, the Springfield School District will treat any oral or written threat or threatening action by a student directed against school personnel and/or against other student(s), and/or against the school property and/or people using school property, as a serious offense.

In addition to verbal threats of violence spoken or written by a student to another student(s), school personnel, or school property, the following are other examples of actions which are prohibited by this policy:

1. The bringing onto school property, or the possession on school property, of a dangerous instrument, substance or other device capable of injuring people, or of doing damage to property. Prohibited items would include, for example, poisons, unauthorized chemical substance or an explosive device. (Note: Where the item fits the definition of "weapon" in the school weapons policy, that policy shall also apply to the offense.)
2. The bringing onto school property, or the possession while on school property, of an item which has the appearance of such a dangerous instrument, substance or device, or which the carrier/possessor claims to be such a device; for example, a fake bomb, a toy handgun or a rubber knife.
3. The phoning in or other communication of a bomb threat, or other threat to destroy school property.
4. Attempted or threatened physical assault directed by a student or staff member, at a student or staff member.
5. The pulling of a "false fire alarm".

There may be circumstances under which an otherwise prohibited item may be permissibly possessed and appropriately used on school grounds. Examples might include possession and use in the chemistry lab of appropriately handled chemicals during a chemistry class, and appropriate use and storage of fake sword as a prop in a school play. A student shall limit his/her use and/or possession of such items to the purpose and circumstances for which use/possession is authorized.

Where a legitimate purpose exists for a student to bring such an item onto school property, the student should secure prior written authorization from the principal. The authorization should describe the item, the allowable purpose of bringing the item onto school property, the identity(ies) of the person(s) authorized to possess and use the item while on school property, and the authorized means and location of storage while on school property. Possession, storage or use of the item contrary to the items of the authorization may result in discipline pursuant to the terms of this policy.

HEALTH AND SAFETY

Safety is of utmost concern at Park Street School. We have limited mental and physical health services available at school. When student needs are greater than we can serve or are outside the scope of an educational setting, referral may be made to a variety of other resources within the community.

Safety

A major responsibility of the school is safety of the students while they are in our care. All playground areas are supervised when used by children during school hours. No rough or potentially dangerous play is allowed. Students are taught and expected to play carefully on the wooden structure and other equipment. Students with weapons or potentially dangerous toys may be subject to suspension or expulsion from school.

Children may not leave school property without permission. Once students are dismissed from school, they are expected to go straight home. Supervision of students on school grounds is provided by school personnel from 8:35 until 3:20.

Fire drills are held regularly to ensure that students can evacuate the building quickly should an emergency arise. If the school must be evacuated for a long period of time, students will walk to another school and parents will be notified through local radio stations.

Parents can help by emphasizing safety at home, encouraging safe manners while students walk to and from school and wait for and ride the bus, and teaching children how to ride bicycles safely. Please use great care while driving near schools.



Health services

The school nurses treat minor injuries, check students' vision, hearing, skin and scalps and ensure that the school is free of communicable diseases. They conduct periodic checks for head lice. In order to keep it from spreading, students found with head lice or other communicable ailments are sent home until properly treated.

The guidance counselor, mental health clinician and child associate meet with individual students and with classes to teach students skills about personal safety and how to get along together. They are also available for limited time periods for individual and small groups of students and for parents.

A speech and language pathologist and a certified occupational therapy assistant are available to provide services to students with specific needs in these areas. They also consult with teachers and students as needed.

No tobacco, alcohol, illegal drugs or weapons are allowed on school property by children or adults.

Guidelines for keeping a child home sick

In order for children to do their best in school, they need to be healthy and feeling well. Our bodies fight illness best when rested and taken care of at the onset of symptoms. At school, we promote wellness and protect all students against illness. A child should stay home if he or she has had any of the following symptoms:

- a fever (temperature over 100 degrees) within 18 hours before school
- vomiting or diarrhea within 18 hours before school
- a profuse runny nose
- a severe persistent cough
- pink eye

- open infected sores (such as impetigo) which cannot be covered

It is the parent, not the child, who should make the final decision whether a child should stay home or go to school. A desire to be at school or "I have to go to school", are not the deciding factors!

A student may return to school if he or she:

- no longer has any of the above symptoms, including no fever, vomiting or diarrhea for at least 18 hours before returning to school
- has eaten a normal meal
- after strep throat, has been on antibiotics for 24 hours and has no fever
- after pink eye, has been on antibiotics for 24 hours and has no drainage

Medications

All over the counter and prescription medications must be kept in the nurse's office. If a child requires medication during school hours, it will be administered in the nurse's office only.

The school must have a written statement from the doctor or pharmacist detailing the method of taking any prescribed drug, the dosage and the time schedule to be observed. Parents requesting that a child take over the counter drugs (such as Tylenol or cough syrup) must state that in writing.

The school must also have written authorization from the parent or guardian requesting that the school assist the child when taking medications and that the school be held harmless.

The health office has a limited supply of basic over-the-counter medications that are available if symptoms first appear during school hours. It is the parents' responsibility to provide cough drops, lozenges, acetaminophen, etc. to the health office to give to children with ongoing symptoms.

Physical Education

We want children to be safe. They should wear sneakers and casual clothing on days they are assigned gym. Many activities require students to sit on the floor, so please NO DRESSES

PUPIL TRANSPORTATION



The importance of proper conduct while waiting for boarding, riding or disembarking from a bus cannot be over emphasized. Any behavior that distracts the bus driver instantly endangers all. In the interest of safety, all pupils should understand, and parents are urged to impress upon their child(ren), the necessity for strict compliance with the bus rules.

Riding on the school bus is a privilege provided by the School Board. Any pupil causing undue disturbance or found guilty of violating school rules may lose this privilege. If privileges are suspended or revoked, it is the parent/guardians responsibility to be sure the pupil attends school.

The bus driver is in complete charge of the bus at all times and is responsible for the conduct of the pupils while on the bus going to and from school.

Before loading:

- The school bus runs on a schedule. Pupils must be at pickup points on time. The bus driver is not expected to wait for stragglers or latecomers.
- Stay off the road at all times while waiting for the bus. Do not move toward the bus until the bus has stopped completely.
- Board the bus in an orderly manner with no pushing, crowding, shoving, etc.
- Be a good citizen. Show regard for the care and upkeep of the property near the bus stop.

On the bus:

- Take a seat immediately and remain seated.
- No more than three pupils may sit in one seat.
- Excessive movement, fooling, loud talk, profane language, horseplay, etc. will not be tolerated.
- Keep books, packages, coats, instruments and other objects out of the aisle. Aisles must be kept clear at all times.
- Pets or other animals are not allowed on the bus.
- No smoking, chewing tobacco, eating or drinking is allowed on the bus.

Pupil pickup and drop-off:

Pupils are to be carried from their home or bus stop directly to school and from school directly to their home or bus stop. All pupils riding on the school bus should understand that nobody will be allowed to leave the bus once they have boarded and started home, except at their regular stop or upon approval of a bus variation (see bus variances).

Leaving the bus:

Cross only in front of the bus after the bus driver, crossing guard or teacher has given you the all clear signal. **Always walk.**

Pupil eligibility for transportation:

- A. Pupils in K-5 living outside .6 mile (6/10th) limit from school or nearest stop.
- B. Pupils who must walk in hazardous areas may be granted bus transportation upon approval of the Transportation Coordinator and/or Superintendent of Schools.
- C. Pupils who, because of physical condition, are unable to walk, may be granted bus transportation upon the approval the Transportation Coordinator and/or Superintendent of Schools. A doctor's certification will be required.

Dealing with transportation concerns:

When an **EMERGENCY SITUATION** arises -- such as a later bus, no bus, or your child was not on the bus -- you should first call your child's school. If the school personnel were unavailable to determine a solution, please call the bus garage at 886-3001 and relay your concerns to a staff person there. If no one is available, contact the Transportation Coordinator at 886-7827 and leave a message.

For **NON-EMERGENCY SITUATION** during normal business hours (8 a.m. to 4 p.m.), you are asked to please call your child's school for resolution of your situation. If the school personnel are unable to help you, call 885-5141 ext. 27 to speak to the Transportation Coordinator.

In either an emergency or non-emergency situation, the school personnel, Central Office staff and/or Transportation Coordinator will work with the bus company to resolve the issues.

AS EMERGENCY ISSUES OR CHANGES IN BUS ROUTES OCCUR during the normal school day, school principals and secretaries will be notified. There will also be announcements made on local radio stations and SAPA-TV (Channel 8). As time allows, parents will be called for the bus students affected by the issue or change. If an issue is known in advance, fliers will be sent home giving information about the issue or change.

RADIO STATIONS NOTIFIED

WWOD/WCFR	104.3 FM	Hartford
WNBX	1480 AM	Springfield
WJJR	98.1	Rutland
WTSL/KIXX	100.5	Lebanon, NH
WTSV/Q	106	Claremont, NH

Route Changes:

If you would like to request a route change or bus stop change, a "request for change" form needs to be completed. These forms are located at any school office, or call the Transportation Coordinator at 885-5141 ext. 27.

Complaints:

If there are transportation issues/complaints, refer it to the Transportation Coordinator, Martha Tarbell at 885-5141, ext. 27.

Violations:

Violations of bus behavior will be handled in the following manner.

First Referral - The bus coordinator will contact the building administrator. A letter will be sent to the parents. The building administrator will talk to the pupil.

Second Referral -The bus coordinator, after receiving a second referral, will contact the building administrator. The building administrator will attempt to call and a letter will be sent to the parents. The building administrator will talk to the pupil. Building administrator and/or transportation coordinator will determine the length of suspension from riding the bus (suspension up to one (1) week).

Third Referral - The bus coordinator, after receiving a third referral, will contact the building administrator. The building administrator will attempt to call and a letter will be sent to the parents. The building administrator will talk to the pupil. Immediate suspension will be for the remainder of the school year. After 30 school days, parents may appeal to the Transportation Coordinator.

Flagrant violations that interfere with the safe operation of the bus or endangers the safety of other pupils will result in immediate and indefinite suspension. Suspension will be based on the seriousness of the violation and conduct of the student. Pupil will reimburse the school district/bus company for any damage for which they are directly responsible.

Suspension from a bus includes all trips - regular routes, field trips, athletic, etc.

Requests for Bus Variations:

A request for a change in bus stops may be made by filling out a bus variation form which is available in your school office. The bus coordinator receives, reviews and approves (or disapproves) bus variations to avoid overload. The bus coordinator then forwards the variation to the bus company.

The principal may approve a parent's written request for a child to be discharged at another stop on the same route. Both parent and principal must sign the request and the child can give it directly to the bus driver. Types of requests we try to accommodate:

- Pupils going to "after school" work or childcare
- Pupils going to service or community groups such as Scouts or 4-H
- Parents are working and will not be home
- Emergency needs such as parent away for funeral, hospitalization, etc.

Requests must be made out on a form that is provided by the school office at least two days prior to the change (if possible). Telephone requests cannot be accepted for the safety of the children we transport. Requests to transport children for playtime visits, parties, etc. will not be accepted.

Field Trips:

In order to use the best resources to help students learn, we take students on field trips. Any field trip outside of the Springfield town limit normally will use regular school buses and always require parents specific permission for each trip.

A form is included with this booklet for permission for pupils to participate in activities which may take your child off the school grounds within the Springfield town limits. We ask you give your signed permission for these local activities for the entire school year.

Pupils who are suspended from riding the school bus cannot ride a bus for a field trip.

FOOD SERVICES

Breakfast, morning snacks and lunch are available at school each day. The full cost of breakfast is \$1.00, snacks cost \$.50, and the full cost of lunch is \$1.75. Some menu items may be purchased a la cart. Free and reduced meal prices are available by application. If you believe you are eligible for reduced prices or free meals, or become eligible at any time during the year, please request a form from the office.

Students may eat breakfast at school between 8:35 and 8:50 each morning. In the morning, when children go to their classrooms, lunch money will be collected by their teacher. Please put your child's money in an envelope clearly marked with your child's name, their teacher's name and the amount of money inside the envelope. Example: Joe Smith

Mrs. School Teacher

\$1.75 - lunch

.50 - snack

Lunch is served in three sittings, offering a hot lunch entree, salad bar or a sandwich with a vegetable, fruit and dessert. Students may bring their own lunch if they prefer. **All lunch boxes and lunch bags should be clearly marked with the student's name.**

Eating in the cafeteria is a privilege. Students are expected to use good table manners, dispose of their own garbage and remain seated until dismissed.

MISCELLANEOUS

Dress

All students are expected to dress appropriately for the weather and their safety. Due to the number of stairs in our building, students are asked not to wear high heels or clogs, but instead to wear shoes that tie or sandals that have a back strap that holds them tightly to the foot. Sneakers are the most appropriate. We do not allow clothing that depicts alcohol, tobacco or other drugs. Girls are not allowed to wear shirts that are too tight, have spaghetti straps or show their midriff. They cannot wear skirts that are too short.

Make-up is also not allowed. Nail and hair products should stay home.

We feel strongly that all of the clothing and make-up issues listed above are not appropriate for children this age. We want the children to look their age so they will act that way as well. Inappropriate clothing or make-up causes a disturbance in and out of the classroom. If children come to school dressed improperly, they will be sent to the nurse's office for a change of clothing. If the nurse cannot find anything to fit your child, you will be called to bring in a change of clothing.

Lockers

Students will be assigned a cubby or a locker for storage of their belongings. All cubbies and lockers must be kept clean and unlocked.

Lost and found

Please label all clothing, lunch boxes and notebooks so they can be returned to their owners. Found items will be listed in the daily bulletin and kept in the hall. Please check there for any missing items.

Cell Phones

Children will not bring cell phones to school unless there is a special situation which has been approved by the principal. Any cell phones will be held by the teacher until dismissal.

IF YOU HAVE A CONCERN OR PROBLEM

If you have any concerns regarding your child, please contact us. Begin your discussions with the teacher.

1. See the teacher. Make an appointment and discuss your concerns as soon as they arise.
2. See the principal. If the situation has not been resolved to your satisfaction by the discussion with the teacher, make an appointment with the principal.
3. See the superintendent. Should your concern require further discussion, make an appointment with the superintendent, Mr. Perotti.
4. Meet with the School Board. If meeting with the above mentioned people does not satisfactorily solve your problem, you may request a meeting with the School Board.

ANNUAL NOTIFICATION OF DESIGNATION OF DIRECTORY INFORMATION, RIGHT OF REFUSAL and RIGHTS TO INSPECT EDUCATIONAL RECORDS

Schools in the Springfield School District may disclose designated directory information on students and eligible students without the prior consent of the parent of eligible students, and without any record of such disclosure. The following types of personally identifiable information have been designated directory information:

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

Disclosure may include such personally identifiable information contained or reflected in photographs.

If you are an eligible student and are currently attending school in the Springfield School District, or if you are the parent of a student currently attending school in the Springfield School District, you have a right to refuse to permit the designation of any or all of these types of information as directory information concerning your child or (if you are an eligible student) yourself, by providing written notice of your refusal, listing the type(s) of information which you refuse to have so designated, to the principal or the school your child attends (or the school you attend, if you are an eligible student), by September 15 of each year.

Annual notice to parents and eligible students regarding educational records

As an eligible student (18 years or older) or a parent of a student enrolled in the Springfield School District, you have certain rights concerning the education records which the school district maintains. These rights are afforded by the Family Educational Rights and Privacy Act (FERPA) and other legal requirements.

The Family Educational Rights and Privacy Act (FERPA) specifies rights related to educational records. This act gives the eligible student, parent or guardian the right to:

- inspect and review the student's educational records;
- make copies of these records;
- receive a list of all individuals having access to those records;
- provide consent prior to disclosure of personally identifiable information contained in the student's record
- ask for an explanation of any item in the records;

- ask for an amendment to any report to ensure that it is not inaccurate, misleading, or violates the child's rights; and
- a hearing on the issue if the school refuses to make the amendment.

This Annual Notification of Rights is only a summary of rights. Your rights to inspect and review education records, and the school district's duty to have your written consent prior to disclosure of personally identifiable information, are subject to limitations. In order to request inspection and review of your education record, or if you have any questions concerning your rights in this matter or if you wish to have a copy of the School District's policy, contact your school principal or Superintendent of Schools, Springfield School District, 60 Park Street, Springfield, VT 05156 or call 802 / 885-5141. Further details are contained in the school district's detailed student record policy and procedures, and in state and federal law. If there are any questions, please feel free to contact Carol Stark, 504 Coordinator for the elementary schools, at 885-4774, ext. 149.

Parental Rights & Responsibilities

The School Board recognizes the value of providing information concerning a students' school participation and progress to both parents where the parents are separated, estranged or divorced. In such cases, the School Board and its employees will attempt to respect the legal rights of both parents with respect to involvement in their child's education, including access to records, educational decision-making, and notice and participation in school meetings and activities, as and to the extent provided by State and Federal law.

Upon written request to the child's school principal, the school shall subsequently and routinely mail to each joint-custodial and/or noncustodial parent copies of all school information which is normally sent home with the child. This will include copies of report cards, and class and school newsletters. These mailings should continue for the remainder of the school year in which the request is made. This service may be requested annually.

Parental Right-to-Know About Teacher Qualifications

Parents have the right to request information regarding the professional qualifications of their children's classroom teacher(s) as below. Requests are to be made in writing to the school principal.

Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.

Whether the teacher is teaching under emergency or other provisional status through which State Qualification or licensing criteria have been waived.

The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.

Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Home-School compact (copy 1) White

Home-School compact (copy 2) Colored

• **Please complete these forms and return to school!**

EARLY CLOSING INFORMATION

A situation may arise when it will be necessary to close school earlier than the usual time. Please indicate which of the following procedures your child should follow if it does become necessary to dismiss early. If it becomes necessary for us to close school early, we will announce it on the local radio station WCFR or BOB Country 93.5 FM.

We are sorry it is not possible for the school to make individual phone calls.

_____ My child is to walk home.

_____ My child is to go home on the bus. (For regular bus students only)

_____ My child is to _____
(please complete)

(print student name)

(teacher's name)

(date)

(parent or guardian signature)

EMERGENCY TRANSPORTATION INFORMATION

In a case we feel your child at dismissal time is a danger to himself or others, we will not send him/her home on the bus. In that situation, we will need to know who to contact so that your child can be driven home safely.

Contact person #1 _____ Phone _____

Contact person #2 _____ Phone _____

Child's name _____

Parent/guardian signature _____ Date _____



FIELD TRIP PERMISSION

Field trips are an important part of our program. The world outside the classroom offers many possibilities for developing interests and broadening the learning of pupils. Full use must be made of every available human and material resource if we are to provide the very best educational experiences for our boys and girls. The school curriculum makes provisions for supplementing textbook learning and classroom experiences with real life situations and experiences by bringing the classroom into the community and bringing problems of the community into the classroom.

If transportation is required, regular school buses will be used. Adequate supervision will be provided and notices will be sent home announcing all trips. Your advance permission is requested.

I hereby give permission for _____
(student name)

to participate in activities during the school year which may take him or her off the school grounds. It is my understanding that this does not include permission for trips outside the Springfield town limits.

(date)

(parent or guardian signature)

P.S. Would you be willing to assist with some of the trips?

(print name)

(phone)

PHOTOGRAPH AND VIDEO RELEASE

Some school related activities are photographed or videotaped for school displays, publication in local newspapers, broadcast on local cable television, or our monthly newsletter. To protect your child's privacy we ask you to sign one of the choices below and return this form to your child's teacher.

_____ **YES**, I hereby allow my child to be photographed or videotaped during school related activities for educational and or school related purposes only. These photographs or videotapes may only be shown in school displays, local newspapers, on local cable television or used in monthly newsletters.

_____ **NO**, I do not allow my child to be photographed or videotaped for school displays, publication or broadcast.

(print student name)

(teacher)

(date)

(parent or guardian signature)

**SPRINGFIELD SCHOOL DISTRICT
Springfield, Vermont**

Student Acceptable Use Procedures Agreement

General Procedures

Students in the Springfield School District have access to the school's electronic resources for the purpose of enhancing learning. To gain access to these resources, all students under the age of 18 must obtain parental permission and must sign and return this form to the person designated. Students 18 and over may sign their own forms.

Students may access the school's electronic resources for educational purposes only. Acceptable use includes classroom activities, career development, curriculum driven research and may involve electronic communication, as designated by the school. The school's electronic resources shall not be used for commercial or entertainment purposes, as a public access service or a public forum, unless permission is allowed by the school. Students are expected to follow the rules of personal conduct outlined in the student handbook, as well as abide by state and federal laws in the use of the school's electronic resources.

Parents/guardians are warned that some material accessible via the Internet, through the school's electronic resources, may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While it is the school's intent to provide appropriate electronic resources to enhance the curriculum, students may find ways to access other materials as well. The District believes the benefits to students from access to electronic resources and the Internet for information gathering, research and to provide opportunities for collaboration, exceed the potential disadvantages. Ultimately, parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using electronic resources. To that end, we support and respect each family's right to decide whether or not to apply for access.

Individual User Responsibilities

System users shall:

1. understand that electronic mail transmissions and other use of the electronic communication system is not confidential and may be monitored at any time by designated staff to ensure appropriate use;
2. not distribute personally identifiable information about themselves or others by means of the school's electronic communication system;
3. be responsible at all times for the proper use of their account by taking all reasonable precautions to prevent others from gaining access to their system account and password;
4. not use another person's system account or password, or present themselves as another person, without written permission from the system administrator or school coordinator;
5. not purposefully access or send materials, which include pictures, video or audio files, that are rude, disrespectful, abusive, obscene, sexually oriented,

threatening harassing, damaging to another's reputation, or illegal;
5. purge electronic mail in accordance with established school e-mail retention guidelines;

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Student Acceptable use Procedures Agreement - Form G11-1

Individual user may be held financially responsible for any harm to the system as a result of carelessness or intentional misuse.

Parent/Guardian Permission

As the parent/ guardian of this student, I have read the "Student Acceptable Use Procedures Agreement". I understand that school access is designed for educational purposes only. The school has taken precautions in an attempt to eliminate student access to controversial materials. However, I also recognize it is impossible for the school to restrict access to all controversial materials. Thus, I will not hold teachers, staff, administrators or the school board responsible for materials acquired on the system. Further, I accept full responsibility for supervision if and when my child's electronic resources use is not in the school setting. I hereby give permission for the school to issue an account for my child and certify that I have read the Student Acceptable Use Procedures Agreement and have signed below giving my son/daughter permission to access the school's electronic resources.

Student Name (please print): _____

Parent/Guardian Name (please print): _____

Address: _____

Phone # _____

E-mail Address: _____

Date: _____

Parent/Guardian Signature: _____

Student Permission

I have read, understand and agree to abide by the "Student Acceptable use Procedures Agreement". I further understand that any violation of the Procedures may enact school disciplinary action or constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary actions may be taken, and/or appropriate legal action may be initiated.

Student's Name (please): _____

Student Signature: _____

Date: _____

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PTA Form

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