

Twinfield Union School

106 Nasmith Brook Road

Plainfield, VT 05667

www.twinfield.net

802-426-3213

Our Mission

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

Our Core Beliefs

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

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General Information

The PK–12 Experience at Twinfield

Twinfield Union School is a small school doing big things. TUS offers a strong educational program to students from preschool through grade 12. The school serves the Plainfield and Marshfield communities. We have a beautiful 88-acre campus, which includes fields, forest, ponds, brooks and a river. We work hard to integrate nature-based learning into our curriculum.

Central to our success at TUS is the establishment of a respectful learning environment where all students feel safe and can thrive. Students understand the expectations for their behavior in a wide range of school environments. School staff proactively teaches and reviews expectations for the bus, classrooms, hallways, library and playground throughout the year.

Academic Integrity

Students at Twinfield Union School are expected to behave honorably in all their undertakings. Plagiarism, the act of copying material from any source and submitting it as your own, is unacceptable. Teachers will explain plagiarism to their students in a developmentally appropriate manner at all grade levels.

Assessment

One of Twinfield Union School's core beliefs is that relevant ongoing feedback is essential for learning. TUS uses both formative and summative assessment strategies. Formative assessment is assessment for learning; it guides teachers' planning with individual students. TUS is working hard to better formatively assess our students and to help students evaluate their own work.

Summative assessment is assessment of student learning—what students know about a particular skill or topic at a particular moment in time. Smarter Balance is a summative assessment taken annually at TUS.

Academic Reports. For the 2018–2019 school year, students in grades K–8 will receive quarterly report cards. Parents of students in grades 9–12 can monitor student grades online using the parent portal in LIFT.

Attendance

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

Parents/guardians are expected to call the attendance secretary at 426-3213 ext. 207 each day that their child will be absent from or late to school. This call must be made **before 8:20 a.m.** If no call is received, the registrar will contact parents/guardians at home and/or at work to verify absence. If no contact is made, parents/guardians are expected to send a note of excuse when the student returns to school.

Absences are considered excused if they are caused by:

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

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

1. Parents/guardians will receive a call from their child's homeroom teacher or TA to discuss the attendance issue and make a plan for improvement.
2. If absence/tardiness continues, parents/guardians will be contacted by school administration.
3. Lastly, parents/guardians will be contacted by the truant officer, who may initiate the assistance of DCF and the Vermont State's Attorney's office.

Late Arrival. Students are expected to arrive at school in time to prepare for class at the beginning of the school day. Students who arrive late must sign in at the main office or Student Support Center **before** going to class. Failure to do so will result in the student being marked absent for the day and parents/guardians being contacted.

Early Dismissal. Students who must leave the school for any reason (e.g., medical appointments) during the school day must have permission from parents/guardians, who may call in an early dismissal or send a permission note stating the time, date and reason for dismissal. Parents/guardians must pick up and sign out their student in the main office. Students who request early dismissal or early arrival must have their form approved by the assistant principal.

Bullying, Hazing and Harassment

Twinfield takes all forms of bullying, hazing and harassment with utmost seriousness. We believe all students and staff deserve and need a safe school environment in which to learn and work. All teachers and staff have been trained in anti-harassment curriculum, laws, policies and procedures. Each year, in age-appropriate language, teachers review pertinent laws, policies and procedures. Relevant policies are included at the back of this handbook (see appendix B and appendix C), and copies of state laws and local policies are available in the policy manual in the superintendent's office. TUS trained bullying and harassment investigators are Melissa Gosselin, guidance counselor, and Bob Gulardo, assistant principal.

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

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

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

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

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

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

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

Bullying and hazing can be mild or severe, obvious, suggestive or subtle. Please report *all* suspected bullying and hazing to any member of the administrative team or to faculty, guidance counselors or health professionals. The administration will investigate all complaints and take appropriate action as outlined in appendix B and appendix C in the back of the handbook.

Cafeteria Services

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

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

1. *Enter the cafeteria in an orderly manner and proceed to the cafeteria line. Do not cut in line.*
2. *Be courteous to and respectful of each other and those who work in the cafeteria.*
3. *Dispose of trash when directed to line up by one of the cafeteria monitors.*
4. *Leave cafeteria tables and compost and recycling areas clean.*
5. *Use a soft tone in table conversations and refrain from yelling to classmates at other tables.*
6. *When dismissed proceed to the exit, or for elementary students, line up with classmates.*

In the 2018-2019 school year, Twinfield qualifies to provide free breakfast and lunch to all students. A la carte items and second helpings are available for purchase. All outstanding accounts must be cleared before the end of the school year.

Communicating with Twinfield

The Washington Northeast Supervisory Union and its schools provide multiple channels of communication for all of our educational partners. The Twinfield main office is open from 7:30–3:30 daily, and we encourage you to visit the school. **Please note that visitors must check in at the main office and receive a visitor's pass.** See page 11 in the handbook for information on students visiting from other schools.

To contact us by phone, call 426-3213. Press zero to be transferred directly to a school secretary. You may also reach Twinfield faculty and staff by direct extension (see pages 36–37 in handbook). To contact us in writing, feel welcome to fax or e-mail us. All employees have the same address structure: firstandlastname@twinfield.net. Our postal address is 106 Nasmith Brook Road, Plainfield, VT 05667. Our fax number is 426-4085. The most effective method of receiving accurate, up-to-date information is to log on to our website at www.twinfield.net.

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

Bus Notes and Changes. All notes to the school should list your student's first and last name, teacher and grade level. Bus notes must also include destination with address. **Only emergency changes should be made by telephone.** In the event of an emergency, direct bus changes to Dede Dufresne at 426-3213 ext. 201. Preschool bus changes must be made no later than 10 a.m. **You may not change bus assignments, or get off the bus at a different stop without a note from a parent.**

Contacting Your Student. To reduce interruptions in the classroom, we ask parents/caregivers to call the main office at 426-3213 to leave a message for their students. Students are no longer allowed to use their phones in classes during the day. **Please do not call or text students directly via cell phone.** This causes disruption in classes and is a violation of our cell phone policy.

Complaint Resolution. Should you have a complaint, families are asked to first attempt to resolve the issue informally. If a resolution fails to occur, or if it proves unsatisfactory, families may file a formal complaint either directly with the school principal or with the superintendent.

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

Dress Code

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

Guidelines. Appropriate clothing for **all** students includes:

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

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

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

Consequences

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

Second offense: A student in violation a second time will be notified, a staff member will notify parents/guardians, and a written report sent home. The student will be asked to cover up, change into borrowed clothing, or have clothing brought from home.

Third offense: A third offense includes the above and may result in additional consequences.

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

Emergency Exercises

In accordance with state laws, we practice one emergency exercise per month. We have three types of exercises:

Clear the Halls. Go to the closest room supervised by an adult. Close door. Only use classroom intercom or phone for emergencies.

Secure the School. Go to closest room supervised by an adult. Close and lock the door. Students and staff remain away from closed doors and windows. Turn off lights/shut curtains/blinds (if available). Designated staff secure outside doors. Students' who are outdoors, move away from the building.

Evacuate the School. Exit using closest exit in an orderly fashion. If not with a specific class, go to assigned area for attendance. Teacher will take attendance.

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

Guidance

The purpose of our guidance program is to help facilitate the academic, social and emotional growth of our students. Our guidance counselors are available to help and support students throughout their years at Twinfield. We work with students individually or in small groups and will assist parents/guardians with general concerns regarding school and their child. Please contact the guidance counselors Melissa Gosselin (grades 7-12) or Anthony Popoli (grades K-6) with all questions or concerns.

Health Services

At the start of each school year, Twinfield Health Services sends home all forms needed for student health records. These forms must be filled out annually to provide the school nurse with up-to-date health and emergency information, to renew parent permission for students to receive over-the-counter medications (such as Acetaminophen, Ibuprofen and Benadryl) and to allow for emergency transportation if needed.

The nurse supports student learning by acting as an advocate and liaison between students' homes, the school and the medical community regarding health concerns that may affect a student's ability to learn. Nursing care is provided to the entire PK-12 student population. This care includes vision and hearing screenings and direct care related to accidents and changing physical health conditions. Supporting students' emotional, mental and social health includes monitoring of health conditions and counseling. Referrals are made as necessary to healthcare providers and community agencies. The health office works with parents, students, faculty and staff, and community healthcare providers to best accommodate every student's health needs.

Immunizations. The Vermont Immunization Law requires all students to be adequately immunized for school attendance unless exempted for medical or religious reasons. The following immunizations are required: diphtheria, tetanus and pertussis (DTaP), polio, measles/mumps/rubella (MMR), varicella and hepatitis B. A Tdap booster is required prior to the beginning of seventh grade.

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

- Permission forms signed by the student's parent/guardian and a signature from the student's primary healthcare provider, dentist or specialist must be submitted before any prescription medication will be administered.
- All medication (prescription and over-the-counter) must be delivered to and kept in the school health office. Prescriptions must carry the pharmacist's label and identify healthcare provider and student.
- In special situations (diabetes, asthma, anaphylaxis, seizures, etc.), a student may be allowed to self-manage his or her medication. In this case, the student must first discuss the condition with the school nurse and outline a personalized healthcare plan that has been approved by the student's healthcare provider and parent/guardian.

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

Communicable Disease Control. Twinfield Health Services assists in efforts to prevent and control communicable diseases in cooperation with the Vermont Department of Health, healthcare providers and parents/guardians.

Parents/guardians are asked to notify the school nurse directly if their child has any communicable disease, including the following:

- chickenpox
- lice/ringworm
- mononucleosis
- pink eye
- impetigo
- measles/mumps
- pertussis
- Strep throat

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

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

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

Permission to Be Excused from P.E. If a student must be excused from fully participating in P.E. for medical reasons, the student should bring a note to the nurse from the healthcare provider or parent/guardian, stating the problem and duration of the absence. All written instructions from healthcare providers and parent/guardian will be kept on file in the health office. Unless students have a major physical issue, they will be expected to dress and participate in some physical activity, depending upon their injury or illness.

We look forward to collaborating with all parents/guardians, healthcare providers and community partners to promote the highest level of wellness in each child at Twinfield. If you have any questions or concerns, please call ext. 212 or stop by the health office, located two doors down to the left of the main office.

Leadership Model

Principal Mark Mooney and Assistant Principal Bob Gulardo will provide administrative leadership. Responsibilities are shared and interchangeable as necessary.

Library / Media Center

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

Books may be checked out for two weeks and renewed. Marshfield and Plainfield community members are welcome in the library and may borrow materials after setting up a library account. Please be advised that borrowers with overdue

materials may not check out more, and anyone who loses or damages materials or digital equipment must reimburse the library for cost of replacement or repair. Please contact Maria Forman at 426-3213 ext. 222 with questions, to set up accounts, and for a list of replacement costs for commonly borrowed digital items.

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

TUS Website for Online Resources. Our library/media website provides access for students and community members to a robust selection of library and research tools. Among these are the TUS library catalog, online encyclopedias and the Vermont Online Library (VOL), a collection of periodical and newspaper databases. Contact Maria Forman for username and password needed to access online resources including the VOL, BookFlix and downloadable ebooks.

Responsible Computer, Network, and Internet Use. The Washington Northeast Supervisory Union and Cabot and Twinfield Union School Districts recognize that information technology (IT) is integral to learning and educating today’s children for success in the global community and fully supports the access of these electronic resources by students and staff. The purpose of this policy is to:

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

See appendix I for full policy.

Students in grades 3–12 will be permitted to use the Network and students in grades 5–12 will have access to email accounts unless parents sign the TUS OPT-OUT form. Violation of responsible use procedures may result in the revocation of students’ Network access and email accounts, school disciplinary actions or appropriate legal action.

Lost and Found

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

Mandated Reporting

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

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

Nondiscrimination Policy

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

Outdoor Education

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

Positive Behavioral Interventions & Supports: Twinfield PBIS

If a child doesn't know how to read, we teach. If a child doesn't know how to swim, we teach. If a child doesn't know how to multiply, we teach. If a child doesn't know how to drive, we teach. If a child doesn't know how to behave, we teach? punish? (Hemer, 1998)

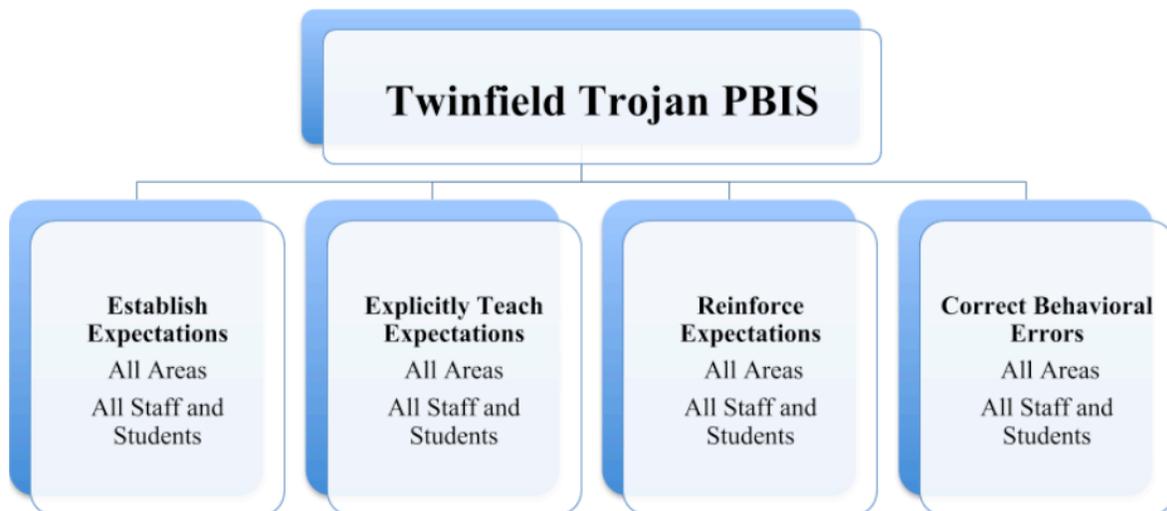
The philosophy of education at Twinfield Union School and the mission of PBIS are closely linked. The goal of PBIS is to create an environment where students, parents and staff are continually teaching and modeling the behaviors that will allow all students to thrive and succeed academically, socially and emotionally in order to become responsible citizens, life-long learners and successful contributors to our diverse local and global economy.

PBIS is a nationally validated behavior education process that provides ongoing supervision and training for staff through the Vermont Department of Education. PBIS specifies universal recognition of positive behaviors, prevention strategies for at-risk behaviors and individual supports for high-risk behaviors.

In order for students to learn appropriate social behaviors . . .

- Adults must consistently model the expected behavior. Students must be formally taught the behavior. Students must be engaged in the academic program.
- Student expectations are kept simple and specific behaviors are described in a matrix of various school settings. (See appendix A, matrix of guiding behaviors)

All staff in our school are expected to actively participate in the following four components of PBIS:



Student Support Plan

Twinfield Union School's philosophy of student social-emotional education includes:

- An active partnership between parents and school
- Clearly communicated, developmentally appropriate lists of expected behaviors
- Direct, repeated instruction in expected behaviors
- High frequency recognition for expected behaviors (verbal and PBIS tokens)
- Targeted intervention/support for chronic inappropriate behaviors

Twinfield Union School staff members are expected teach students expected behaviors and strategies to meet those expectations. Children cannot be expected to exhibit behaviors that they haven't been taught. For most students, classroom routines and supports will be enough to foster positive behavior and healthy choices. If a student is not able

to meet classroom expectations or regulate their own behavior, additional support will be provided so the student is able to return to class as soon as possible.

TUS EXPECTATIONS

☑ **Take care of yourself** ☑

☑ **Understand each other** ☑

☑ **Safely learn together** ☑

(See also appendix A, matrix of guiding expectations)

Supporting Positive Student Behavior: Teacher Responsibilities

Clear Expectations

Expectations, both school-wide and classroom-based, should be established and taught to all students, communicated to parents, and supported by all staff. These must be discussed, posted and clearly visible in all appropriate areas in the school. For most students, simply having a set of expectations will be all they need to assume responsibility for themselves and their actions. For others, additional interventions and supports will need to be provided.

Frequent Re-Teaching

When acquiring new information in changing environments, students often need reminders. Students will be reminded of the Twinfield Union School expectations through re-teaching and examples of positive behavior.

Positive Reinforcement

Teachers should use positive reinforcement strategies including specific verbal praise and TUS tokens to recognize and reinforce positive student behavior.

Subtle Staff Interventions

Staff have many subtle, nonconfrontational strategies for redirecting a student's behavior, such as moving closer to the student, establishing eye contact, asking a question, giving a new direction, etc. Staff may have a chime or other attention device to refocus students who are off track.

Dialogue

When conflict or disruption arises, staff will guide the student to recognize the negative behavior, state the appropriate behavior and choose to do it.

A conversation could consist of three questions:

1. What are you doing? Tapping my pencil on neighbor's desk.
2. What are you supposed to be doing? Finishing my math assignment.
3. What are you going to do? Stop tapping the pencil and finish the math assignment.

Supporting Positive Student Behavior: Individual Behavior Planning

A small percentage of students will require behavior support plans. These are students who struggle to meet school expectations or for whom the current system appears ineffective. The school will need to rely on skilled individuals (e.g., a behaviorist) to design plans that teach students expected social behaviors. These plans may need to be revised often and require a team approach for successful implementation. This team should include the student, their family, TUS school staff, and other professionals as needed. Students may be referred for educational and/or psychological evaluation.

Supporting Positive Student Behavior: Office-Managed Behaviors

Administrators will determine next steps, supports and consequences at this level. This may include office detentions, suspensions, or other actions.

The following constitute major infractions that result in immediate actions and consequences as outlined in Vermont statutes and School Board policy. Immediate parent notification and due process when required by law will precede disciplinary actions for major infractions. When these infractions are criminal in nature, police, Department of Children, Youth & Families and/or community mental health agency notification may be warranted.

- Repeated offense
- Abusive language
- Defiance/ noncompliance (repeated)
- Dress code violation
- Fighting
- Harassment/ bullying
- Inappropriate location/out-of-bounds area
- Physical aggression
- Property damage/vandalism
- Skip class/truancy
- Technology violation
- Theft
- Use or possession of alcohol, tobacco or other drugs
- Use or possession of combustibles

- Use or possession of weapons

School Hours, Closings and Delays

The school day begins at 8:20 a.m. and concludes at 2:50 p.m. **Parents/guardians who drive their child(ren) to school are asked to leave students at school no earlier than 8:00 a.m.** All students must be out of the building at the end of the school day unless arrangements have been made with a teacher, coach, club advisor or administrator.

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

- An automated phone call to your home telephone number.
- A message left on the school's answering service. Call the main office at 426-3213 to hear this message.
- Website postings and radio and television announcements. Stations affiliated with the Vermont Association of Broadcasters announce closures, delays and early dismissals on air and online. See www.vab.org for stations in our area.

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

Student Records and Privacy

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

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

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

Student Supports

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

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

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

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

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

you know of a child with a disability, please notify: Mark Tucker, Special Services Director, Washington Northeast Supervisory Union, P. O. Box 470, 149 Main Street, Plainfield, VT 05667; T: 802-454-9924.

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

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

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

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

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

Transportation

Riding the bus is a privilege that can be suspended or revoked if students endanger their own safety or the safety of others. All students should be able to ride the bus in a calm and orderly environment. Parents/guardians play a crucial role in reinforcing bus safety guidelines. We urge you to contact the school administration with any question or concern. Peter Ackermann, director of transportation, can be reached at 426-3213 ext. 210. ****include and attach the transportation letter from the superintendent of schools as an appendix.**

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

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

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

Bus Notes and Changes. Bus notes must list your child's first and last name, teacher, grade level and destination with address. **Only emergency changes should be made by telephone.** In the event of an emergency, direct bus changes to **Marnie Chesaux at 426-3213 ext. 241.** Preschool bus changes must be made no later than 10 a.m.

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

School begins at 8:20 and ends at 2:50. **Between 8:00 and 8:30, students may be dropped off at the REAR entrance.** After school, K–6 students must be picked up in the cafeteria.

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

During school hours, students may park in the designated student-parking area in the back two rows between the bread oven and the baseball field. Please do not park in the visitor section (by the flagpole). Vehicles may not be visited during school hours without permission.

Twinfield Learning Center (TLC)

TLC, Washington Northeast Supervisory Union's after-school program, offers a safe, educational and enriching blend of activities for students in grades K–6. High school students may also choose to participate as TLC assistant leaders. TLC is open Monday–Friday until 5:30 whenever school is in session. Our daily routine includes outdoor free time, a healthy snack, a wide choice of enrichment activities, and homework or quiet time.

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

Students may participate one to five days per week, or just for specific activity strands that interest them. As our program is very popular, a waiting list is not uncommon. Interested families, however, are always encouraged to contact us because room for new students fluctuates. For more information, contact site coordinator Julie Kozak at 426-3213 ext. 208 or juliekozak@twinfield.net.

Twinfield Together Mentoring Program

The mission of the Twinfield Together Mentoring Program is to provide **all** interested youth in our community an opportunity for a one-on-one friendship with a responsible, attentive and nurturing role model through a mentoring relationship.

This mission is fulfilled through the implementation of three mentoring programs:

The *community-based program* matches children in grades 4 through 9 with a screened adult role model to engage in healthy activities they both enjoy. Matches meet in the community at least twice a month, in the after-school hours.

Through the *Everybody Wins (EW) program*, adult volunteers are paired with students in kindergarten through grade 6. The pairs meet weekly during lunch or breakfast to share books, play games and develop lasting relationships. The commitment follows the school-year schedule.

The *peer program* matches high school mentors with mentees in kindergarten through grade 6 for a one-on-one friendship. Matches meet during the school day each week doing things they both enjoy.

To find out more visit www.twinfieldtogether.net or contact Pam Quinn, program director, at 426-3213 ext. 255.

Visitors' Information

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

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

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

With prior approval, students from other schools may shadow a TUS secondary student under certain conditions. Visitation forms are available in the main office. *We reserve the right to limit or deny student visitors during the school year.*

Volunteering at TUS

The schools of the Washington Northeast Supervisory Union are committed to student safety. All school employees have completed background checks. All classroom volunteers and field trip chaperones will also have background checks completed.

At the beginning of the school year, detailed information and forms will be sent to parents concerning Washington Northeast Supervisory Union's procedure for becoming a classroom volunteer and/or field trip chaperone.

Twinfield Elementary School

Between preschool and sixth grade, students lay the groundwork not just for the rest of their educational experience but for much of the rest of their life. We are committed to providing a safe and caring environment where students are supported emotionally and socially so they can achieve academically.

Allied Arts

Twinfield elementary students participate in all of the Allied Arts—art, health, library, music and physical education. Classroom and Allied Arts teachers regularly collaborate to interweave these subjects throughout the entire curriculum.

Guidance

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

Guidance services are available to individuals, groups, classrooms, parents/guardians and teachers for more sustained intervention. If you would like to discuss any of our guidance services, please contact Anthony Popoli, the guidance counselor, at 426-3213 ext. 239.

Homework and Schoolwork

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

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

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

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

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

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

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

Personal Electronic Devices

Personal electronic devices are prohibited at school, at all times during the school day for PK–8 students. (For high school students, see "Personal Electronic Devices for Students and Staff" on page 17.) This prohibition includes but is not limited to ear buds, iPods, video games, recording devices and cell phones. These devices become a distraction and sometimes present conflict when they are misplaced or lost. Students who bring in a personal electronic device will be asked to put the item in their backpack and leave it there. If students do not remember to keep the item in their

backpack, it will be kept by an adult until the end of the school day. School phones are always available to students in an emergency.

Preschool

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

Children attend preschool four days per week, Tuesday through Friday, and are placed either in a morning session or an afternoon session. Morning sessions run from 8:10 a.m. to 11:40 a.m., and afternoon sessions run from 12:20 p.m. to 2:50 p.m.

Promotion

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

Recess

Recess is an important part of our curriculum, providing children fresh air and outdoor play as well as the opportunity to practice social skills and problem-solving strategies. Safety is a priority. Staff members supervise students during recess and will make determinations, based on student behavior, if a student receives a consequence. Please support your child's understanding of the following recess guidelines to ensure a safe and caring environment:

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

Weather, Clothing and Gear

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

Twinfield Secondary School

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

Because students in grades 9–12 are the oldest students in the building, they have both more freedom and more responsibility. They are free to be in many places in the school during unscheduled time, and they must remember they share a building with students who are both younger and smaller and who look up to them as examples. Being able to balance freedom and responsibility is the hallmark of the adults we are helping our young people become.

High school students should not be in the elementary or middle school hallways unless they have class or permission.

Eligibility

Interscholastic athletics and extracurricular activities are an integral part of Twinfield’s overall educational program. To be eligible to participate in extracurricular activities, students must comply with the Vermont Principals’ Association eligibility policy. Students also need to meet Twinfield’s academic and behavioral expectations. Students involved in extracurricular activities must consistently meet the engagement and responsibility criteria explained at the Progressing Level of Twinfield’s Habits of Mind Learning Scale.

	GETTING STARTED	PROGRESSING	PROFICIENT	DISTINGUISHED
ENGAGEMENT The student actively participates in learning experiences, takes initiative, is productive, and appropriately uses technology to aid in learning.	*I am learning how to participate in learning experiences. *I am learning what I need to do to be productive. *I am learning how to use technology at appropriate times.	*I am practicing strategies to stay focused when learning. *I start work and am productive with prompting. * I sometimes get sidetracked by electronic distractions but am learning how to use technology as a tool when appropriate.	*I thoughtfully and voluntarily participate in learning experiences. *I take initiative and remain productive. * I appropriately use technology as a tool to aid in my learning.	*I effectively participate in learning experiences to support everyone’s learning. *I promote and model initiative and productivity. I diligently and independently remain on task. *I appropriately use technology as a tool to aid in my learning, and I am a resource for others.
RESPONSIBILITY The student is prepared for learning experiences, completes work and meet deadlines.	*I am learning what I need to be prepared. *I am learning the importance of completing my work in a timely manner. *I understand that there is an expectation to bring my computer to school and keep it charged.	*I am practicing strategies that will help me with materials and/or expected work. *I am practicing strategies that will help me meet deadlines and complete my work. * I always remember my computer, although it is not always charged.	*I am prepared with both work and materials needed to be productive. *I meet deadlines with little or no monitoring. *My computer is charged.	*I make positive contributions that advance the learning of others. *I am always prepared and meet deadlines independently. *My computer is charged and I have my power cord.

Teachers will be scoring students on their engagement and responsibility on the first and fifteenth of each month. Students who receive a score of Getting Started in any course for two consecutive checkpoints will not be eligible to participate in extracurricular activities until the score is improved to the Progressing Level at the next checkpoint. The student will be ineligible for a minimum of two weeks. They may attend but may not actively participate in the activity until regaining their eligibility.

Graduation Requirements and Promotion

It is critical that students and family consult regularly with the student's TA and the secondary guidance counselor, Melissa Gosselin, at ext. 206 to be sure all graduation proficiencies are being met. For more information, consult the Program of Studies, available in the secondary guidance office and on the Twinfield website.

High school students please note that you are responsible for all textbooks, library books, instructional technology, athletic equipment/uniforms, musical instruments and any material or property belonging to Twinfield Union School while you are a student here. Records are kept each year, and you will be billed for any and all missing equipment. If you fail to return or pay for missing items by the time you are a senior, you will not receive a cap and gown and will not be eligible to participate in the graduation ceremony.

Proficiency-Based Graduation

Twinfield Union School awards a proficiency-based graduation diploma. This diploma is based on a student's merit, not on acquiring academic credits. A proficiency-based system ensures that all students have the skills, knowledge and attributes needed to meet with future success. The Twinfield staff is committed to preparing all students for any chosen career path.

Twinfield has clearly defined what students will need to know and be able to do to receive a high school diploma. Each of the content standards are supported by performance indicators and learning scales that help students monitor their progress toward proficiency. When students show/prove their proficiency on all the performance indicators supporting a specific content standard, they will then be deemed proficient in that content standard.

For some content standards, students will be asked to show/prove proficiency on certain performance indicators multiple times. For example, all math performance indicators need to be demonstrated twice. With other proficiencies, students may need to show/prove proficiency on a menu of the aligned performance indicators. This is true in the areas of health and fine arts.

Personalized learning plans (PLPs) will also support student progress on the twenty-eight content standards. These plans will be developed and adjusted annually by students, teacher advisors and parents/guardians (see page 17). Twinfield students are encouraged to design their own unique path to a proficiency-based diploma. Students will be able to use traditional classes, student-designed Renaissance studies, vocational programs, online courses, college course work, independent studies, internships, work study options and reflections on personal experiences to meet both the Twinfield content standards and Vermont Transferable Skills requirements.

Passage Presentations

Passage Presentations are required of students at three points in secondary school at Twinfield. Students in grade 8 present to their parents, their Teacher Advisor, and the Teacher Advisor they will have in high school. The metaphor that guides this presentation is "Packing Bags: Preparing for the Journey," and the purpose is to introduce the transferrable skills, provide students with an opportunity to reflect on their learning, and communicate students' strengths. Students present again in grade 10, and their audience is their TA, their parents, another teacher, a couple of grade 9 students and anyone else they would like to invite. The metaphor for the grade 10 presentation is "Pitstop: Checking the Map," and this is a time for the student to reflect on who they want to become, their progress on the graduation proficiencies, and what they need to do to achieve their goals. The Passage Presentation for 12th graders is celebratory, guided by the metaphor of "Destination: Graduation and Beyond." Seniors ask themselves, "How have my learning experiences shaped who I am today?" "What obstacles have I overcome throughout my education?" "How have my learning experiences prepared me for my future?" and "How have I demonstrated the Transferrable Skills?" Passage Presentations help students take ownership of their learning and facilitate communication among students, parents and teachers.

Twinfield Union School Transferable Skills and Content Standards

Transferable Skills

Clear and Effective Communicator
Self-Directed Learner
Creative and Practical Problem Solver
Responsible and Involved Citizen
Informed and Integrated Thinker

Math

Financial Literacy
 Algebraic Concepts
 Geometric Concepts
 Statistics Concepts

English Language Arts

Reading
 Writing
 Researching
 Speaking and Listening
 Language

Health and Physical Education

Healthy and Informed Choices
 Physical Activity and Fitness
 Responsible Personal and Social Behavior

Visual and Performing Arts

Creating Artistic Ideas and Work
 Performing, Presenting, Producing
 Responding
 Connecting

Science

Patterns in Nature
 System Models
 Energy and Matter
 Structure and Function
 Stability and Change
 Scientific Thinking

Global Citizenship

Inquiry
 Historical Thinking
 Civics, Government, and Society
 Economics
 Global Awareness
 World Languages

Habits of Mind

Twinfield Union School expects all graduates to have the academic knowledge and skills needed to meet with future success. Of equal importance are the mindsets and dispositions graduates will need to be productive citizens. Twinfield’s focus on Habits of Mind is an effort to ensure students attend to both their academic studies and to developing habits that will serve them well in higher education, the military and the twenty-first-century work force.

We have decided to systematically focus on the following Habits of Mind: responsibility, engagement, perseverance and citizenship. Quarterly students will be self-assessing their Habits of Mind for all their learning experiences. Teachers will also be assessing students quarterly on their Habits of Mind. Teacher Advisors will have access to this information to support student growth in these areas and to help connect this feedback with student’s personalized learning plans.

Guidance

Secondary school guidance provides an array of services for students:

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

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

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

High School Completion Program

The purpose of the High School Completion Program (HSCP) is to provide youth ages 16–21, who may be enrolled or unenrolled in school, with educational services of the scope and rigor needed to attain a high school diploma. The challenge is to design individual graduation education plans that offer engaging and effective learning opportunities that fit the personal needs and interests of each student. These learning opportunities may be provided by a wide range of organizations, such as local high schools, adult education and literacy providers, and other approved providers.

Approved providers may include colleges and community agencies offering educational services, such as community action programs, parent/child centers, teen parent education programs, technical training programs, homeless programs, youth employment programs and private schools. Contact the guidance office for more information.

Parent/Guardian Conferences and Involvement

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

Personal Electronic Devices for Staff and Students

Personal electronic devices include, but are not limited to, iPods, video games, recording devices, ear buds and cell phones. To reduce interruptions in the classroom and enhance learning, **these devices are prohibited in classes throughout the school day. This includes during X Day.** They may be used during lunch or during a nonscheduled time. School-issued personal electronic devices may be used during class time with teacher approval.

Personal Technology Classroom Policy

1. Personal technology may NOT be visible or used during class. This includes headphones, ear buds, iPods and cellphones.
2. Sending or receiving texts is not permitted during class.
3. Personal laptops used to enhance learning may be used with permission during class.
4. Consequences for misuse of technology include the following:
 - First offense: Warning and the device given to teacher for remainder of class.
 - Second offense: Device given to assistant principal by staff.
 - Multiple offenses: Device will be given to administration and parents contacted to pick up device.

Parents please note: To minimize distractions while students are at school, we ask you to please email your student or contact the main office to leave a message for your student rather than texting or calling students directly.

Personalized Learning Plans (PLPs)

A personalized learning plan is a tool for reflection and goal setting to help guide each student as he or she works toward proficiency-based graduation. The purpose of a PLP is to increase student engagement, to foster a sense of belonging and to increase student ownership of learning.

A personalized learning plan includes the following:

- Student's history
- Student's interests and goals
- Learning experiences the student wants to engage in (traditional classes, personalized studies, colleges courses, internships, travel, etc.)
- A record of the proficiency-based graduation requirements a student has met
- An electronic portfolio of student's best work and experiences

Students, parents and teacher advisors (TAs) collaborate to create, support and revise the personalized learning plan from grades 7 through 12. The student initially brainstorms with his/her teacher advisor (TA), and family members give input at conferences. PLP conferences will be scheduled annually by the teacher advisor.

Renaissance Program

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

School Choice

In accordance with state law, TUS participates in the Public School Choice Program. Students may apply to go to a high school other than the one in their own school district at no cost. Students are then chosen by lottery from all the applicants for each school district, based on the number of open slots. Parents are responsible for transporting their child to and from school if he or she is chosen.

If you are interested in attending another Vermont high school next year, please contact your guidance counselor to obtain an application. You will be informed of the outcome of the lottery by the beginning of April. You will need to confirm with the school that you will accept or decline the placement by April 15. If you do not confirm your placement by this date, your slot may be given to another student if that school has a waiting list.

Student Driving

Driving to school is a privilege, and students need to show sound judgment when driving on school grounds. Students may not drive to school without permission from a parent/guardian. Permission slips are available from staff in the main office. Seniors only may sign out and leave the campus. **They may not transport underclassmen without permission.**

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

Parking. During school hours, students may park in the designated student-parking area in the back two rows between the bread oven and the baseball field. Please do not park in the visitor section (by the flagpole).

Student Leadership

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

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

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

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

Student Rights, Responsibilities, Consequences

The secondary school follows the Positive Behavioral Interventions and Supports (PBIS) program outlined in the general section of the handbook (see pages 7–8) and school policies and procedures.

Teacher Advisory (TA)

All secondary school students are organized into advisories, groups of approximately five to eight middle and high school students led by an advisor. The advisor:

- Is the first line of contact between home and school.
- Mentors and supports academic and social progress.
- Works to build a sense of community within the TA group.

Every Thursday, students will have an extended TA block from 8:20 to 9:20 a.m.

X Day

X Day is an important component of our high school's shift to a proficiency-based graduation system. It also allows us to support the Act 77 requirement for multiple and flexible pathways to graduation. X Day allows students the opportunity to be involved in off-campus learning activities without missing class time. Dual Enrollment courses,

Renaissance courses, internships, work-study programs and fieldtrips are just a few of the many learning opportunities available to students on X Day.

Through our “callback” system, teachers can meet one-on-one with students or teachers can meet with small groups of students to provide needed academic support or enrichment. Class meetings and student groups, such as Student Council, also meet on X Days. On X Day we will offer an extended block for Chorus and Band to meet. Whole-school assemblies and other special events are also planned for X Days.

Callbacks are an essential component of X Day. When a student is notified of a callback by a teacher or teacher advisor, attendance is mandatory. Students may request a callback from a teacher to ensure that the teacher works time into their X Day schedule. Missing an X Day callback is equivalent to skipping a class.

X Day will begin with an extended TA block. During this time, teacher advisors will be able to monitor student academic progress toward graduation. Advisors will also be discussing student progress on Twinfield’s Habits of Mind and checking in with students about social or emotional concerns.

Only students with an approved off-campus academic or work-study experience are excused from missing any components of X Day. Late-arrival requests for X Day will only be approved for this year’s senior class.

APPENDIX A
TWINFIELD GUIDING EXPECTATIONS

The goal of TUS is to provide a unified approach to student management, develop a sense of collective responsibility, and promote school-wide positive behavior.

Positive attitude changes everything.

	ALL SETTINGS	CLASSROOM	HALLWAY	LUNCHROOM	OUTDOORS	BUS
<p>T Take care of yourself</p>	Participate and try your best Use positive communication Be where you're supposed to be Stay hydrated	Be prepared to learn Communicate your ideas and thoughts Ask for help when you need it Be an active listener	Walk in the hallway Follow directions Be where you're supposed to be	Touch and eat only your food Eat as many colors as you can Take a complete meal	Be safe Try new things Have fun	Stay seated Keep your body to yourself Keep your belongings in your space Keep the bus free of food and drink
<p>U Understand each other</p>	Listen actively Think about how your behaviors affect others	Help each other learn Accept that everyone has their own thoughts Respect differences	Use soft voices Use appropriate and respectful language Be aware of the learning around you	Keep your body to yourself Include others Talk softly	Compromise and negotiate with each other Take turns Share equipment and space Include others	Share the seat Use soft voice Help others Use appropriate and respectful language
<p>S Safely learn together</p>	Stay in control of your body Use materials correctly Report unsafe conditions and behavior to an adult Follow directions	Stay in the classroom Use space appropriately	Share the space Be aware of others	Stay seated until excused Walk Store outdoor gear before eating	Dress for the weather Stay within designated boundaries Use equipment appropriately	Stay seated Take care of the bus Keep aisles clear Follow directions

APPENDIX B
STUDENT CONDUCT AND DISCIPLINE

Policy

POLICY F1

Prepared to 1st reading: June 20, 2006

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

Policy

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

Students' Responsibilities

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

Administrative Responsibilities

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

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

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

1. A student may request a meeting with the Administrator or his or her designee to review any disciplinary action, other than a suspension or expulsion, affecting the student. If requested, the Administrator or designee shall hold an informal meeting to review the incident and to hear the views of the student and any other persons who may have information that the Administrator or designee believes to be relevant in the circumstances. The Administrator or designee shall issue a prompt decision to the student, which may be oral or written. Except as otherwise provided in this policy, the decision of the Administrator will be final.
2. Suspension or expulsion of students shall be imposed in accordance with state and federal law and regulations, due process requirements, and the following rules and procedures:
 - A. The Administrator or his or her designee may assign a student to suspension for up to 10 consecutive school days for any infraction of school rules. As provided in the school's overall discipline plan, students assigned to suspension will be provided with reasonable opportunities to complete academic assignments and to benefit from counseling or other activities designed to bring about improvements in their behavior.
 - B. A student who poses an immediate danger to persons or property or a significant threat of disrupting the academic process of the school shall be removed from the school or to a place within the school determined by the Administrator, Superintendent or their designee to be sufficiently secure to ensure the safety of students and school personnel and the continuation of the academic process. The Superintendent or Administrator or their designee shall notify without undue delay a parent or guardian of a student who is removed from school or placed in a safe place within the school. If the parent, guardian or other responsible person designated as an emergency contact by the parent or guardian cannot be notified, the student will be detained at school or at another safe and secure setting for the remainder of the school day.
 - C. No student will be removed from school for more than the remainder of a school day unless the student and his or her parents are given an opportunity for a conference pursuant to paragraph "D" of this policy, via telephone or in person. When immediate remove of a student is necessary prior to a conference, the conference shall be held as soon as possible following the removal. The conference will serve the purposes of:
 - Ensuring that all details and factors related to the inappropriate behavior are understood.
 - Providing that student an opportunity to explain and/or acknowledge the behavior
 - Providing an opportunity to develop a plan to improve the student's behavior
 - D. The Superintendent or Administrator may suspend a student from school for a period of 10 days or less for misconduct occurring on or off school grounds. Except as provided in paragraph "B" above, prior to such a suspension, the student and his or her parent or guardian shall be given an opportunity for a conference with the Administrator or his or her designee.
 - E. The Superintendent or Administrator may, with the approval of the Board and in accordance with 16 V.S.A. §1162 (a), impose a long-term suspension or expulsion of a student (for longer than 10 days and up to 90 school days or the remainder of the school year, whichever is longer) for misconduct on school property, on a school bus or at a school-sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school.
 - F. In accord with the overall discipline plan developed under 16 V.S.A. §1161a, short-term (10 days or less) or long-term suspension or expulsion may be imposed for misconduct not on school property, on a school bus or at a school-sponsored activity where direct harm to the welfare of the school can be demonstrated.

- G. Long-term suspension or expulsion must be preceded by notice and formal due process procedures, including the opportunity for a hearing before the School Board. The Superintendent shall notify the student and his or her parents in writing of the nature of the charges, the date, time and place of the hearing, the right to legal representation, and the disciplinary action to be recommended to the board. This notice shall be provided in sufficient time to allow the student and his or her parents to prepare for the hearing. At the hearing, the student and parent/guardian shall be given an opportunity to present evidence and to cross-examine witnesses. The Board shall issue a written decision within 10 calendar days of the conclusion of the hearing.
3. Notwithstanding the above provisions, a legal pupil who has a disability or is suspected of having a disability, and is eligible for special education services or Section 504 services may be removed from his or her current educational placement for disciplinary reasons for more than 10 consecutive days, or for more than 10 cumulative days in a school year only in accordance with Vermont State Board of Education Rules 4313 or 4312. The school Administrator, with the agreement of a special education administrator, may impose short-term disciplinary sanctions on special education students as provided in Vermont State Board of Education Rule 4313. The Superintendent and coordinator of special education will develop additional procedures as needed to govern the discipline of students with disabilities.
4. In the event a student brings a weapon to school, the procedures set forth in the District's weapons policy (F21) shall apply.

Bullying Prevention Plan

1. Introduction

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

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

2. Definition

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

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

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

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

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

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

To address bullying, the Twinfield Union School District:

- a) Encourages students to report personally or anonymously to teachers and school administrators acts of bullying.²
Anonymous Reporting: (*Put in Administrator's mailbox on door.*)
Personal Reporting: (*Report to Mark Mooney, principal, Twinfield Union School, 106 Nasmith Brook Road, Plainfield, VT 05667. Tel. 426-3213.*)
- b) Encourages parents or guardians of students to file written reports of suspected bullying (see (a) above).
- c) Requires teachers and other school staff who witness acts of bullying or receive student reports of bullying to promptly notify the *Administrator*.
- d) Requires the *Administrator* to accept and review all reports of bullying, including anonymous reports. If after initial inquiry, an anonymous or oral report appears to warrant further investigation, the school district shall promptly continue with an investigation. School administrators shall investigate written reports.
- e) As with any other disciplinary action, requires school staff to notify the parent or guardian of a student who commits a verified act of bullying of the response of the school staff and consequences that may result from further acts of bullying.
- f) To the extent permitted under the Family Educational Rights and Privacy Act, (FERPA), requires school staff to notify the parent or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying.³

5. Data Gathering

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

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

² Any student, who knowingly makes false accusations regarding bullying, may be subject to disciplinary action.

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

APPENDIX C

PREVENTION OF HARRASSMENT, HAZING, AND BULLYING OF STUDENTS

Policy

POLICY F30

I. Statement of Policy

The Washington Northeast Supervisory Union, Cabot School District and Twinfield Union School District³ (hereinafter "District") is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

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

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

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

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

II. Implementation

The superintendent or his/her designee shall:

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

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

III. Constitutionally Protected Speech

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

IV. Definitions.

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

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

³ Throughout this model policy and the related procedures, "District" shall apply to Independent Schools and should be substituted as appropriate. References to the Superintendent shall equate to "Head of School" or "Headmaster" as appropriate, with regard to Independent Schools. Where language suggests a "District" will take action, it shall be the Superintendent, the Head of School, the Headmaster or his/her designee.

2. Is intended to ridicule, humiliate, or intimidate the student; and
 - i. occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
 - ii. does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.
- B. "Complaint" means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.
- C. "Complainant" means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.
- D. "Designated employee" means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7).
- E. "Employee" includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes supervisory union staff.
- F. "Equity Coordinator" is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the District and for coordinating the District's compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District's Preventing and Responding to Harassment of Students and Harassment of Employees policies. This role may also be assigned to Designated Employees.
- G. "Harassment" means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

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

1. Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
 - i. Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status, or progress; or
 - ii. Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.
 2. Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student's ability to participate in or benefit from the educational program on the basis of sex.
 3. 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.
 4. Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.
- H. "Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and
1. Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

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

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

1. is registered in or in attendance at an educational institution;
2. has been accepted for admission at the educational institution where the hazing incident occurs; or

3. intends to attend an educational institution during any of its regular sessions after an official academic break.

- I. “Notice” means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school’s response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.
- J. “Organization” means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.
- K. “Pledging” means any action or activity related to becoming a member of an organization.
- L. “Retaliation” is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.
- M. “School administrator” means a superintendent, principal or his/her designee assistant principal//technical center director or his/her designee and/or the District’s Equity Coordinator.
- N. “Student Conduct Form” is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment and/or bullying.

Please note: The Board will review this policy and, when finalized, inform families, provide the names of the designated employees and post policy and procedures on the school website.

APPENDIX D ATTENDANCE AND TRUANCY

Student Attendance

POLICY F25

Prepared to 1st reading: November 28, 2006

Adopted: May 15, 2007

Revised Policy Adopted:

Policy Warned for Hearing: April 25, 2007

Revised Policy Warned for Hearing: October 25, 2010

Policy

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

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

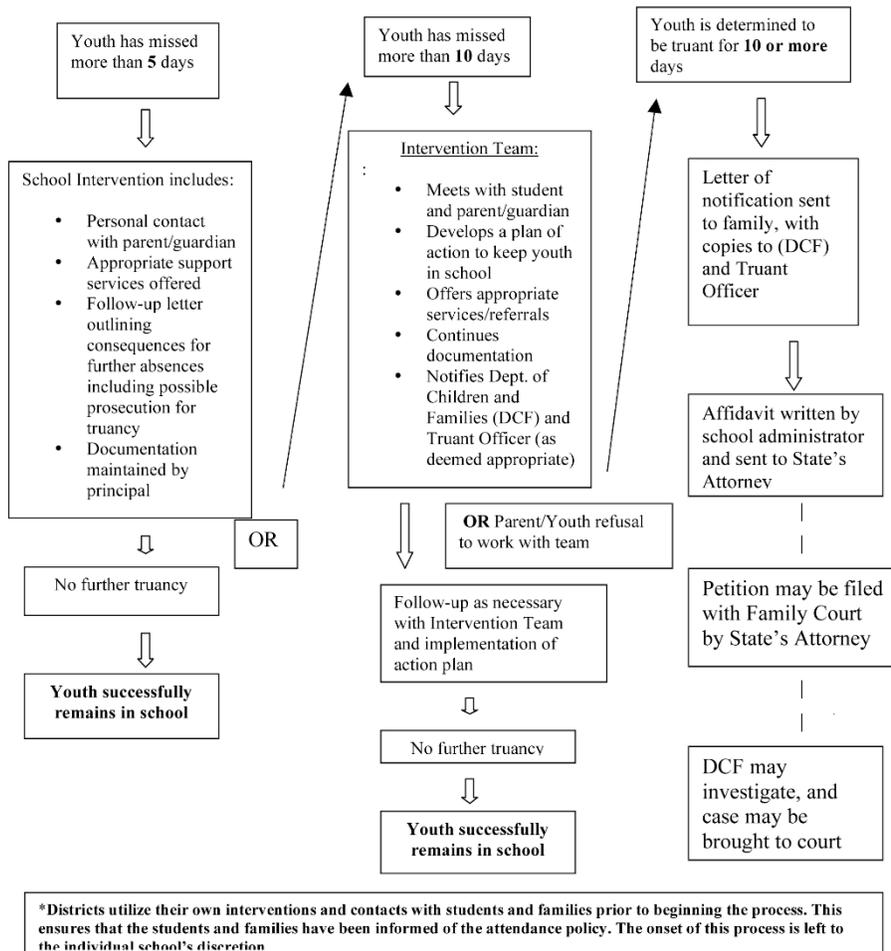
Administrative Procedures

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

Administrative Responsibilities

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

Protocol



APPENDIX E
ALCOHOL AND DRUGS

Alcohol & Drugs

POLICY F7

Prepared to 1st reading: January 6, 2006

Policy Warned for Hearing: July 11, 2006
Adopted: March 15, 2007

Policy

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

Philosophy

This policy is concerned with the health and well-being of all students and the policy takes into consideration the individual needs of students with alcohol and substance abuse problems as well as the right of all students to receive an appropriate education in an alcohol and drug free environment. The Board encourages educational programs that provide every student with an understanding of the physical, psychological, social and legal dangers associated with drug and alcohol use.

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

Community and schools share in this responsibility because chemical problems often interfere with behavior, learning, and the fullest possible development of each student.

Definitions

Alcohol and drug (substance) abuse is the ingestion of a substance in such a way that it interferes with a person's ability to perform physically, intellectually, emotionally, or socially. ***Drug*** means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal regulation or statute.

Implementation

The Superintendent (or designee) is responsible for implementing procedures to see that the following requirements are met:

1. **Educational Program.** The District shall conduct an alcohol and drug abuse educational program on a sequential basis from early childhood through grade 12 in accordance with the mandates of 16 V.S.A. §909, the Vermont Alcohol and Drug Education Curriculum Plan, and the federal Safe and Drug-Free Schools and Communities Act (20 U.S.C. §§7101 et seq.).
2. **Cooperative Agreements.** In dealing with substance abuse cases, every effort will be made to promote responsible decision-making by the student involved and other students who are aware of another student's use or abuse. The focus will be to encourage appropriate medical and/or psychological intervention by trained professionals. Students and parents or guardians will be given information about outside agencies and will be encouraged to take advantage of their services and programs.

The Twinfield Union School District, under a cooperative agreement with the VT Department Health, has established a Student Assistance Program. Students under the age of eighteen who have been referred or who refer themselves to the Student Assistance Program counselor may be seen individually by the counselor for purposes of substance abuse screening and consultation. It will be the goal of the Student Assistance Program to encourage the student to involve his/her parents or guardians at the earliest point in time.

No student under the age of eighteen will be referred to an outside agency for substance abuse treatment without parental consent unless, in accord with 18 V.S.A. §4226, the student is 12 or over and found by a licensed physician to be dependent upon regulated drugs or an alcoholic.

Parental consent is not required for student participation in group programs conducted within the schools which are educational in nature and designed to impart information and/or assist students in improving their sense of self-esteem. Such groups may be conducted only by trained professionals contracted by the schools to perform such service or by trained school staff who have been approved by the school administration to conduct such groups.

3. **Substance Abuse Team.** In each school the Administrator shall form a Substance Abuse Team which shall screen students who refer themselves and students who are referred by staff for suspected drug and/or alcohol use and/or abuse problems. The membership of the team and the procedures to be used by the team will be developed by the Administrator and disseminated in writing to the building faculty and staff.
4. **Staff Training.** The District will provide school staff with training such that teachers and health and guidance personnel can competently teach or provide other services required in the school's alcohol and drug abuse prevention education program. Such training is outlined in State Board Rule 4213.2.
5. **Community Involvement.** The District will provide for a program to inform the community about substance abuse issues and about how schools are handling such issues.
6. **Annual Report.** In a standard format provided by the Department of Education, schools will submit an annual report to the

Commissioner of Education describing substance abuse education programs and their effectiveness.

7. Notification. Parents and students will be given a copy of the standards of conduct and disciplinary sanctions contained in this policy and accompanying procedures, and will be notified that compliance with the standards of conduct is mandatory.

Legal Reference(s): 20 U.S.C. §§7101 et seq. (Safe & Drug-Free Schools & Communities Act of 1994)
16 V.S.A. §909 (Education curriculum) | 16 V.S.A. §1045 (Driver Training Course)
16 V.S.A. §1165 (Alcohol and drug abuse) | 18 V.S.A. §4226 (Drugs: minors, treatment, consent)
Vt. State Board of Education Manual of Rules and Practices §§4200 -4215

Cross-references: Student Conduct and Discipline (F1) | Search and Seizure (F3)
Interrogations or Searches of Students by Law Enforcement | Officers or Other Non-School Personnel (F5)

Procedures for Dealing with Substance Abuse Incidents

PROCEDURES F12-R

Students who are experiencing problems with alcohol and drugs are in need of assistance. The type of assistance needed may vary; however, the school system is committed to providing the most appropriate response to each individual. The actions set forth below will be considered routine procedures. In situations where extreme violations occur, the specific action may be waived by the administrator. Any action taken by waiver of these procedures will be explained in a written report to the Superintendent. All disciplinary measures taken in accordance with this policy will comply with due process requirements and, where appropriate, will be consistent with the rights of students with disabilities as reflected in the school's discipline policy.

Students under the influence of alcohol and/or drugs

1. First offense

- A. A student will be treated as an ill student and will be sent home by an administrator after the parents have been notified. In crisis situations the matter will be handled as a medical emergency and accordingly the school officials will involve ambulance and police assistance as may be appropriate.
- B. Upon the return to school the following day, the student will be dealt with in accordance with the school's discipline program, if applicable.
- C. Police shall be notified when drugs are involved. Reporting of 1st offense alcohol problems to the police is within the discretion of the administrator.
- D. The student will be referred to the school's Substance Abuse Team.

2. Second offense

- A. Steps (a, b and d) of the 1st offense procedures.
- B. Police shall be notified regardless of whether the offense is drug or alcohol related.
- C. The student will undergo an alcohol/drug assessment within 10 days of the incident and will participate in a treatment program if warranted by the assessment.
- D. Failure to comply with (c) above may result in the student being suspended from school for ten (10) days.

3. Third offense

- A. Step (a) of the 1st offense procedures.
- B. Police shall be notified.
- C. The student may be suspended from school for ten (10) days and may be recommended to the Board for long-term suspension or expulsion.

Students in possession of drugs, drug paraphernalia, and/or alcohol

When students are found in possession of drugs, drug paraphernalia, and/or alcohol, the substance(s) will be removed from the student. Procedures for handling such incidents will be identical to those used when a student is found to be under the influence of drugs and/or alcohol, except for Step 1a.

Students selling or furnishing alcohol and/or drugs

1. First offense

- A. The student may be suspended from school for ten (10) days after the parents have been notified.
- B. Police shall be notified.
- C. The student will be referred to the school's Substance Abuse Team.

2. Second offense

- A. Steps (a) and (b) for 1st offense will be followed.
- B. The student may be recommended to the Board for long-term suspension or expulsion.

Suspected Substance Abuse

When a staff member has reason to believe that a student might be having a problem related to substance abuse, the staff member shall make a referral to the Substance Abuse Team.

Co-curricular Activities

Students who violate the School District's policy on alcohol and drugs while they are members of a school team, are subject to additional disciplinary actions as are defined in the school's training rules. Any student who commits a second offense, in the same year, of the School District's policy may not represent the school and consequently the student will immediately be dismissed from all co-curricular activities (athletic and non-athletic) for the remainder of the school year.

APPENDIX F WEAPONS

Policy

POLICY F2

Prepared to 1st reading: January 2, 2007
Prepared to 2nd reading: January 16, 2007
Prepared to 3rd reading: January 23, 2007

Policy Warned for Hearing: April 25, 2007
Adopted: May 15, 2007

Policy

It is the policy of the Twinfield Union School District to maintain a positive, safe, secure learning and working environment. The Board will comply with the federal Gun Free Schools Act of 1994, and 16 V.S.A. §1166 requiring school districts to provide for the possible expulsion of students who have weapons at school. It is further the intent of the Board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules. In striving to attain such an environment, the Board takes the position of no tolerance for weapons in our schools, except as specifically stated below. All weapons or instruments that have the appearance of a weapon are prohibited within all school environments except for educational purposes as authorized in advance by the building principal or designee. School environments include, but are not limited to, district-owned buildings; leased or rented facilities; school-sponsored activities; field trips; school vehicles and school buses, rented or owned; and school bus stops. Anyone found to be in possession of a weapon in any area defined in this policy, before, during, or after school hours is subject to administrative and/or legal action.

Procedures

PROCEDURES F21-R

Possession

Students and nonstudents, including employees and other adults, are forbidden to knowingly or voluntarily possess, store in any subject to one's control, handle, transmit, or use any instrument that is considered a weapon or a "look-alike" weapon in any of the school environments listed above. The Board will make determinations related to individual activities to be included in the athletic program of the District based on the following considerations:

Student Reporting

Students who see or become aware of a weapon at school must not touch it nor remain in the presence of a person or group if a weapon is present. Students must notify an adult immediately for the safety of all concerned.

Weapons

"Weapons" means any firearm whether loaded or unloaded; any chemical, substance, device, or instrument designed as a weapon or through its use capable of threatening or producing bodily harm or death; or any device or instrument that is used to threaten, strike terror, or cause bodily harm or death.

Policy Reports

The Board has directed the Administration to report any representation or concern of a weapon to the State Police immediately. The Board takes a position of "zero tolerance" on the following objects:

- All firearms whether loaded or unloaded, etc.
- Other guns of all types, including pellet, B-B, stun, look-alike and nonfunctioning guns that could be used to threaten others
- Knives, switchblades or automatically opening blades, daggers, swords, razors, etc.
- Artificial knuckles or other objects designed to be worn over the fist or knuckles, etc.
- Blackjacks, clubs, nonchucks, throwing stars, etc.
- Explosives
- Poisons, chemicals, or substance capable of causing bodily harm
- Bow and arrows, slingshots, etc.
- Any other device or instrument used to intimidate, threaten or inflict harm

Student Offenses

The procedure for all students is:

- Confiscation of the weapon (if it can be done safely), call the police, and request assistance if needed
- Notification of the Superintendent or designees
- Holding an administrative hearing with student(s), which will:
 - a. inform the student of the policy provision that has been violated
 - b. confront the student with the evidence
 - c. provide an opportunity for the student to respond to the allegations

Except for firearms and guns, the administrator will assess, base upon the hearing, whether it is necessary to continue with the procedures listed below for suspension, policy involvement and expulsion.

- Initially, suspension of up to 10 days (cumulative) from school until the school board can meet to review the incident
- Involvement of police with recommendation to charge
- Recommendation to the Superintendent regarding expulsion

Expulsion Hearing

A student found by the board after a hearing to have had a weapon at school shall be expelled for a least a calendar year. However, the board may modify the expulsion on a case by case basis when it finds circumstances such as, but not limited to:

- The student was unaware that he or she had a weapon at school
- The student did not intend to use the weapon or threaten or endanger others
- The pupil is disabled and the misconduct is related to the disability
- The pupil does not present an ongoing threat to others and a lengthy expulsion would not serve the best interest of the pupil

An expulsion hearing conducted under this policy shall afford due process as required by law.

Violation by Other Youths and Adults, Including Employees

- In consideration of all provisions of the policy, the administrator will assess whether it is necessary to continue with the procedures listed below.
- Immediate policy involvement with recommendation to charge
- Employees will also be subject to district investigation and application of relevant district policies and disciplinary procedures

Possession of Objects That May or May Not be Considered Weapons

While this policy represents a “no tolerance” position on weapons and/or look-alike weapons, there are several objects that are questionable regarding whether they are considered weapons and whether the presence of these objects required activation and enforcement of this policy. The administrator may use his or her discretion when interpreting use and intent with such objects. Such potentially dangerous objects may include but are not limited to:

- Small pocketknives
- Throwing darts
- Nuisance items and toys
- Unauthorized tools

A student who finds a weapon on the way to school, on school property, or in the school building and takes the weapon immediately to the Principal’s Office shall not be considered in possession of a weapon.

While the policy represents a “no tolerance” position to weapons possession on school property and on or at those places or vehicles listed above and is intended to prohibit all weapons for any property or is in one’s possession. If such an occasion is clearly the case, the principal, after a thorough investigation, may use discretion in demanding the appropriate discipline and removal of the weapon from school property.

Authorized Instructional and Work-Related Equipment and Tools

While this policy represents a “no-tolerance” position on weapons and/or look-alike weapons, it is not meant to interfere with instruction or use of appropriate equipment and tools by employees and students. Such equipment, when properly used and stored, shall not be considered a weapon for purposes of the policy. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, the guidelines and consequences of this policy will take effect.

Exceptions

- Licensed peace officers, military personnel, or students participating in military training, who are performing official duties.
- School district-approved possession and use of dangerous weapons by a ceremonial color guard.
- School district-approved gun or knife show held on school property.
- School district-approved possession and use of starter guns for athletic contests.
- Possession of dangerous weapons with prior written permission of the principal.
- Such as historical or antique weapons, weapons used in hunter safety course, etc.

Students with Disabilities

If the alleged violator is a “student with a disability” special due process procedures are required. Within 10 cumulative days of a suspension, an Individual Education Plan (IEP) meeting shall occur. The team shall determine whether the weapons policy violation is related to the disability. If the team determines that the misconduct is unrelated to the student’s disability, the student may be disciplined in the same manner as students without disabilities. The disabled student who violates this weapons policy shall not be expelled if the assessment team determines that the misconduct is related to the student’s disability. If the misconduct is related to the student’s disability, and if following suspension and readmission to school the student continues to violate this policy; and if the parent or guardian will not agree to an appropriate placement, school officials may file due process or seek and order from a hearing officer or court to provide services to the student in another setting due to dangerousness. Educational services must continue for any disabled student who is suspended for more than 10 days or expelled.

Legal References

16 V.S.A. §1166 (State law pursuant to Federal law)
13 V.S.A. §§4004, 4016 (Criminal offenses)
20 U.S.C. §8921 (Gun Free Schools Act of 1994)
18 U.S.C. §921 (Federal definition of firearms)

20 U.S.C. §§1400 et seq. (IDEA)
29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)
Vt. State Board of Education Manual of Rules & Practices, §§4311, 4312

Cross-references: Interrogations or Searches of Students (F5) | Search and Seizure (F3) | Student Conduct and Discipline (F1)

APPENDIX G
PROFICIENCY-BASED GRADUATION REQUIREMENTS

Policy

POLICY D1

Policy Warned for Hearing: April 6, 2016

Adopted: April 12, 2016

Policy

It is the policy of the Washington Northeast Supervisory Union to ensure that all students can engage in rigorous, relevant and comprehensive learning opportunities that lead to graduation. In order to ensure that students graduate with the knowledge, skills and work habits needed for success in post-secondary education, careers and civic life, the Twinfield Union School and Cabot School Districts will use a proficiency based system of teaching, learning and graduation.

Implementation

Beginning with the graduating Class of 2018 for the Twinfield Union School and the Class of 2019 for the Cabot School, each graduating student will demonstrate proficiency in the following transferable skills, as defined by the Vermont Education Quality standards, as:

- A clear and effective communicator
- A self-directed and life-long learner
- A creative and practical problem solver
- A responsible and involved citizen
- An informed and integrative thinker

In addition, each student will demonstrate proficiency in the following content area proficiencies, as defined by the Vermont Education Quality Standards:

- Literacy
- Mathematical content and practices
- Scientific inquiry and content knowledge
- Global citizenship
- Physical education and health education
- Artistic expression and literacy

Each school will ensure that students are provided diverse opportunities to meet these proficiencies through multiple pathways that include dual enrollment, early college, career and technical education, work-based learning, service learning and virtual learning. Each student, beginning in grade 7, will have a personalized learning plan (PLP) that will outline the scope and rigor of learning opportunities and support services necessary for the student to achieve college and career readiness prior to graduation, and to attain a high school diploma. The personalized learning plan will be reviewed at least annually.

The superintendent or designee will ensure the development and periodic review of performance indicators that align with the content area proficiencies. Educators will design and facilitate learning experiences that support student achievement of the proficiencies in the transferable skills through the content areas as well as through other experiences.

The Superintendent or designee will ensure that the proficiency based graduation requirements and any other requirements for graduation are provided to all students and families and are included in Parent/Student Handbooks as well as on the schools' websites.

For students eligible for special education services under IDEA or protected by Section 504 of the federal Rehabilitation Act, each student shall meet the same graduation requirements as nondisabled peers in an accommodated and/or modified manner. These modifications will be documented in each student's personalized learning plan. The Individual Education Program (IEP) team or 504 Team is responsible for assuring that information regarding the student's individual skills, aptitudes and present levels of performance are incorporated into the student's personalized learning plan.

Legal Reference(s)

State Board Rules 2120.2, 20120.5, 2120.7 and 2120.8

APPENDIX H
TWINFIELD HABITS OF MIND LEARNING SCALE

	GETTING STARTED	PROGRESSING	PROFICIENT	TRANSFER/ DISTINGUISHED
<p>ENGAGEMENT</p> <p>The student actively participates in learning experiences, takes initiative, is productive, and appropriately uses technology to aid in learning.</p>	<p>*I am learning how to participate in learning experiences.</p> <p>*I am learning what I need to do to be productive.</p> <p>*I am learning how to use technology at appropriate times.</p>	<p>*I am practicing strategies to stay focused when learning.</p> <p>*I start work and am productive with prompting.</p> <p>* I sometimes get sidetracked by electronic distractions but am learning how to use technology as a tool when appropriate.</p>	<p>*I thoughtfully and voluntarily participate in learning experiences.</p> <p>*I take initiative and remain productive.</p> <p>* I appropriately use technology as a tool to aid in my learning.</p>	<p>*I effectively participate in learning experiences to support everyone's learning.</p> <p>*I promote and model initiative and productivity. I diligently and independently remain on task.</p> <p>*I appropriately use technology as a tool to aid in my learning, and I am a resource for others.</p>
<p>RESPONSIBILITY</p> <p>The student is prepared for learning experiences, completes work and meet deadlines.</p>	<p>*I am learning what I need to be prepared.</p> <p>*I am learning the importance of completing my work in a timely manner.</p> <p>*I understand that there is an expectation to bring my computer to school and keep it charged.</p>	<p>*I am practicing strategies that will help me with materials and/or expected work.</p> <p>*I am practicing strategies that will help me meet deadlines and complete my work.</p> <p>* I always remember my computer, although it is not always charged.</p>	<p>*I am prepared with both work and materials needed to be productive.</p> <p>*I meet deadlines with little or no monitoring.</p> <p>*My computer is charged.</p>	<p>*I make positive contributions that advance the learning of others.</p> <p>*I am always prepared and meet deadlines independently.</p> <p>*My computer is charged and I have my power cord.</p>
<p>PERSEVERANCE</p> <p>The student perseveres in the face of obstacles, takes academic and social risks and approaches challenges with a growth mindset.</p>	<p>*I am learning how to receive and incorporate feedback to revise my work.</p> <p>*I am learning what growth mindset is and how to accept challenges.</p> <p>*I am learning how to take academic and social risks.</p>	<p>*I am practicing strategies to receive and incorporate feedback to revise my work.</p> <p>*With prompting I approach challenges with a growth mindset.</p> <p>*I've begun practicing strategies that will help me take academic and social risks.</p>	<p>*I accept and incorporate feedback to revise my work to meet standards.</p> <p>*I approach challenges with a growth mindset and seek assistance when needed.</p> <p>*I am willing to take academic and social risks to further my learning.</p>	<p>*I seek feedback in revising work and incorporate feedback thoughtfully</p> <p>*I have a growth mindset, independently take on challenges, and seek assistance when needed.</p> <p>*I take academic and social risks and support others.</p>
<p>CITIZENSHIP</p> <p>The student positively contributes to the community and is respectful of others' points of view and belongings.</p>	<p>*I am learning to listen to opposing points of view.</p> <p>*I am learning to be kind and respectful to others.</p> <p>*I am learning to care for and respect equipment and others' belongings.</p>	<p>*I can be open to opposing points of view.</p> <p>*I can be kind and respectful to others.</p> <p>*I can be respectful of equipment and others' belongings.</p>	<p>*I listen to and am open to varying points of view.</p> <p>*I treat others kindly and respectfully.</p> <p>*I am respectful of equipment and others' belongings.</p>	<p>*I courageously and respectfully share ideas and opinions and am open to varying points of view.</p> <p>*I model how to treat others kindly and respectfully.</p> <p>*I model how to respect equipment and others' belongings and speak up when others do not.</p>

APPENDIX I
RESPONSIBLE COMPUTER, NETWORK, AND INTERNET USE

Policy

POLICY G11

Policy Warned for Hearing: March 24, 2015

Adopted: April 28, 2015

Policy

It is the policy of the Washington Northeast Supervisory Union and Cabot and Twinfield Union School Districts to provide students and staff access to a multitude of information technology (IT) resources including the Internet. These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond. However, with the privilege of access comes the responsibility of students, teachers, staff and the public to exercise responsible use of these resources. The use by students, staff or others of district IT resources is a privilege, not a right.

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

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

The superintendent is responsible for establishing procedures governing use of IT resources consistent with the provisions of this policy. These procedures must include:

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:
 - Respects One's Self. Users will maintain appropriate standards of language and behavior when sharing information and images on social networking websites and elsewhere online. Users refrain from distributing personally identifiable information about themselves and others.
 - Respects Others. Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the district's policies on bullying and harassment. Users will also refrain from using another person's system account or password or from presenting themselves as another person.
 - Protects One's Self and Others. Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.
 - Respects Intellectual Property. Users suitably cite any and all use of websites, books, media, etc.
 - Protects Intellectual Property. Users request to use the software and media others produce.
2. Provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in district electronic resources.
3. Technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors. The district recognizes its responsibility to screen material not suited to students, but within that constraint also recognizes the value of the internet and technology to allow students a full exploration of ideas, including unpopular ones, and shall not limit student access to information based solely on ideology.
4. Methods to address the following:
 - Control of access by minors to sites on the Internet that include inappropriate content, such as content that is:
 - Lewd, vulgar, or profane
 - Threatening
 - Harassing or discriminatory
 - Bullying
 - Terroristic
 - Obscene or pornographic
 - The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.
 - Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
 - Unauthorized disclosure, use, dissemination of personal information regarding minors.
 - Restriction of minors' access to materials harmful to them.
5. A process whereby authorized persons may temporarily disable the district's Internet filtering measures during use by an adult to enable access for bona fide research or other lawful purpose.

Policy Application

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

Limitation/Disclaimer of Liability

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

Enforcement

The district reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, a student will be provided with notice and opportunity to be heard in the manner set forth in the student disciplinary policy.

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

Legal Reference(s)

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

APPENDIX J

PRE-KINDERGARTEN AND KINDERGARTEN ENTRANCE AGE

Policy

POLICY G2

Policy Warned for Hearing: March 11, 2016

Adopted: April 12, 2016

Policy

It is the policy of the Washington Northeast Supervisory Union, the Twinfield Union School and the Cabot School Districts to have a consistent date by which students enter school in order to maximize the academic, intellectual, emotional and physical development of children over the course of their school career.

Implementation

Pre-Kindergarten (Preschool): Entering students must be at least three (3) years of age before September 1 of the year in which they seek to enroll.

Kindergarten: Entering students must be five (5) years of age before September 1 in the year they seek to enroll.

Legal Reference(s)

16 VSA 563 (Duties and Powers of School Boards)

16 VSA 1073, 1074 (Legal Pupil Defined, Access to School)

Twinfield Union Faculty and Staff Directory

Ackermann, Peter	Director of Facilities	ext. 210
Ainslie, Stephanie	Grades 5	ext. 250
Allen, Mary Anne	Executive Assistant/Registrar	ext. 207
Bailowoz, Paul	Special Educator	ext. 223
Baum, Sharyn	Kindergarten	ext. 246
Chouinard, Brittany	Paraeducator	ext. 341
Bigglestone, Valerie	K-6 Math/Literacy Interventionist	ext. 236
Bohannan, Rebecca	Grade 6	ext. 227
Booth, Francie	Paraeducator	ext. 354
Boucher, Denise	Speech/Language	ext. 240
Brailey, Christina	Grade 4	ext. 245
Brigham, Betsy	Art, Elementary	ext. 205
Buret, Darcy	Math, Secondary	ext. 211
Coates, Rhonda	Special Educator	ext. 259
Carney, Kevin	Science, Secondary	ext. 217
Cecchinelli, Mary	English, Secondary	ext. 214
Cheney, Katie	English, Secondary	ext. 343
Clements, Joe	Special Educator	ext. 275
Collier, Lee	Food Services Director	ext. 232
Walker, Brandon	Athletic Director, Paraeducator	ext. 278
Copeland, Darleen	Paraeducator	ext. 347
Costello, Thom	Physical Education	ext. 264
Forrest, Walter	Paraeducator	Ext. 346
Davis, Maureen	French	ext. 220
Day, Alice	School Nurse	ext. 212
DeForge, Maureen	Paraeducator	ext. 355
Dickinson, Liz	Paraeducator	ext. 221
Dufresne, Dede	Administrative Assistant	ext. 201
duPont, Cathy	Special Educator	ext. 256
Jackson, Rebecca	Preschool	ext. 270
Emerson, Rebecca	Kindergarten	ext. 274
Fay, Ryan	Spanish	ext. 235
Flannery, Amy	Special Educator	ext. 276
Flinn, Heather	Grade 2	ext. 209
Forman, Maria	Library	ext. 222
Fowler, Joanna	English, Secondary	ext. 215
Foxx, Elaina	Preschool	ext. 270
Gibson, Keith	Instrumental Music	ext. 229
Gonyaw, Deborah	Health	ext. 224
Gosselin, Melissa	Guidance, Secondary	ext. 206
Greaves, Kandi	Middle School Math	ext. 257
Gulardo, Bob	Assistant Principal	ext. 242
Harvey, Rita	Paraeducator	ext. 342
Herrick, Peter	Grade 5	ext. 219
Hartman Rachel	Grades 4	ext. 277
Hinkley, Shane	Music and Choral Music	ext. 243
Hodgdon, Desiree	Grade 2	ext. 273
Hohn, Rebecca	Preschool	ext. 247
Howard, Linda	Paraeducator	ext. 345

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

Metcalf, Hope	TLC Site Coordinator	ext. 208
Larrow, Krista	K-6 Math/Literacy Interventionist	ext. 236
Livingston, Laurie	Paraeducator	ext. 348
Lunn, Jeneane	Art, Secondary	ext. 230
Maiola, Melanie	Grade 1	ext. 272
McNaughton, Tracey	Social Studies, Secondary	ext. 225
Molleur, Dianne	Preschool	ext. 270
Mooney, Mark	Principal	ext. 204
Chesaux, Marnie	Paraeducator, bus coordinator	ext. 241
Perkins, Nicole	Paraeducator	ext. 352
Pinson-DePillis, Debra-Ann	Occupational Therapy	ext. 344
Popoli, Anthony	Guidance, Primary	ext. 239
Pulaski, Sarah	K-6 Math/Literacy Interventionist	ext. 236
Quinn, Pam	Twinfield Together Coordinator	ext. 255
Ducharme, Anh	Sub Coordinator	
Rossell, Katy	Behavior Specialist	ext. 203
Russell, Elaine	Paraeducator	ext. 351
Scott, Cindy	Grade 3	ext. 218
Shedd, Julie	Science, Secondary	ext. 233
Sheehan, Chris	Social Studies, Secondary	ext. 216
Stapleton, Anna	Grade 6	ext. 248
Stoleroff, Debra	Renaissance Program	ext. 252
Jones, Stephanie	K-6 Math/Literacy Interventionist	Ext. 236
Tait, Trevor	Industrial Arts, Business, Secondary Art	ext. 238
Vest, Terri	English/Social Studies, Secondary	ext. 226
Wanzer, Charles	Math/Science, Secondary	ext. 234
Weinreich, Carol	Physical Education	ext. 264
Todd, Addison	Speech / Language	ext. 253

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

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