

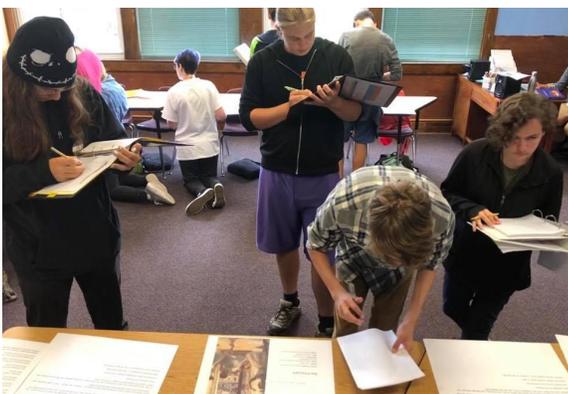


Cabot School

Respect. Responsibility. Kindness. Engagement. Safety



FAMILY HANDBOOK 2019-2020



25 Common Road
Cabot, Vermont
802-563-2289
www.cabotschool.org

From Superintendent Mark Tucker

Welcome to the Caledonia Central Supervisory Union!

Until July 1, 2019, Cabot School was one of two members of a very small Supervisory Union. The reassignment of Cabot School from Washington Northeast Supervisory Union to Caledonia Central Supervisory Union took effect on July 1, 2019. The reassignment of Cabot School (along with Twinfield Union School) resulted in the dissolution of the Washington Northeast Supervisory Union.

Cabot School is now part of a much larger Supervisory Union, encompassing seven schools, including Danville, Walden, Peacham, Waterford, and Barnet plus Twinfield.

Benefits in joining the Caledonia Central Supervisory Union

This reassignment will allow a greater sharing of resources and has already resulted in local budget reductions for Cabot in terms of their share of Supervisory Union costs. These savings were reflected in the budget that Cabot voters passed in March 2019 at Town Meeting.

Governance

In terms of governance, nothing has changed. Cabot remains an independent PK-12 school district, with its own Board and its own budget. Cabot will continue to elect school directors and vote on its local budget by Australian Ballot on Town Meeting day.

Contacting me at the Caledonia Central Supervisory Union

Address: P.O. Box 216; 10 RT 2 West; Danville, VT 05828
Phone: (802) 684-3801 x206
Fax: (802) 684-1190
Email: mark.tucker@ccsuvt.net

From Principal Glenda Cresto

Welcome to the 2020 edition of the Cabot School Family Handbook

The Family Handbook is organized into several sections. In **Cabot A-Z** you will find policies and procedures relevant to everyone in the Cabot School community, PreK-12. Following the **Cabot A-Z** section, you will find information that applies only to students in specific grade levels, for example **Cabot School PreSchool, Cabot School Elementary Grades K-4**. The next section, **The Cabot School Middle and High School Program**, includes information relevant to all students in grades 5-12. You will find specific information about our middle school experience in **Cabot School Grades 5-8**, and about our high school experience (including graduation requirements) in the **Cabot High School** section.

Supporting your student's education

All of the policies and procedures outlined in this handbook have a single goal: To ensure our learning community supports the growth and success of every student. Research conducted by the National Parent Teacher Association indicates the best predictor of academic achievement is the extent that families encourage learning at home and involve themselves in their child's education.* Therefore, our Family Handbook is more than a collection of policies; it is an invitation to all families to partner with us in the education of your student. I hope you will view this handbook as providing the infrastructure for our collaboration. The information on page 17 puts you in touch with us. Opportunities to volunteer at Cabot School can be found on page 29!

One of the best ways for families to support their student's academic success is to make sure your student arrives on time and is in school every day. Our mornings begin at 8:20, activities during the first half hour are designed to set-up every student for a smooth, productive day. Students have an opportunity to eat breakfast with their class and join their peers and teachers for morning meeting, where they will hear directions for the day. Students who arrive late miss these two very important opportunities, and their day gets off to a very chaotic start (although we will make sure they have access to breakfast no matter when they arrive!)

*PTA, N. (2000). *Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs*. (pp. 11-12). Bloomington, Indiana: National PTA, National Education Service.

From our Athletic Director

MIDDLE SCHOOL & HIGH SCHOOL SPORTS

Cabot School will be partnering with Twinfield Union to provide athletic opportunities for high school students throughout the 2019-2020 school year. In August, September and October, students will have the opportunity to participate in Soccer. Varsity boys soccer will welcome back Peter Stratman as the coach, and Seth Wilmott as the varsity girls soccer coach. We are still in search of a middle school soccer coach to coach the middle school soccer team at the Cabot Field. Interested candidates are encouraged to email LLehoe@cabotschool.org

A new opportunity has opened up at Cabot School this year. Cabot School will be offering the sport of Fall Cross Country this year at the middle school level. Interested athletes in grades 7 through 8 must be willing to challenge themselves, work as a team, enjoy running and be prepared to participate in a few local Cross Country meets during the season. Taeryn Robbins will be a volunteer coach for the season. You can reach her at trobbsins@cabotschool.org if you are interested. Practices will occur several times a week. Runners will be expected to train on their own the remainder of the week. Soccer practices count! Soccer athletes are encouraged to participate and Taeryn will work around soccer schedules.

During December, January and February students will have the opportunity to partner with Twinfield for the basketball season. More information to come regarding basketball season as the soccer season winds down.

During the springtime, we participate in ultimate frisbee at the high school level. We hope to bring this to the middle school level as the sport continues to grow interest in the surrounding communities in the near future. Students at the middle school and high school level also have the opportunity to participate in baseball and softball with our partnership with Twinfield.

If your child has an interest in a sport that you do not see listed, we do have the options of reaching out to area high schools who may have the sport your child is interested in and requesting member-to-member agreements. Please note these requests have to be made a couple of months in advance to the other school and the VPA.

Any questions regarding middle school and high school athletic opportunities, please email me directly at LLehoe@cabotschool.org

Winter/Spring Opportunities within the community:

The Cabot Community also has AAU teams and spring soccer teams for children that would like to continue their growth in basketball and/or soccer. Both programs are run on a volunteer basis by community members who both have a love for the game. Both programs have teams at various ages as well. If you have questions regarding AAU and/or spring soccer, please email me at LLehoe@cabotschool.org and I will have the program coordinators reach out to you.

Cabot Recreation Committee - K through 6th grade opportunities:

Our goal is for all youth sports participants -- parents and children -- to have an enjoyable sporting experience. Skill development is the main component of the Youth Sports Program. Therefore, games are a part of every season and each child will play an equal amount of time in every game. Equally important is developing a FUN and friendly environment that is welcoming for every child and where every child confidently ventures out of their comfort zone to develop their skills.

This year, our Fall Program will include Grade 1/2 soccer (with one jamboree), Grade 3/4 co-ed soccer (coached by Brittany Butler & Brody Moran), Grade 5/6 boys soccer (coached by Johanna Thibault) and Grade 5/6 girls soccer (coached by Mandy Lumsden).

From November-March, we will offer Grade 3/4 and Grade 5/6 basketball (coaches TBD). In January, we will offer Saturday morning basketball for Grades K-2. I will send home a Registration Form, Release of Liability, and Code of Conduct Contract before each sporting season begins.

The spring season will have Little League available.

Youth Sports programs are possible through the dedication of many volunteers -- coaches, referees, and families -- to make our program a success. Anyone interested in helping to ensure these programs can continue through volunteering, please reach out to the Cabot Recreation Committee, Jess North, coordinator at jnorth@cabotschool.org

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School Day begins at 8:20 a.m.

Arrival

- Ideal drop-off time: 8:10 - 8:20 a.m.
- We understand that some families must drop-off their students earlier than 8:10 a.m. in order to make it to work, etc. Therefore, we have arranged for supervision beginning at 7:45 a.m. in the cafeteria. *All students arriving between 7:45 a.m. and 8:10 a.m. should report to the cafeteria*
- Students arriving between 8:10 a.m. and 8:20 a.m. should report directly to their classroom
- *Students should not arrive before 7:45 a.m. because supervision is unavailable*

Late Arrival

- Students arriving after 8:20 a.m. should report directly to the Office to sign-in BEFORE heading to their classroom.

Drop-Off and Pick-Up Location

- Drop-off and pick-up occurs in front of the main building on Common Road.
- Parents should NOT use Gym Road to enter or leave campus! Our buses enter the back parking lot via Gym Road. Any additional traffic creates significant safety issues due to the shape and construction of the back parking lot.
- Parents are welcome to walk elementary children to class - please park along the common fence, out of the way of the flow of traffic.

Bicycles

- We encourage kids to ride their bikes to school.
- Store bikes in the bike racks near the church and main school building
- Bikes are WALKED in the crosswalk to campus and on all paths throughout the school grounds.
- Bike riders should not arrive or exit the school via Gym Road.
- Bicycle helmets are very strongly recommended.

School day ends at 2:55 p.m.

Changes in Routine

When your child is absent:

- Call the school office by 8:30 a.m. each day your child will be absent from school:
563-2289 ext. 0

When your child is late:

- Call the school office by 8:30 a.m. to let us know your child will be late:
563-2289 ext. 0

The safety and well being of your child is our primary concern. Please help us ensure student safety by making this call - we get very worried when a teacher reports an absence and we haven't heard from parents. If no call is received, we will call parents/guardians at home and/or work to verify absence.

When an early dismissed is required

- Students who must leave school early for any reason (e.g., medical or other appointments) must have permission from parents/guardians.
- Parents may call in an early dismissal (563-2289 X 0) or send in a permission note stating the time, date and reason for dismissal.
- Pick-up in the Main Office -- not your child's classroom. Parents/guardians are required to sign-out their student in the main office.

When there's a change in dismissal plan

- Students who need to ride the bus to a different location than their usual drop off should bring a note to their teacher. Bus note must also include destination with address.
- For last-minute or emergency changes to dismissal, call the school office no later than 2:00 p.m.: **563-2289 ext. 0**. Again, the safety and well being of your child is our primary concern. Hearing from you by 2:00 allows us time to inform your child and your child's teacher. We will not dismiss any child to another adult unless we have been authorized to do so by parent/guardian. We will not honor a change in dismissal plans without a note or phone call from parent/guardian.

A Note about Notes

All notes to the school should list your student's first and last name, teacher and grade level.

Cabot School A-Z

Academics

Our Goal and Purpose

All of us at Cabot School are dedicated to ensuring the growth of every student academically, intellectually, socially, emotionally, and physically. We seek to partner with you to prepare your student to dream -- and dream big -- for their future. That means we want every individual who attends Cabot to gain the skills, knowledge, confidence, and passion necessary to thrive and succeed in the world now and in the future. We seek to prepare every student to lead and live as creative and productive citizens in a democratic society.

Our Learning Community

We seek to develop a learning community where all students belong and experience respect, acceptance, and support. Therefore, at Cabot School, every student can expect to have the following rights:

The right to an engaging and developmentally appropriate educational experience where lessons and programs are developed, implemented and assessed in a meaningful and timely manner.

The right to a safe, supportive, and orderly learning environment.

The right to have their ideas and feelings respected.

The right to feel safe during all aspects of a school day, physically and emotionally.

At the same time, all students in our school have the responsibility to preserve and protect the rights of others in our school community. Therefore, we expect every student will

Demonstrate respect, showing consideration for self, others, and our environment. Actions taken by students do not interfere with the learning or safety of others or the teacher's responsibility to teach. At all times, Cabot students use respectful, non-threatening language.

Demonstrate responsibility and accountability for themselves, their actions and their environment

Demonstrate kindness and a commitment to develop and demonstrate caring and empathy for all in the Cabot School community

Engage, demonstrating mindfulness and perseverance, participating in our learning community at all times during the school day.

Practice safety, demonstrating safe behaviors toward self, others and our environment, following all instructions given by adults and school policies while on school grounds or during school sponsored activities

Homework and Schoolwork

Fulfillment of class assignments and homework is a key component of academic success. Homework supports the learning process, and is designed to build student confidence and independence in using the skills they are learning in class. Homework is not designed as “busy work;” it is ALWAYS tailored to support students in practicing or applying the skills they are learning in class. Each teacher will provide students and their families a clear explanation in writing of their academic expectations and student responsibilities for homework and school work.

We recognize that our students live full lives, and encourage our teachers to monitor their homework amounts. If your child is having difficulty meeting expectations, submitting assignments, or if you feel your child’s homework load is unmanageable, please contact your child’s teacher(s) or our school counselor. We want to hear from you!

Suggestions for effective parent/guardian involvement include:

- Encourage students to do their best
- Show an interest in assignments
- Establish a regular/comfortable time and place for homework
- Communicate with teachers whenever there is a concern

Assessment

Relevant, ongoing feedback is essential for learning. We assess learning through two types of strategies - formative and summative.

Formative assessment is assessment **for** learning. Formative assessment tools measure student understanding and skill levels following a classroom lesson or activity. We use formative assessment to guide our planning for individual students, to help students evaluate their own work, and determine appropriate next steps for student learning. We believe in the power of iteration, and the idea that students learn from their mistakes and the revision process.

Summative assessment is assessment of student learning. Summative assessment tools measure what students know (about a particular topic) and can do (skills) at a particular moment in time. The Vermont state-wide Assessment, SBAC, is an example of the summative assessments taken annually at Cabot.

Academic Honesty

Maintaining personal and academic integrity is the responsibility of each student. The following definition of academic dishonesty is generally accepted by schools and universities across the United States.

Academic dishonesty is defined as a student's use of unauthorized assistance with the intent to deceive a teacher who evaluates the student's work in meeting class or graduation requirements. Examples of academic dishonesty include, but are not limited to, the following:

Plagiarism

Plagiarism is the use of another person's distinctive ideas or words without acknowledgment. The incorporation of another person's work into one's own requires appropriate identification and acknowledgment, regardless of the means of appropriation. The following are considered to be forms of plagiarism when the source is not noted:

- Word-for-word copying of another person's ideas or words.
- The mosaic (the interspersing of one's own words here and there while, in essence, copying another's work).
- The paraphrase (the rewriting of another's work, yet still using their fundamental idea or theory).
- Fabrication of references (inventing or counterfeiting sources).
- Submission of another's work as one's own.
- Neglecting quotation marks on material that is otherwise acknowledged.

Cheating

Cheating involves the possession, communication, or use of information, materials, notes, study aids or other devices not authorized by the instructor in an academic exercise (such as a test or quiz that is not designated open book or open notes) or communication with another person during such an exercise. Examples of cheating are:

- Copying from another's paper or receiving unauthorized assistance from another during an academic exercise or in the submission of academic material.
- Using a calculator when its use has been disallowed.

- Collaborating with another student or students during an academic exercise without the consent of the instructor.

Fabrication and Falsification

Fabrication involves inventing or counterfeiting information. For example, creating results not obtained in a study or laboratory experiment.

Falsification, on the other hand, involves deliberately altering or changing results to suit one's needs in an experiment or other academic exercise.

All cases of academic dishonesty, including plagiarism, cheating, and falsifying information, are treated seriously, and are thoroughly investigated by administration. Administration will notify parents. The report or project in question will not be used to assess proficiency. Consequences will be determined following the investigation, and may include:

- The requirement that a revised version of the report or project in question be submitted within a specified timeframe, with all work completed outside of school
- A grade of zero for the work in question

Repeated breaches of academic honesty may lead to failure of the class, loss of credit, suspension or expulsion from school.

Academic Reporting

For the 2019-2020 school year, students in all grades will receive three report cards: on or about December 5th, March 19th and in June, on the last day of school.

Athletic and Extracurricular Activity Eligibility

Interscholastic athletics and extracurricular activities are an integral part of Cabot School's overall educational program. To be eligible to participate in extracurricular activities, students must comply with the Vermont Principals' Association eligibility policy (<https://vpaonline.org/athletics/high-school-policies/>). Student athletes must also comply with the expectations outlined in our Athletic Handbook. Furthermore, students need to meet Cabot's academic and behavioral expectations. Students involved in extracurricular activities who are not making proper academic progress or who are not meeting our behavioral expectations will be placed on an academic and/or behavioral plan developed by the administration with input from school staff, parents/guardians

and the student. Students who do not meet the expectations of the academic/behavioral plan will forfeit their privilege to participate in extracurricular activities. Students must receive written approval of the administration before regaining their eligibility.

Attendance

One of the best ways to support your child's academic success is to ensure that your child is in school and in class every day throughout the school year. If your child needs to stay home from school for any reason, keep us informed by following the procedure outlined on page 7 of this handbook (Changes in Routine).

Students who are absent from school are expected to use email and/or call their teachers or advisor to get classwork and homework that they have missed. Middle and High School families can also access Haiku or Power School to acquire assignments. Please refer to the contact sheet in the Communication section of this handbook for emails and extensions.

Excused Absences

An excused absence does not accumulate in your child's attendance record. Absences caused by student illness, a serious illness or death in the family, or an emergency medical or dental intervention are generally excused. Please follow the procedures outlined below.

Medically Excused Absences

When a child is absent for three consecutive days, our school nurse will contact the family to verify the illness. For absences of 5 or more days, a doctor's note is required. Please forward a doctor's note to the Main Office. Once we receive the doctor's note, the absence will be marked as medically excused, and will not accumulate in your child's attendance record.

Administratively Excused Absences

If your family suffers a loss and your child needs to miss school for funeral proceedings please notify the main office. These absences will be marked as an administratively excused absence and will not be accumulated in your child's attendance record.

Planned Absences

Planned absences, including family trips or vacations, will accumulate as unexcused absences in your child's attendance records unless approved in advance by the superintendent. Contact Linda Savoca in the Main Office to obtain and complete the planned absence form for submission to the

superintendent.

Excessive Absences

Because consistent attendance at school is vital to students' academic growth, we take absenteeism seriously. Together, we, home and school, need to keep communication lines open and work together to address any issues that may be impacting your child's consistent attendance. In the event a pattern of excessive absenteeism or tardiness arises we will take the following steps to work with you to ensure your child is attending school:

Five absences/tardies

Families will receive a call from the homeroom teacher, advisor, case manager, or school counselor to discuss attendance and make a plan to address any issues impacting attendance.

Seven absences/tardies

Families will be contacted to schedule an in person meeting with administration, case manager, school counselor and teacher to review the attendance plan, and determine additional steps/resources necessary to ensure consistent attendance. A formal letter documenting the pattern of absenteeism or tardiness and our next steps will be added to a student's permanent school record and sent to family via certified mail.

Ten or more absences

Families will be contacted by truant officer, who may initiate the assistance of the Department of Children and Families (DCF) and the Vermont State's Attorney's Office. Please note school personnel are mandated reporters and have been directed to file a report via DCF's Centralized Intake Line when students in Grades 7-12 exceed 10 absences and when students in Grades K-6 exceed 20 absences.

High School Students with greater than 12 absences from a course may not be able to make-up the academic work necessary to complete the course and/or gain the proficiency necessary to receive credit for the course, impacting graduation.

Authority of School Personnel

Teachers and other members of the school staff are responsible for enforcing appropriate standards of behavior and established rules of conduct. Consequently, they will remind students when their behavior conflicts with the standards of good behavior

established by our school. This means that teachers, substitute teachers, and other members of the school staff have authority over students in the school buildings, on school grounds, and at school-sponsored events, regardless of whether or not the adult is one of the student's teachers. Each student is responsible for complying promptly with a teacher's or a staff member's requests. Failure to comply promptly will be considered insubordination and may result in disciplinary action.

Bullying, Hazing and Harassment

All students and staff deserve 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, and copies of state laws and local policies are available in the policy manual in the main office. **Cabot School's trained bullying and harassment investigators are Glenda Cresto, principal, and Samantha Scribner, School Counselor. Mark Tucker, Superintendent, serves the role of equity coordinator, ensuring compliance with Title IX (pertaining to sex-based discrimination) and Title VI (pertaining to race-based discrimination).**

Harassment

Cabot School 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 educational 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 Cabot.

Any student who participates in harassing someone at school or at a school activity, faces disciplinary action up to and including expulsion and may face legal charges.

Bullying

Cabot 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. Anyone who participates in bullying someone at school, on a school bus or at a school-sponsored activity will face disciplinary action up to and including expulsion and may face legal charges.

Hazing

Hazing will not be tolerated. 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 Cabot School, and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. Hazing also includes soliciting, directing, aiding or otherwise participating actively or passively in the above acts. Hazing may occur on or off school grounds. Bullying and hazing can be mild or severe, obvious, suggestive or subtle. Please report all suspected bullying and hazing to any member of the administrative team or to faculty, guidance counselors or health professionals. The administration will investigate all complaints and take appropriate action as outlined in Policy F30, in the back of this book.

Communication

Getting in touch with us

- The Cabot school office is open from 7:30-3:30 daily.
- **By Mail:** Our mailing address is 25 Common Road, Cabot, VT 05647
- **By phone: 563-2289.** Press 0 to be transferred directly to Linda Savoca or Stephenie Manning, our office team. They can connect you to the principal and all Cabot School faculty and staff.
- **By email:** All employees have the same email address structure: first initial, last name @cabotschool.org.
- **In person:** We encourage you to visit the school. If you wish to visit your child's classroom, please make arrangements in advance with your child's teacher and administration. Planning in advance ensures your visit will not coincide with planned testing, field trips, etc. that would prevent you from visiting a classroom. Once the visit is planned, when you arrive, please check in at the main office to receive a visitor's pass before proceeding to your campus destination.

Contacting You!

We also need to know how to reach you! Prior to the start of each school year, you are required to complete student information and contact sheets. We use the information you provide to reach you. If your address or household circumstances change, please call the office to ensure that all mailing addresses and contact numbers are on file and are accurate.

Contacting Your Child During the School Day

We will immediately get a message to your child if you call the main office at 563-2289. We require students to keep their cell phones out of sight and out of sound during the school day. Therefore, calling or texting your student directly via their cell phone is not the most efficient way to reach them!

Conflict Resolution

In accordance with Cabot School policy, the steps to resolving concerns are:

1. **Talk with the teacher** - meet first with the person directly connected to your concern. Please feel free to ask the principal to sit in on this meeting if you'd prefer.
2. **Talk with the principal** - if your concerns are not resolved or re-occur, schedule a meeting with the principal.
3. **Talk with the superintendent** - if you are still not satisfied with the attempts to address your concern, schedule a meeting with the superintendent. Call the Caledonia Central Supervisory Union Office at (802) 684-3801 x206
4. **Talk with the school board** - if you believe further action is still needed, ask the superintendent's office to place your concern on the next board meeting agenda.

Dress Expectations

We believe that students should have the freedom to be creative and expressive in their dress. We encourage students to make dress choices that will be comfortable and conducive to learning. For the safety and wellbeing of our entire community, we hold the following dress expectations for all of our students, staff and visitors.

- School community members will not wear clothing that exposes undergarments
- School community members will not wear clothing that depicts in words or graphics messages which demean, harass or exploit others
- School community members will not wear clothing that promotes the use of alcohol, tobacco, drugs or violence
- School community members will not wear clothing that displays messages that are sexually suggestive or provocative.

Farm to School

Food Service at School

We serve high quality food in a calm, friendly environment. All lunches include a well-stocked salad and fruit bar. Many meals include homemade soup and freshly harvested vegetables from local farms and our own gardens. Even on 'breakfast for lunch' Fridays, students have access to salad and fruit!

All Cabot School students receive free breakfast and lunch each day. A selection of a la carte items, including healthy, crunchy snacks, are available to older students (Grades 5-12) for a small charge as we are unable to obtain state reimbursement for these items.

Help us sustain our free breakfast and lunch program!

In order to sustain our free breakfast and lunch program for all students, we need your help. We can only establish a state reimbursement rate and obtain free meals for all of our families complete the Free and Reduced Meal Application. Please fill out the annual Free and Reduced Meal application, even if you think you might not qualify. Applications are available in the first day packet, and are always available at school. Families can re-apply any time their financial situation changes. The Free and Reduced Meal Application translates into real dollars and funding -- please take a moment to complete this form!

Families who receive benefits through 3SquaresVT do not have to fill out the application, but please let our office know who you are, as we may not have received notification from families new to Cabot.

Alcohol and Drugs

It is the policy of the Cabot 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. It is further the policy of the district to make appropriate referrals in cases of substance abuse. For further details, please consult the Cabot School Board Policy F7 in the back of this handbook.

Mandated Reporting

We are committed to the safety and welfare of each student under our care. Under state law and Cabot School District policy, all school personnel are mandated reporters and are required by law to report any incident in which we could reasonably suspect abuse or neglect to the Department of Children and Families (DCF) or other appropriate state agency within 24 hours.

We take this responsibility extremely seriously, and will, in accordance with Vermont State Law, err on the side of reporting. Should our staff file a report involving your family, please understand we are acting in the interest of child safety and the law, and not presenting a value judgement. For more information on Vermont's mandated reporter laws, please visit <https://dcf.vermont.gov/protection/reporting/mandated>.

Our Child Protection Team (which includes the school nurse, principal, school counselor, classroom teacher and other designated school personnel) meets routinely to review the safety and well-being of students within our school.

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 Cabot 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. This notice is available in other languages at the superintendent's office.

Anyone with questions about the Cabot 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, Caledonia Central Supervisory Union, P.O. Box 216; 10 RT 2 West; Danville, VT 05828; (802) 684-3801 x206

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 563-2289 x0 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 connection 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.

Elementary & Secondary Education Act of 1965 (ESEA) requires school districts receiving assistance under ESE A to provide military recruiters, upon request, with three directory information categories -- names, addresses and telephone listings -- unless parents have advised the District in writing that they do not want their student's information disclosed without their prior written consent.

Parents can opt out of dissemination of directory information; access to Armed Services Recruiters and participation in survey analysis, evaluation or other research programs by completing the Vermont Department of Education form that is included in enrollment packets for new students as well as first day packets which are mailed home each year prior to the start of school.

Tobacco and Alternative Nicotine Products

Both Vermont law and School Board policy ban the use of tobacco products by anyone on school grounds and at school events. This includes alternative nicotine devices commonly known as "electronic cigarettes" which by design deliver nicotine for inhalation by the user. No person, student or adult, is permitted to use any of these products on school property. For detailed information about this issue, please read the Drugs, Alcohol and Tobacco policy in the policy section of this handbook.

Cabot School is equally committed to helping students who currently use tobacco products find the resources necessary to quit. We strongly encourage students to seek out the school nurse or school counselor for help.

RESOURCES

Electronic Resources and the Internet

In this rapidly changing world, technology is an essential tool for education. It is the policy of the Cabot School District to provide students and staff access to a multitude of information technology (IT) resources including the Internet. Cabot students have Google Docs accounts starting in grade 3, and email access starting in grade 7.

The Responsible Use of Electronic Resources and the Internet Policy (G11) clarifies permitted use of our IT resources. The complete policy is available on our website, in the main office and in the superintendent's office. 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. Users of Cabot School's IT resources are expected to be responsible digital citizens, including:

Respecting One's Self

Users will maintain high 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.

Respecting 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.

Protecting 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.

Respecting and Protecting Intellectual Property

Users suitably cite any and all use of websites, books, media, etc. and request to use the software and media others produce. The district reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources.

School Counseling Departments

Cabot School has two School Counseling Departments, one for elementary school aged students and one for middle and high school students. Samantha Scribner is our elementary school counselor; Jackie Batten is our middle and high school school counselor.

The purpose of our School Counseling program is to help facilitate the academic, social and emotional growth of our students. Our school counselors are available to help and support students throughout their years at Cabot. We work with students individually or in small groups and will assist parents/guardians with general concerns regarding school and their child.

If concerns or questions arise, please contact our school counselors:

Samantha Scribner (Elementary) x225

Jackie Batten (Middle/High School) x234

Mental Health Services at Cabot School

SCHOOL NURSING AND HEALTH SERVICES

NURSE'S OFFICE IS OPEN FROM 8:00-2:30 EACH DAY
563-2118

Cabot School contracts with the Plainfield Health Center for our school health services. Nursing care is provided to the entire PK–12 student population, and a school nurse is on campus from 8:00-2:30 each day. This care includes vision and hearing screenings and direct care related to accidents and changing physical health conditions. Students who are patients of the Health Center can also be seen right in Cabot on clinic days accompanied by a parent or guardian. Referrals are made as necessary to healthcare providers and community agencies. The health office works with you, your child, faculty and staff, and community healthcare providers to best accommodate your child's health needs.

Immunizations

The Vermont Immunization Law requires all students to be adequately immunized for school attendance or be provisionally admitted. All provisionally admitted students must be fully immunized within six months following enrollment, or submit a signed medical or religious exemption form. Please note that Vermont General Assembly eliminated the philosophical exemption in 2015. The following immunizations are

required: diphtheria, pertussis and tetanus (DPT), polio, measles/mumps/rubella (MMR), varicella and hepatitis B. A DPT booster is required prior to the beginning of seventh grade. Whenever your child receives immunizations, please send a copy of the record (from your healthcare provider) to the school nurse to keep our health records up to date.

In accordance with the Vermont Department of Health rules, children/students with an immunization exemption may be kept out of school during the course of a disease outbreak if it is determined that such children/students are at risk for getting that disease and transmitting it to other children/students. The length of time a child/student is excluded will vary depending on the disease and can range from several days to more than a month.

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 health care provider, dentist or specialist must be submitted before any medication will be administered.
- All medication (prescription and over-the-counter) must be kept in its original container and locked in the school Health Office. Prescriptions must carry the pharmacist's label and identify health care provider and student.
- All medications must be delivered to the school by the parent or guardian.
- In special situations (diabetes, asthma, anaphylaxis, etc.), a student may be allowed to self-manage his or her medication. The student must first discuss the condition with the school nurse and outline a 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 (orthopedist, optometrist, audiologist, etc.), your child should have a complete examination if you suspect that he or she has a problem in any of these areas. If any problem is detected during the school screenings, a referral form will be sent home advising you of the need to have your child further evaluated by a specialist.

Communicable Disease Control

Cabot Health Services assists in efforts to prevent and control communicable diseases in cooperation with the Vermont Department of Health, health care providers and parents/guardians.

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

- chicken pox
- 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.

Concussions

Please contact the health office if your child has been diagnosed with a concussion or had a recent head injury. Please provide the school nurse with any pertinent information about the child's concussion including a recovery plan.

What is a concussion?

A concussion is a type of brain injury that changes the way the brain normally works. A concussion is caused by a bump, blow, or jolt to the head. Concussions can also occur from a blow to the body that causes the head and brain to move rapidly back and forth. Even a mild bump to the head can be serious. Concussions can have a more serious effect on a young, developing brain and need to be addressed correctly.

Students with a concussion should never return to sports or recreation activities on the same day the injury occurred. They should delay returning to their activities until a health care professional experienced in evaluating for concussion says they are symptom-free and it's OK to return to play. This means, until permitted, not returning to PE, sports practices or games, or physical activity at recess.

Transportation Home

The school nurse will evaluate students with injuries and illnesses such as fever, stomach ache 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 themselves home, after consulting with the school nurse. In the event of a medical emergency involving your child at school, every effort will be made to contact you. If we are unable to reach you, we will act in the best interest of your child in seeking further evaluation and care. Parents/guardians are responsible for all the medical expenses incurred by the student.

Permission to Be Excused from P.E.

If a student must be excused from fully participating in P.E. for medical reasons, the student should bring a note to the nurse from the healthcare provider or parent/guardian, stating the problem, duration of the absence, and nature of the restrictions. In cooperation with the doctor's instructions, students may be expected to dress and participate in some physical activity, depending upon their injury or illness.

Mentoring

For over a decade, the Cabot Mentoring Program has matched adult volunteers with young people (ages 7-17) to promote caring and supportive relationships that improve outcomes for youth and the community.

- All youth 7-17 who live in Cabot or attend Cabot school are eligible.
- Participation in Cabot Mentoring is free of charge.
- Mentors and youth are matched based on interests, and get together 4-6 hours per month for fun activities of their choosing.
- Mentors are screened with the same background checks as school staff.
- Cabot Mentoring offers both in-school mentoring (follows the school year and hours), and community mentoring (year-round, flexible hours).
- Mentoring increases the social competence and confidence of youth, provides community adults with a meaningful way to make a difference, and it's fun!
- For more information, visit [Cabot Mentoring](#) or contact cabotmentoring@gmail.com

SAFETY

Emergency Drills

In accordance with state laws, we practice emergency drills each month. We have three types of drills: clear the halls, secure the building and evacuate the building (fire drill). All of our drills are coordinated with state safety guidelines. No incoming or outgoing traffic is permitted during emergency drills. We are mindful of the ages of the children in the elementary school when helping them understand emergency drills. We stress safety, not being afraid and the empowerment that comes from knowing what to do in emergencies.

TRANSPORTATION

Riding the School Bus

Core Values and Responsibilities

| We are Respectful | We are Responsible | We are Kind | We are Engaged | We are Safe |
|---|---|--|---|---|
| <p>We <u>follow directions</u></p> <p>We maintain <u>personal space</u></p> | <p>We <u>talk quietly</u></p> <p>We leave <u>property alone</u></p> <p>We keep the <u>aisles clear</u></p> <p>We keep food and all <u>belongings in our backpacks</u></p> | <p>We use <u>appropriate manners and language</u></p> <p>We leave the bus <u>better than we found it</u></p> | <p>We <u>remain seated</u></p> <p>We keep hands, feet, and other <u>objects to self</u></p> | <p>We sit in <u>assigned area</u></p> <p>We <u>stay seated</u> until our stop</p> <p>We <u>walk</u> when <u>entering</u> and <u>exiting</u></p> <p>We <u>mindfully cross in front</u> of the bus</p> <p>We <u>keep hands and objects inside</u> the bus</p> |

Riding the school bus is a privilege. For the safety of all riders, we expect students who ride the bus to behave in a calm and orderly manner and follow the instructions of the driver and bus monitor. The privilege of riding the bus to and from school may be revoked if students repeatedly break bus rules, endanger their own safety or the safety of others.

We urge you to contact the school administration with any questions or concerns.
Brandon Lawrence, Director of Transportation: 563-2289 ext. 202.

Bus Safety

To ensure safe and pleasant bus rides, Cabot bus drivers carry the absolute support of school administration to enforce the following bus safety guidelines.

- 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

Safe Drop-off Procedures

We adhere to the following procedure when dropping off students at home:

Primary-age children (children in Grades PK-6) will not be let off the bus unless an adult is at the bus stop to greet them or an older sibling (student in Grades 7-12) has accompanied them home. Students will be returned to school, and parents/guardians will be contacted.

VISITORS AND VISITING

Visiting Cabot School

Visitors are always welcome at Cabot. We love having community members, parents/guardians, grandparents and others visit! Please make arrangements in advance of your visit with your child's teacher. When you arrive for your visit, please sign-in at the Main Office and obtain a visitor pass. Wear the visitor pass at all times during your visit.

Inviting a Guest to Cabot School

Cabot students who wish to invite a guest to shadow for a day 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 must not interfere with the learning process at any time. The principal reserves the exclusive right to approve or restrict guests at Cabot School.

Volunteering

Join us to volunteer as we carry out the work of fulfilling the school's mission. To find out how, please call the school office.

The schools of the Caledonia Central 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 regarding our procedure for becoming a classroom volunteer and/or field trip chaperone.

WINTER WELLNESS PROGRAM

Cabot School provides a variety of learning opportunities for our students, including outdoor winter wellness experiences. Beginning in 3rd grade, students learn to downhill ski at Burke Mountain. Classes typically have 3-4 ski trips during the winter months. We are fortunate that Burke provides students and adult chaperones with discounted lift tickets and ski rentals.

We are also lucky to have a world-class cross country ski facility right in our own backyard. The Craftsbury Outdoor Center provides equipment and a trail pass to school groups for FREE! Options include classic skiing, skate skiing, and snowshoeing. Cabot students will participate in winter wellness activities at the Craftsbury Outdoor Center multiple times over the course of the winter.

Detailed information about Cabot's winter wellness program will be sent home later this fall.

CABOT SCHOOL PRE-KINDERGARTEN

The Cabot School Preschool is a Vermont Licensed Early Childhood Program offering 10 hours of programming each week for children ages 3-5. Our Preschool has been recognized by the Step Ahead Recognition System (STARS), a Vermont statewide measure of quality. The Preschool has a 5 star recognition, which is the highest level of achievement. We operate on the Cabot School's Preschool calendar and meet on Tuesday through Friday each week. Our morning session runs from 8:20 until 10:45 and our afternoon session runs from 12:20 until 2:55. The Preschool classroom is located in the Primary Building at Cabot School and includes a play space in front of the building. The children also have access to other natural areas including the forest and gardens.

A Playgroup is offered on Monday from 9:00-10:15 and is open for all children birth to age 5 with their caregivers.

For more information including the Preschool Handbook, please contact Lynn Talamini, Head Teacher/Director at 563-2289 ext. 210 or Linda Savoca in the main office at ext. 240.

CABOT ELEMENTARY SCHOOL KINDERGARTEN TO GRADE 4

While the information contained in previous sections of this handbook relates to all students in Grades PK-12, the information included in this section of the Family Handbook relates primarily to students in Grades K-4.

Core Values and Expectations

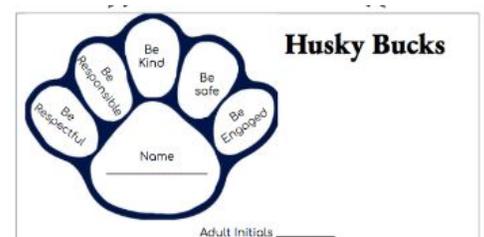
| We are Respectful | We are Responsible | We are Kind | We are Engaged | We are Safe |
|---|--|--|--|---|
| We show consideration for ourselves, others and our environment | We are accountable for ourselves, our actions, and our environment | We care about others. We develop and demonstrate caring and empathy for all in our community | We participate in our learning community at all times during the school day. We are mindful and persevere. | We practice safety and demonstrate safe behaviors toward ourselves, others, and our environment |

Positive Behavioral Interventions and Supports

To create and maintain consistent expectations across all K-4 classrooms, learning spaces and play areas, we practice Positive Behavioral Interventions and Supports (PBIS). The goal of PBIS is to create an environment where all 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 VT Department of Education. PBIS specifies universal recognition of positive behaviors, prevention strategies for at-risk behaviors and individual supports for high-risk behaviors.

Our goal is for students to become internally, or intrinsically motivated to be engaged in their school work, treat others with kindness and respect, and be responsible for their own actions. As the adults in a school community, it is our job to create a school culture in which our core values - respect,



responsibility, kindness, engagement and safety - are not only lauded by adults, but also by our student's peers. When our students expect each other to demonstrate these expectations, the very act of demonstrating them becomes reinforcing. However, to make that shift in culture, research tells us that there must be some kind of extrinsic, or external reinforcer to help students build the skills they need to exhibit those characteristics.

We recognize every student with specific praise and a Husky Buck throughout the day when they model one or more of our five Core Values. Students earn husky bucks in all areas of the school and use those husky bucks to earn classroom and school wide celebrations, as well as spending them in the Cabot School Store. Keep the positivity going at home by asking your child how they've earned husky bucks this year!

Reflect Refocus Restore

When students don't meet a school or community expectation, we teach students to examine their own behavior, to understand the harm they have done and the responsibilities that accompany their actions, and to repair whatever materials or relationships they have damaged. These notions are encompassed in the ideologies of Restorative Justice practices, and include the basic foundational beliefs that the central focus of any instance of antisocial behavior should be the needs of those affected, and that it is the responsibility of the offender to repair the harm they have done.

Students complete a Reflect, Refocus, and Restore worksheet, which walks the student and the staff involved through the process of reflecting on the incident (What happened? Who was involved? How did my actions affect others?), refocusing their attention and behaviors (What do I need to do in the future?), and restoring their relationships or parts of their environment that they have harmed (How will I repair the harm that I have done to others or my environment?)

Teachers and administrators will work with the student to decide what type of restitution needs to be done, and when it will be accomplished. Types of restitution and service are not carried out to punish, but are geared toward restoring community and the student's role within that community. These may include community service within the classroom or school environment, teaching a lesson, participating in a restorative circle, making a heartfelt apology, or other acts of service deemed appropriate by the principal, school counselors, teachers, and student's family.

Behavior Specifics

| | | |
|--|---|--|
| <p><i>Minor behaviors do not violate the rights of others, put others at risk of harm, and are not chronic or repeated. Generally, a conversation between teacher and student, including reminder or re-teaching, is sufficient to restore a pattern of positive behavior.</i></p> <p><i>Push-in classroom support is available to support teachers in the classroom while handling Level 1 and Level 2 behaviors.</i></p> | | |
| | <p style="text-align: center;">Minor Level 1</p> <p><i>Teacher handled in classroom using classroom management strategies</i> <i>Tracked in classroom log</i> <i>Other faculty/staff informed on transitions</i></p> | <p style="text-align: center;">Minor Level 2</p> <p><i>Teacher handled in classroom with push-in support</i> <i>Student may access alternative location for break and to re-set for success</i> <i>Parent contacted/Send report home for signature; Copy signed report to School Counseling and Administration</i></p> |
| Behavior | <p>Not meeting expectations established by school-wide matrix in any setting</p> <p>Rough housing / horseplay (hands-on without anger or intention to harm)</p> <p>Loud voices/ yelling/ noise making that interrupts learning of others (without anger or intention to humiliate or put down another student or teacher; language/gesture remains appropriate for setting)</p> <p>Disruptive off-task behavior / out of seat (calls attention to self and interrupts the learning environment; language/gesture remains appropriate for setting)</p> <p>Refusal to follow directions after 1-2 redirects</p> | <p>Blue behavior repeated for 3rd time in a period/day</p> <p>Missing homework / Destroying work</p> <p>Academic disengagement (refusal to complete work/participate; may not disrupt learning of others)</p> <p>Social disengagement (refusal to respect/engage in appropriate peer interactions in discussion, group work; dismissive of game rules, etc.)</p> <p>Lying/cheating</p> <p>Indirect, inappropriate language/ gestures (language/gesture violates norms of respect; may include swearing or offensive gestures NOT directed toward individual peers)</p> <p>Spitting</p> <p>Name Calling</p> |
| Strategies for Break / Re-set | <p>Drink water, count to 10, take a break at the Peace or Restoration Station, self-talk, take deep breaths, tense and release, take a walk, take volcano breaths, stretch, do wall push ups, use a fidget, draw for a moment, write, eat a snack, talk with a trusted adult</p> | |

Major Behaviors: We assign major behaviors to one of two categories, depending on possible legal ramifications. Students engaged in major behaviors are angry, aggressive and escalated. Additional push-in support may be needed to de-escalate the student and restore calm to the situation. Administration will work with teachers and families in constructing an individualized intervention, creating a plan for the student's return to the classroom community and completing any restorative actions necessary. All Major Behaviors are recorded in PowerSchool and become part of the student's permanent educational record.

| | Major Behaviors | Major Behaviors with potential legal ramifications |
|-----------------|---|--|
| | <p><i>In general, these behaviors require administrative involvement, significantly violate the rights of others and/or place the student and others at risk of harm, and will result in one or more of the following interventions:</i></p> <ul style="list-style-type: none"> ● The student, working with administration, his/her parents/guardians, and teacher creates an Individual Positive Behavior Support Plan that may include a formal safety plan or crisis plan designed to keep all students and staff safe. ● Students may be referred to the Educational Support Team for further supportive evaluation or intervention, interagency referral and planning. ● Consequences may include in-school suspension, lunch or recess detention, and, for serious behavior incidents long-term suspension or referral to law enforcement. | |
| Behavior | <p>Level 2 minor behavior repeated for a 3rd time in period/day or Minor behavior persisting after 4 weeks of strategic response</p> <p>Inappropriate dress (distracts self or others from learning and/or includes drug, alcohol, or violent images)</p> <p>Hiding out of sight or in response to teacher direction (including leaving the classroom without permission, entering unauthorized locations)</p> <p>Skipping class</p> <p>Direct, inappropriate language/gestures (language or gestures that specifically target another student or teacher)</p> <p>Aggression, verbal or physical, including fighting (verbal threats with intention to harm another student; hands-on with anger or intention to hurt another student)</p> | <p>Theft</p> <p>Possession or use of cigarettes, drugs, alcohol</p> <p>Truancy (refer directly to Glenda Cresto)</p> <p>Harassment (protected class) Bullying (language/gestures continue over time after formal warning to stop) Cyberbullying (Refer directly to Samantha Scribner or Glenda Cresto)</p> |

| | | |
|--|--|--|
| | <p>Pulling clothing or pants of another student down or off</p> <p>Destruction of classroom property or personal property belonging to others (with intention and anger)</p> <p>Overt defiance (refusal to comply with an expectation that disrupts learning of others, the safe flow of a transition, or is intended to humiliate or publicly undermine teacher authority or respect)</p> <p>Forgery (may include signature of parent/guardian, notes from parent/guardian, or submitting the work of another student as one's own)</p> <p>Reference in conversation, writing or pictures to weapons or acts of violence</p> <p>Taking pictures/video without consent</p> | <p>Extreme property damage / vandalism</p> <p>Arson</p> <p>Making a Bomb Threat</p> <p>Assault/threats (with evidence of an action plan to carry out)</p> <p>Possession of combustibles</p> <p>Internet Misuse</p> |
|--|--|--|

Cell Phones and Electronics

Except for certain circumstances and with adult permission, personal electronic devices are prohibited at school for PK–4 students. This prohibition includes but is not limited to iPods, video games and cell phones. These devices become a distraction and sometimes create conflict, particularly if 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, their device will be kept by an adult until the end of the school day.

Dress for Outdoors!

Students are expected to bring clothing appropriate for outdoor activities in all types of weather. Our classroom teachers bring classes outside for recess, activities or lessons in all types of weather, and students will be expected to be ready to participate. If students wish to go into the snow they must have snow pants, boots, and a snow coat. During mud season, students will be asked to bring a pair of shoes to wear outside that is separate from their inside shoes.

Steps to make sure students are warm and dry will be taken when students do not bring appropriate clothing, and may include staying inside or on the walkway during recess (which is no fun!).

Gum

Our K-4 faculty and staff know that gum is a valuable focusing and educational tool. Therefore, gum chewing is permitted, at the discretion of the teacher and parent, as long as it does not become a distraction or detriment to other students or the environment. If you prefer your child not chew gum, please communicate directly with our teacher(s). If we find gum on school furniture, floors or sidewalks, we will require students to refrain from gum chewing until they prove they are able to chew responsibly!

Recess

| | We are Respectful | We are Responsible | We are Kind | We are Engaged | We are Safe |
|---------------|--|---|---|--|---|
| Recess | <p>We <u>share and take turns</u></p> <p>We <u>follow directions</u></p> | <p>We <u>bring in</u> what we take out</p> <p>We <u>line up</u> quickly and quietly</p> | <p>We <u>include others</u> in your play</p> <p>We use <u>kind language</u></p> | <p>We <u>have fun</u></p> <p>We use only <u>playground equipment</u></p> | <p>We <u>use equipment appropriately</u></p> <p>We <u>dress appropriately</u> for the weather</p> <p>We <u>stay in the boundaries</u></p> <p>We <u>listen</u> to adults</p> |

Recess is a time for students to play, be creative, exercise, expend energy, and interact with their peers in an unstructured setting. Recess is also a privilege that students earn through behavior that upholds Cabot School’s core values during class and other school functions. Encouraged recess activities include soccer, tag, marbles, kickball, WL, swings, monkey bars, slides, rainbow climbers, tires, basketball, touch football, catch (with a soft object), reading, and conversation.

Specific expectations for our recess space include:

- Walk on the wooden play structure and on the wood chips surrounding it.

- Play Chase games, tag games, and all other running games on the basketball court or fields rather than on the play structure or the swings.
- Modify contact sports for safety. Contact sports are not played at recess. Sports requiring tackling will be modified to limit contact.
- Stay within the area of the playground and fields. The boundaries of the recess area are the walkways behind the upper elementary building, the brush lines on the sides of the field, and the hills surrounding the playground.
- Remain in sight of the adults supervising recess.

Trade/Exchange of Personal Belongings

Disagreements frequently emerge over different interpretations of property trading. For this reason, we ask that students not trade, give away, or exchange personal belongings - including food, toys, books - while on school property or during school-sponsored activities. The one exception to this rule are marbles which are won or lost during games.

CABOT SECONDARY PROGRAM MIDDLE SCHOOL AND HIGH SCHOOL

While the information contained in previous sections of this handbook relates to all students in Grades PK-12, the information included in this section of the Family Handbook relates primarily to students in our secondary program.

Core Values, Rights, Expectations

The Cabot Secondary Program strongly believes in a personalized learning experience for all students. Our core values of personalized learning are:

Culture and Relationships - At the core of the Cabot School learning culture are the relationships amongst our stakeholders. We know our students well, and are committed to a learner-centered approach that supports and challenges each student. Through projects, students pursue curiosities and explore passions, continually reflecting on their learning and growth. Students with special needs are supported through a full inclusion model. Each student has a faculty advisor who meets regularly with a small group of students to build community, support their academic progress, and plan for their future. The advisor communicates closely with advisees' families and serves as the primary point of contact for the family.

Authenticity - Great learning stems from an authentic problem that has relevance to the students' lives and/or communities and in which the outcome has real meaning to the world at large. Significant learning occurs when the work is authentic and engaging - this is when the emotional connections occur and results in true buy-in.

Curiosity, Creativity and Design - Teachers and students alike approach their curriculum design and project work with a design mindset and iterative action cycle to improve upon work. Students and teachers understand that excellence and beautiful work is created through a cycle of iteration that is catalyzed by exploration, peer critique (tuning protocols) and high stakes exhibition.

Behavior and Student Responsibility

All Cabot School Middle and High School community members are responsible for maintaining a safe and orderly educational environment and upholding both school policy and the law. In dealing with behavior challenges, every effort will be made to resolve problems at the lowest and least formal level possible. Parents/guardians will be kept informed of any persistent behavior problems. This communication may occur via email, phone, notes, copies of referrals sent home, and conferences. The advisor, principal or intervention coordinator will be the primary contacts in any serious or persistent discipline issues that need to be discussed with parents or guardians.

Level 1:

Level 1 behaviors generally do not violate the rights of others, put others at risk of harm, and are not chronic or repeated. Level 1 behaviors include, but are not limited to, being late or unprepared for class, being in a restricted area, dress code violations, inappropriate behavior or language (not directed at or intended to humiliate another student), disruptive or off-task behavior.

Level 1 response includes teacher-parent contact, redirection, expectations to make up class time, appropriate restorative actions.

Teachers and or advisors will initiate corrective actions in class if a student's behavior is unacceptable and parents may be contacted. If the misbehavior continues, or if the student is involved in a potentially serious incident that does put others at risk, the teacher will refer the student to the principal or intervention coordinator.

Level 2:

"Level 2" behaviors generally significantly violate the rights of others and/or place the student and others at risk of harm. Level 2 behaviors generally require administrative intervention. Behaviors may include, but are not limited to, bullying or harassment, insubordination, substance abuse, physical aggression or fighting, leaving school grounds without permission, academic dishonesty, threatening, verbally or in action, the safety and well-being of other students.

Level 2 or Repeated Level 1 behavior response includes:

- Administrator-parent contact
- Loss of free time (lunch and unplugged in the office or student support center).
- Loss of choice of location for unscheduled time
- Repairing or restoring damaged property outside of class time
- Loss of athletic or extracurricular privileges for that day
- In-school suspension

Repeated Level 2 response includes:

- Administrator-parent meeting
- Loss of free time, unscheduled choice or athletics/extracurriculars for multiple days
- In-school suspension
- Out of school suspension

Out of School Suspension

Cabot School avoids out of school suspension whenever possible, as it is not usually considered a learning experience, disrupts the educational process, and in many cases, leads to intensified negative behavior. Still, we have no choice but to send home students who simply cannot control their behavior or who act in a way that seriously disrupts our school community. Students will be suspended for a minimum of one day for any of the following behaviors:

- Fighting/Assault
- Refusing to report to a location on campus when asked to do so*
- Using the internet (from home or school) to intimidate students or staff
- Harassment/Bullying/Hazing (includes cyber-bullying)
- Theft*
- Bringing a weapon to school
- Insubordination to staff/faculty
- Violation of tobacco/smoking rules
- Possession, procurement, use or distribution of drugs and/or alcohol
- Disorderly conduct*

Behaviors marked with a * will be first considered for in-school suspension.

Suspensions of longer than one day may be imposed depending on the nature of the offense, the student's overall record of behavior, or if the student's behavior was motivated by malice. Students suspended from school are to leave school grounds immediately. They may not participate in any school function during the period of their suspension and are to remain off school grounds until they are permitted to return to school. A re-entry meeting is required before a student is allowed to return to school.

Expulsion

Any student who continues to be unsuccessful in controlling his/her behavior and who acts in ways that seriously undermine the educational process will be recommended to the superintendent for dismissal from school. This is our message to a student that he/she can simply not remain as a part of our learning community without severe disruption to others. The superintendent, at her/his discretion will call an expulsion hearing before the school board. Students who are expelled from school lose their right to attend school during the current academic year. All expulsion procedures will be conducted in accordance with due process as well as special education laws.

Communication

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

Dress Expectations

Drafted by Cabot High School Students in cooperation with faculty, 2014.

Students and families are generally free to choose their own style of dress. However, Cabot School reserves the right to reasonably limit personal appearance and dress of students in order to maintain a safe and orderly educational environment for all.

Items of clothing that are unacceptable for school include:

- Clothing that is excessively revealing. Such items include but are not limited to those which expose the chest, abdomen, navel, buttocks, or underwear. This standard applies to all genders without differentiation.
- Clothing that promotes the use of alcohol, tobacco, drugs or violence
- Clothing that depicts in words or graphics messages that demean, harass, exploit, or ridicule others
- Clothing that contain profanity in words, graphics, obscene gestures, actions, or messages

The final determination of appropriate dress will be made by the principal or designee, and students may be asked to change.

PERSONAL LEARNING PLANS

Each student, beginning in grade 7, will have a Personalized Learning Plan 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.

Personal Technology

Drafted by Cabot High School Students in cooperation with faculty, 2014.

Use of personal electronic devices during the school day is a privilege and students are responsible for using them respectfully. Students are permitted to use personal electronic devices during lunch, and in between classes. Being late to class because of the use of technology is considered unacceptable.

Use of a device in class is allowed only with a teacher's permission. Students should keep devices permitted to be used by teachers visible and face up on a desk or table. In all other instances, devices should be silent or turned off in class.

Students will use headphones and keep music at an appropriate volume, in respect of the learning space of others.

The camera feature available on most devices, if brought to school, needs to be used only with extreme consideration of the privacy rights of others. Photos and videos of others may not be transmitted without the knowledge and consent of all identifiable subjects.

Students in violation of this policy are subject to having their device confiscated by a faculty member and held until the end of that class. Middle school students will have their phone held until the end of the day. Refusal to give a device to a teacher when requested is a more serious disciplinary event, and will carry stronger consequences. Students who frequently violate this policy may have their device confiscated and turned over to the office for the remainder of the day.

Teachers will, under no circumstances, scroll through a student's personal information. In the event that a teacher suspects information on a device is in violation of the law or school rules, the device will be brought to the principal or designee for potential search under the guidelines and limitations of Policy F3 - Search and Seizure of Students and Student Property. Devices that hold information thought to be illegal, or in potential violation of the Hazing, Harassment and Bullying policy may be held as evidence until the investigation is complete.

School Counseling/Guidance

Our secondary school guidance program provides an array of services for students, including:

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

CABOT MIDDLE SCHOOL

GRADES 5 - 8



Our goal is to design and implement learning experiences in which students investigate, research, build, and present work that intersects with the real world. We want learners to be immersed in projects that are personally engaging and help cultivate the skills and habits they will need to do well in high school and beyond.

From the first day of school, students begin constructing a strong sense of community through team building and problem solving. They generate shared “norms” to help define our classroom culture and are encouraged to begin thinking about how they learn and how to advocate for themselves in pursuing goals.

After examining community from a classroom perspective, we pull back to take a closer look at different spheres of community—local to global. Students use the village of Cabot as an important starting point for explorations: local geography, geology, history and sociology. We use these elements to build an understanding of our place in the context of the broader world.

Core Curriculum | Project Based Learning

The middle school curriculum is driven by interdisciplinary learning expeditions—projects—built around a central theme. Our projects are anchored by science and social studies and integrate the arts, literacy, and mathematics as much as possible. Over the course of a learning expedition, students research, write papers, take quizzes, reflect, and complete various activities to ensure they are making progress toward defined learning targets. To construct, apply, and synthesize their learning, students create tangible products which we call learning “artifacts.” Projects culminate with an “exhibition” in which students demonstrate their learning, showcasing their work and achievement to an authentic audience.

We aim to facilitate projects that are relevant to students and expect each learner to take a central role in guiding his or her learning. For example, a student who exhibits a strong interest in agriculture or the outdoors would have the flexibility and support to create projects that intersect with those spheres. A student who loves art and design would be encouraged to learn content and develop skills through that lens. The goal is to cultivate opportunities that are engaging while helping students develop knowledge

and practical skills. We maintain an ongoing partnership with the University of Vermont's Tarrant Institute, which provides comprehensive training and support for personalized learning and best-practice instruction.

A Day in the Life of a Cabot Middle Schooler

Physically, the middle school is self-contained within Cabot's K-12 learning environment, allowing students to develop a "home base." The goal is to build a tight-knit, supportive community where students are comfortable and confident. Student lockers are located directly outside the core classrooms for easy access to books and supplies.

Building a cohesive school schedule across so many grade levels is no easy feat—there is a lot of sharing of people and resources. With that in mind, we've worked to construct a framework that maintains flexibility and provides middle school learners with a dynamic program of studies.

A central pillar of the schedule is a daily "project block" of integrated science/social studies. In addition, middle school students will have a daily math lab, readers/writers workshop (literacy), Spanish, and electives in gym, art, and music. Middle School students will have a *Design Tech* block each Friday that will help them learn tool skills and shop safety. Projects in *Design Tech* will support core learning expeditions where possible. Students will also have a *Science Lab* on Fridays in which they will perform experiments exploring core project concepts and create lab reports that display their findings.

Eighth graders will have a *Leadership* course that integrates skills and concepts related to our Siskin outdoor leadership program as well as a survey of US government and civics.

CABOT HIGH SCHOOL

GRADES 9-12

Adding or Dropping Classes

Cabot School understands the necessity of schedule changes as the year gets underway, but strongly encourages students to stick with a challenging class - it's a strong learning experience in tolerance for adversity and uncertainty, and mirrors how the world usually works - we encourage our students to learn strategies for dealing with "not quite what I had in mind" in school, so that these strategies come naturally in the postsecondary world.

Deadline for adding and/or dropping a class after the beginning of school is one week after the trimester start date.

Students are expected to discuss schedule changes with their parent/guardian(s), advisor, classroom teacher, and school counselor.

Attendance

Absences in Grades 9-12 apply both to the school day and to individual classes. Missing twelve classes of one subject in a semester will trigger a letter and an evaluation of the cause of the absences. Students who have twelve unexcused class absences in a subject may be dropped from a class, after a meeting involving the principal, teacher(s) and parents. Unexcused absence **or lateness during any part of the school day** will affect a student's ability to participate in sports or other extracurricular activities.

Freedom and Responsibility

Because students in grades 9–12 are the oldest students on campus, they have both more freedom and more responsibility. All high school students 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.

Graduation Requirements

It is the policy of the Cabot School District 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 Cabot School District will use a proficiency based system of teaching, learning and graduation. Beginning with the graduating Class of 2019, each graduating student will demonstrate proficiency in the following transferable skills, as defined by the Vermont Education Quality standards:

- 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 areas, 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

The Vermont Education Quality Standards requires every school to 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.

Proficiency-Based Graduation Requirements

- Math 6 trimesters
- Fine Arts 3 trimesters
- Physical Education 5 trimesters
- Health 3 trimesters (generally taken during Year 2 of HS)
- World Language 6 trimesters

To graduate, all students will achieve proficiency at the level of 2.5 or above on all Standards of Learning and Habits of Work. It is critical that students and family consult with Jackie Batten, our school counselor, to be sure all graduation requirements are met.

Exceptions may pertain to students on nontraditional study plans or students whose education plans are determined by IEPs or 504s. Students and their families should consult our school counselor, Jackie Batten and/or their case manager.

Senior Privileges

Seniors in high school may request permission to leave school grounds for lunch, arrive late or leave early if they have no scheduled classes. Seniors are expected to attend assemblies and community meetings, as well as participate in any class activities that may be scheduled outside of regular class time during the school day-- receiving permission to arrive late or leave early does not exempt them from this requirement.

To apply for senior privileges, students must complete the Senior Privilege Form (available in the office) and return it signed by parents/guardians. Students, regardless of age, must obtain parent/guardian signature.

Seniors are expected to honor all expectations, including signing-in/signing-out in the office, arriving on time for all classes, following all school policies on and off campus, adhering to State of Vermont driving rules for transporting other students, and parking appropriately in the student parking lot. Failure to adhere to these expectations may result in revoking the privilege. In addition, parents/guardians may suspend their permission at any time.

Privileges Extended to Students in Grades 9-11

Students in Grades 9-11 may seek permission to arrive late or leave early if they have no classes scheduled. If permission is granted, students are expected to attend assemblies and community meetings, as well as participate in any class activities that may be scheduled outside of regular class time during the school day-- receiving permission to arrive late or leave early does not exempt them from this requirement.

To apply for this privilege, students must complete the Change in Dismissal Form (available in the office) and return it signed by parents/guardians. Students, regardless of age, must obtain parent/guardian signature.

Use of Cabot School Materials

Students are responsible for all textbooks, library books, instructional technology, athletic equipment/uniforms, musical instruments and any material or property belonging to Cabot School while you are a student here. You will be billed for any and all missing equipment. Records will be kept each year. 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.

1:1 Computers

High school students should consult the “Guide to (y)our Macbook” for specific information and expectations about our 1:1 program. This Guide is given to students when they are assigned their laptop each year.

The Cabot School 1:1 Program provides secondary students and all faculty with individual laptops, which are tools that help meet two goals: to provide equity of access to technology for our learning community, and to enhance multiple personalized, authentic, and diverse learning opportunities throughout the school day and beyond. In a rapidly changing, technology-fueled world, we believe having consistent, reliable access to computers as tools is crucial to building strong communicators, digital citizens, and students ready for life beyond high school. This guide provides community expectations for this essential and valuable investment in our students future.

APPENDIX 1

HEALTH UPDATES

THE FOLLOWING IS INFORMATION ABOUT MEASLES PROVIDED BY THE VERMONT DEPARTMENT OF HEALTH

Dear Parent or Guardian,

The United States is seeing the greatest number of people with measles since the disease was declared eliminated from the country in 2000. So far this year, as of June 6, 2019, Vermont has not had any cases of measles, but there have been cases in neighboring states and Quebec. Measles is one of the most contagious of all diseases and it can be disruptive and dangerous.

Measles Outbreaks in the U.S.

The majority of people getting measles are unvaccinated children. Because measles is still common in many parts of the world, unvaccinated travelers continue to bring the disease into the U.S. It can then spread, particularly in communities where groups of people are not vaccinated.

Ensure your child is up to date on their immunizations.

The best way to be protected against measles is with a vaccine that provides protection against three diseases: measles, mumps and rubella (MMR). To make sure your child is protected from measles, the Vermont Department of Health recommends you do the following:

- Make sure your child has had two doses of the MMR vaccine.
- Call your child's primary care provider to schedule an appointment to get vaccinated if needed. If uninsured, your child may be vaccinated at your District Health Office.
- Share updated immunization information with your child's school nurse or administrator.

What are the symptoms of measles?

Call your child's health care provider if your child shows symptoms of measles:

- High fever
- Cough, runny nose and red eyes
- Three to five days after the fever, a rash of tiny, red spots. The rash starts on the face at the hairline and spreads to the rest of the body.

How does measles spread?

Measles spreads through the air when a person infected with the measles virus breathes, coughs or sneezes. Measles is so contagious that an unvaccinated person can get measles just by being in a room where a person with measles has been up to two hours after that person has left the room.

Someone with measles is contagious from four days before the rash appears to four days after the rash appears. Before someone even knows they're sick, they can spread measles to other people.

Is measles serious?

For some children, measles can lead to diarrhea, ear infection, pneumonia (a serious lung infection), lifelong brain damage, a suppressed immune system, deafness, and in rare cases, death.

Thank you for doing your part to protect the health and wellbeing of the children in our community.

Learn more at healthvermont.gov/measles

APPENDIX 2

CABOT SCHOOL BOARD POLICIES

Cabot School's current policies can be found in the "School Board" section of our website, www.cabotschool.org, and on file in our office.

Copies of the most relevant policies referenced in this handbook are attached. These policies include:

H7: Title 1 Parental Involvement

G11: Responsible Computer, Network and Internet Use

F27: Pupil Privacy Rights

F25: Student Attendance

F3: Search and Seizure of Student and Student Property

F1: Student Conduct and Discipline

F30: Prevention of Harassment, Hazing and Bullying of Students

Cabot School Board Contact Information:

| | |
|-------------------------|--|
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