


# ENOSBURG FALLS MIDDLE SCHOOL PARENT/STUDENT HANDBOOK 2018-2019 CALENDAR

*BE NICE. WORK HARD.*

Mrs. Rachel Reynolds, Principal  
P.O. Box 417  
Enosburg Falls, VT 05450

Phone: 802-933-5354 ext. 211  
Fax: 802-933-5013

Website: [ms.ehornets.org](http://ms.ehornets.org)  
: Enosburg Middle School  
Email: [rreynolds@enosburgk12.net](mailto:rreynolds@enosburgk12.net)

## Important information to keep handy:

**Website** - [ms.ehornets.org](http://ms.ehornets.org) - Lots of important information, such as homework calendars, schedule of events, sports calendars, and much more.

**Facebook**- Enosburg Middle School- Information about upcoming events, photos and summaries of what students are learning, and announcements posted daily.

**PowerSchool Login**- Please contact Mrs. Gervais for your log in. You will be able to see daily attendance/tardies, lunch money balance, and be able to track your child's standards and daily assignments to know if they are current or behind on work.

## Teacher emails and phone extensions:

Middle School Phone Number	802-933-5354
Principal: Rachel Reynolds	<a href="mailto:rreynolds@enosburgk12.net">rreynolds@enosburgk12.net</a> - ext. 211
Administrative Assistant: Kelly Gervais	<a href="mailto:kgervais@enosburgk12.net">kgervais@enosburgk12.net</a> - ext. 200
Guidance Counselor: Justin Pinard	<a href="mailto:jpinaard@enosburgk12.net">jpinaard@enosburgk12.net</a> - ext. 233
7th/8th Grade Math: Samantha Fletcher	<a href="mailto:sfletcher@enosburgk12.net">sfletcher@enosburgk12.net</a> - ext. 226
7th/8th Grade Social Studies: Kerry Flieger	<a href="mailto:kflieger@enosburgk12.net">kflieger@enosburgk12.net</a> - ext. 225
7th/8th Grade Language Arts: Daniel Clarke	<a href="mailto:dclarke@enosburgk12.net">dclarke@enosburgk12.net</a> - ext. 227
7th/8th Grade Science: Zarah Savoie	<a href="mailto:zsavoie@enosburgk12.net">zsavoie@enosburgk12.net</a> - ext. 230
Reading:	ext. 129
6 <sup>th</sup> grade: Science & Math: Amber Farnham	<a href="mailto:afarnham@enosburgk12.net">afarnham@enosburgk12.net</a> - ext. 231
6 <sup>th</sup> grade: Social Studies & Language Arts: Randy Swainbank	<a href="mailto:rswainbank@enosburgk12.net">rswainbank@enosburgk12.net</a> - ext. 224
Special Education: Jessica Henderson	<a href="mailto:jhenderson@enosburgk12.net">jhenderson@enosburgk12.net</a> - ext 229
Nicole Howrigan-Fehr	<a href="mailto:nhowriganms@enosburgk12.net">nhowriganms@enosburgk12.net</a> - ext229
Planning Room Coordinator: Karen Powers	<a href="mailto:kpowers@enosburgk12.net">kpowers@enosburgk12.net</a> - ext 128

## Principal's Message to Parents & Students

August 2018

Dear Students and Parents/Guardians:

Welcome to a new year of learning and growing at Enosburg Falls Middle School! Welcome back to our returning 7th and 8th grade students, and welcome to our incoming 6th grade students!

We are going to have a great year here full of new challenges and opportunities. EFMS is proud to offer a unique middle school experience where students become known as individual learners and where they can develop their own personalities and abilities. As you may know, middle school is a time of great transition and growth. Students change outwardly in appearance, and that is matched by many internal changes in emotional and social development. It is a critical time in life where students begin to reflect on their identities, their learning styles, and their preferences. Because of these changes, students will often try out new ways of acting or behaving, and they may test boundaries as they work to learn who they are and where and how they fit into the world. At EFMS, we take great pride in our awareness and effort to nurture these transition years, to support students as necessary, and to help them develop positive habits and empowering views of themselves.

Students: Remember that you are responsible for your learning and your actions. The adults in your life are here to help guide and support you during these exciting middle school years, but you are ultimately in control of your own destiny. Be positive, open to new ideas and ways of thinking, respectful to yourself and others, and willing to learn. If you do, you are sure to have an outstanding school experience.

Parents/Guardians: Your involvement with your child is absolutely critical. At the middle level, students often start seeking more privacy and seeking greater independence. Respect this growth, as it will help them develop skills to become successful and independent, but do not forget that your involvement is still extremely important, as you are your child's first and most important teacher, and your influence sets the stage for all other learning. Remember that you are a powerful role model and that they will do as you do and not always as you say. You can show your child your belief in their education by making sure your child is in school and ready to learn each day, is reading at home, and by setting up a specific homework routine. It is also important to keep lines of communication open with your child's teachers. Finally, remember that in these transition years, it is important not to over-schedule your child in activities. Sometimes less is more, and by prioritizing your activities, you will show what is most valued in the home.

Please feel free to contact teachers with any questions or concerns you might have. Our entire team wants to work with you to ensure your child's success. All teachers can be reached by calling (802) 933-5354, or by email (contact info on page 2). You can also contact me with questions or concerns at the same number, or by email at [rreynolds@enosburgk12.net](mailto:rreynolds@enosburgk12.net). We are looking forward to a great 2018-2019 year--let's make it a success for everyone!

Rachel Reynolds  
EFMS Principal

## **OVERVIEW OF THE ENOSBURG FALLS MIDDLE SCHOOL**

### ***Philosophy***

**We view the Middle school program as a developmental bridge between elementary school and high school, specifically focused on young adolescents, and their special learning, social, and personal needs.**

**Enosburg Falls Middle School programs and practices have been developed to enable students to become independent, responsible learners who can think critically and creatively. We believe this goal can best be accomplished through an educational partnership of parents, educators, students, and community members working together.**

**We strive to provide a relevant curriculum that meets the specific needs of young adolescents. Classroom practices in all subjects are**

**designed to reinforce skills in reading, writing, listening, speaking, research, problem solving, technology, and the arts. The core courses at Enosburg include Writing, Math, Science, Social Studies, and Reading.**

**In addition, middle school is a time to address personal and social needs that are important to students of this age. Health and physical education and co-curricular activities appropriate to the development of the adolescent and exploratory courses in art, home economics, industrial arts, computer skills, and career awareness are offered as well as other subjects of interest. By the time students leave middle school, they are well prepared for success in high school and as proactive citizens.**

### ***Mission Statement***

**The mission of Enosburg Schools is to create an environment conducive to the expansion of knowledge: the learning of technical, creative, and academic skills; and the appreciation of cultural diversity. This environment shall empower students to realize their potential in cooperation with peers, educators, parents, and the community.**

# **Student Code of Conduct**

- 1. I am responsible for my actions.**
- 2. I will respect others, their belongings, and myself.**
- 3. I will cooperate with others.**
- 4. I have the right to a safe pleasant learning environment AND the responsibility to contribute to a positive learning environment.**

## **OUR SCHOOL**

**The School is supported by community taxes. Please share the pride we feel and help keep our building looking its best at all times. All students are expected to conduct themselves as young women and men, in a manner that will not offend any other person.**

## **ENOSBURG FALLS SCHOOL DISTRICT SCHOOL BOARD MEMBERS**

**Polly Rico**

**Rick Bartholomew**

**Michael Wright**

**Michael Howrigan II**

**Suzanne Hull-Parent**

## **TEAMING IN THE MIDDLE SCHOOL**

**To help students adapt and develop, the middle school uses a team approach to instruction. The current teams consist of five teachers who share all of the 7<sup>th</sup> and 8<sup>th</sup> grade students and two teachers who share all 6<sup>th</sup> grade students. Middle school classes are taught in a specific part of the school building and the teachers share a common planning time. Through teaming, teachers are able to coordinate instruction in language arts, mathematics, science, and social studies, and to vary, as needed, the size of groups and the amount of time used for instruction. Teachers on a team may specialize in one or two subject areas, but also collaborate with other team members to better ensure student learning. We have seven teacher advisories (TAs) that consist of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students. These advisories allow students to feel a sense of belonging to their advisory. Parents have the opportunity to talk with all of their child's teachers during the team's planning time and/or during parent - teacher conference days.**

**The Enosburg Falls Middle School Community**  
*Middle School Staff*

**Core Team Members**

7/8 Language Arts Mr. Daniel Clarke

Mathematics Mrs. Samantha Fletcher

6/7/8 Reading

Science Ms. Zarah Savoie

Social Studies Mrs. Kerry Flieger

Special Education Mrs. Nicole Howrigan-Fehr  
Ms. Jessica Henderson

6<sup>th</sup> grade Mr. Randy Swainbank  
Language Arts & Social Studies

6<sup>th</sup> grade Mrs. Amber Farnham  
Science and Math

**Exploratory Teachers**

Family & Consumer Sciences Mrs. Kaye Mehaffey

Physical Education Mr. Nelson Murray

Art Mrs. Kim Martin & Mrs. Carly Brossard

Chorus/Drama Ms. Rachel Sherman

Commuter Applications Mrs. Carly Brossard

Health Mrs. Jessica Leo

**Guidance** Mr. Justin Pinard

**Para-Educators** Mrs. Cindy Dudley, Ms. Penny Lumbra

Mrs. Joanne Fuller, Mrs. Sonia Holmes,  
Mrs. Bonnie Adams,

**Nurse** Mrs. Kelly Cota

**Administrative Assistant** Mrs. Kelly Gervais

**Planning Room Coordinator** Ms. Karen Powers



## ENOSBURG FALLS MIDDLE SCHOOL: School-Wide Behavior Rubric

*Administration reserves the right to modify consequences pending the severity of behavior.*

(T)= Teacher Action

(A)= Administrative Action

(Tech)= Technology Department Action

SPECIFIC BEHAVIOR DESCRIPTION	1 <sup>ST</sup> CONSEQUENCE	2 <sup>ND</sup> CONSEQUENCE	3 <sup>RD</sup> CONSEQUENCE	4 <sup>TH</sup> CONSEQUENCE
<b>AGGRESSIVE BEHAVIOR (A)</b> <b>Swearing/ Teasing/</b> <b>Exclusion/Rude/Disrespectful Behavior</b>	<ul style="list-style-type: none"> <li>• Written warning.</li> </ul>	<ul style="list-style-type: none"> <li>• One silent lunch.</li> <li>• Student calls parent.</li> </ul>	<ul style="list-style-type: none"> <li>• Three silent lunches.</li> <li>• Student calls parent.</li> </ul>	<ul style="list-style-type: none"> <li>• After three instances an individual plan is developed.</li> </ul>
<b>AGGRESSIVE BEHAVIOR (A)</b> <b>Aggressive Physical Contact/</b> <b>Aggressive Horseplay/Throwing</b> <b>Objects</b>	<ul style="list-style-type: none"> <li>• One silent lunch.</li> <li>• Student calls parent.</li> </ul>	<ul style="list-style-type: none"> <li>• Three silent lunches.</li> <li>• Student calls parent.</li> </ul>	<ul style="list-style-type: none"> <li>• Two days s. lunch, no snack, no before school.</li> <li>• Student calls parent.</li> <li>• One day detention</li> </ul>	<ul style="list-style-type: none"> <li>• After three incidents an individual plan is developed.</li> </ul>
<b>AGGRESSIVE BEHAVIOR (A)</b> <b>Confirmed Bullying or Harassment</b>	<ul style="list-style-type: none"> <li>• Three silent lunches.</li> <li>• Student calls parent.</li> </ul>	<ul style="list-style-type: none"> <li>• Silent lunch for one week.</li> <li>• Student calls parent.</li> </ul>	<ul style="list-style-type: none"> <li>• Two days s. lunch, no snack, no before school.</li> <li>• Student calls parent.</li> <li>• One day detention</li> </ul>	<ul style="list-style-type: none"> <li>• After three incidents an individual plan is developed.</li> </ul>
<b>AGGRESSIVE BEHAVIOR (A)</b> <b>Fighting/ Severe Hitting/ Threats of</b> <b>Violence/ Severe Harassment</b>	<ul style="list-style-type: none"> <li>• One day in-school suspension.</li> <li>• Three days no snack, s. lunch, and no before school activity.</li> <li>• Student calls parent.</li> </ul>	<ul style="list-style-type: none"> <li>• Two days in-school suspension.</li> <li>• Five days no snack, s. lunch, and no before school activity..</li> <li>• Student calls parent.</li> </ul>	<ul style="list-style-type: none"> <li>• In-school suspension until individual plan is developed.</li> </ul>	<ul style="list-style-type: none"> <li>• In-school suspension until individual plan is developed.</li> </ul>
<b>iPad</b> <b>Misplacement/ Inappropriate Care &amp;</b> <b>Handling of the iPad. Or...</b> <b>Overly Distracted/ Off task use</b>	§ Warning (write-up to Opportunity Room).	§ 1 Silent lunch (A) § Student notifies parents. (T)	§ 45 min after school detention (A) § Student notifies parents (A)	§ After three instances an individual plan is developed which may include suspended use of the iPad. (A,T, Tech)

<b>iPad</b> <b>Emailing/ Chatting/ Texting During Class</b>	§ Warning (write up to Opportunity Room)	§ Relevant apps are deleted, iPad level dropped one level (T) § Student notifies parents. (T)	§ 3 silent lunches (A) § iPad dropped a level (A) § Email closely monitored for one week. (A/ Tech)	§ After three instances an individual plan is developed which may include suspended use of the iPad. (A,T, Tech)
<b>iPad</b> <b>Changing Priority Settings/ Adding Non-School Email Accounts/ Downloading Non-Authorized Apps</b>	§ Warning (write up to Opportunity Room) § Student calls parent	§ Relevant apps are deleted (A) § iPad level dropped one level (A) § Student notifies parents.	§ 3 silent lunches, iPad dropped a level. (A) § iPad checked weekly for one quarter. (A, Tech)	§ After three instances an individual plan is developed which may include suspended use of the iPad. (A, Tech)
<b>iPad</b> <b>Downloading Illegal Music/ Inappropriate Video/ Or Accessing Inappropriate Content</b>	§ Warning (Pending Severity With Lesson on Legal/Appropriate Internet Usage. (T & Tech)	§ Relevant apps are deleted (T) § iPad level dropped one level (T) § Student notifies parents. (T)	§ 3 silent lunches (A) § iPad dropped a level (A) § iPad checked weekly for one quarter (A/ Tech) § Internet Restricted.)	§ After three instances an individual plan is developed which may include suspended use of the iPad. (A,T, Tech)

<b>Disrupting teaching or learning/ignoring school or classroom procedures or teacher directions, low-level vandalism. (after in-class interventions have been exhausted)</b>	§ Warning (T)	§ In-class separate seating/removal (T) § 1 Silent lunch (A) § Student notifies parents. (T)	§ 45 min after school detention (A) § Student notifies parents (A)	§ Two 45 min detentions after school. (A) § Parent conference (A & T) § Behavior plan made (A & T) § Loss of school privileges (A)
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<p><b>Substantially late to school in the morning unexcused.</b></p>	<p>§ Warning (T)</p>	<p>§ 1 Silent lunch (A) § Student notifies parents (T)</p>	<p>§ 3 Silent lunches (A) § Student notifies parents. (A)</p>	<p>§ 1 in-school suspension (A) § Parent conference (A &amp; T) § Behavior plan made (A &amp; T) § Loss of school privileges (A)</p>
<p><b>Substantially late to class unexcused; traveling in building without pass/permission</b></p>	<p>§ Warning (T)</p>	<p>§ 1 Silent lunch (A) § Student notifies parents (T)</p>	<p>§ 3 Silent lunches (A) § Student notifies parents. (A)</p>	<p>§ 1 in-school suspension (A) § Parent conference (A &amp; T) § Behavior plan made (A &amp; T) § Loss of school privileges (A)</p>
<p><b>Cell phones or other electronic devices on used during class</b></p>	<p>§ Warning (T) § Item confiscated (T) § Student retrieves item at the end of the day (A)</p>	<p>§ Item confiscated (T) § Parent notified to pick up item in office (A)</p>	<p>§ Item confiscated (T/A) § Parent notified to pick up item in office (A) § 45 min detention (A)</p>	<p>§ Item confiscated (T/A) § Parent notified to pick up item in office (A) § Required “check-in” at start of school (A)</p>
<p><b>Plagiarism/Cheating (passing in work that is not your own, Copying another’s homework), Lying or Forgery</b></p>	<p>§ Student notifies parents (T&amp;A) § Lesson on plagiarism/lying/forgery(A) § Redo assignment for late credit (T)</p>	<p>§ 1 Silent lunch (A) § Student notifies parents (T) § No credit for assignment (T)</p>	<p>§ 3 Silent lunches (A) § No credit for assignment (T) § Parent conference (A&amp;T) § Loss of school privileges (A)</p>	<p>§ 1 day in-school suspension (A) § Parent conference (A&amp;T) § Behavior plan made (A&amp;T) § No credit for assignment (T) § Loss of school privileges (A)</p>

<b>Possession and/or Use of Tobacco (A)</b>	§ 3 silent lunches § Student notifies parents § Mandatory education with SAP	§ 1 day ISS § Parent conference	§ 2-days ISS § Parent conference § Individual Plan made	
<b>Stealing (A)</b>	§ Suspension with parent conference § Item replaced or restitution made	§ Multi-day suspension § Parent conference § Loss of school privileges	<b>X</b>	<b>X</b>
<b>Severe Vandalism/Graffiti (A)</b>	§ Suspension with parent conference § Restitution made § Community service	§ Multi-day suspension § Parent conference § Restitution made § Community service § Loss of school privileges	<b>X</b>	<b>X</b>
<b>Possession of a Knife/Multi-Tool With a Blade. (A)</b>	§ Item confiscated § Student notifies parents § Written warning issued	§ Item confiscated § 5 day out-of-school suspension (minimum) with parent conference	§ Item confiscated § Student suspended and brought before the school board for an expulsion hearing	<b>X</b>

**Behavior**

**1x**

**2x**

**3x**

**4+Terms:**

## EFMS Schedule

A Days	B Days
8:15-9:10 (Exploratory) 55 minutes	8:15-9:10 (C4) 55 minutes
9:15-10:10 (C1) 55 minutes	9:10-10:05 (C3) 55 minutes
10:10-10:15 (Snack) 10 minutes	10:05-10:10 (Snack) 10 minutes
10:15-11:10 (C2) 55 minutes	10:15-11:10 (WIN Time- What I Need Time) 55 minutes
11:10-11:45 (Lunch) 30 minutes	11:10-11:45 (Lunch) 35 minutes
11:50-12:20 (TA for HW/PLP time/Intervention) 30 minutes	11:50-12:40 (C2) 55 minutes
12:20-1:15 (C3) 55 minutes	12:45-1:45 (C1) 55 minutes
1:15-2:10 (C4) 55 minutes	1:50-2:40 (Exploratory) 50 minutes
2:10-2:47 (TA) 37 minutes	2:40-2:47 (TA) 7 minutes
	8:15-9:10 (C4) 55 minutes

## **Dress Code:**

**The following policy on clothing apparel and accessories will be enforced at EFMS. Students are expected to dress in a respectable fashion. While you and your family are generally free to determine your appearance in school, there are items of clothing and accessories that are unacceptable.**

**Examples of clothing considered to be unacceptable include:**

- ❖ **Tops that are low cut or do not appropriately cover students' bras/underwear and/or tops that show a large amount of back, midriff, and/or cleavage**
- ❖ **Tube Tops**
- ❖ **Underclothing may not be exposed**
- ❖ **Short shorts (cut off at the butt) or skirts that do not completely and appropriately cover butt cheeks (a good rule of thumb is shorts that are longer than your fingertips when arms are held at your sides)**
- ❖ **Clothing that exposes large areas of skin; ie, cutouts or holes in jeans or skirts, low cut tops, or low rise pants**
- ❖ **Clothing that advertises, promotes or depicts alcohol, tobacco, and/or illegal substances**
- ❖ **Items that display vulgar, offensive, or demeaning language**
- ❖ **Jewelry or accessories deemed potentially dangerous or disruptive**

**Students must not be barefoot.**

**Students in violation will be given the choice to change their clothing and/or a phone call will be made to parents, and/or students will be sent home to change their clothing**

**\*\*\*Please Note: Students may wear steel toed boots provided they are being responsible when wearing them. Should a student damage or deface school or student property using steel-toed boots, that student will no longer be permitted to wear them in the Middle School.**

## **PARENT PARTICIPATION**

The role of parents in the middle school philosophy is imperative for a successful student experience. We have decided upon the following beliefs that we have regarding our parents. We hope that you feel comfortable within the school community and find time to contribute your talents.

- We believe that all parents have areas of knowledge and expertise that will enrich the lives of our Middle School students.
- We hope parents will play an active role in what their children are doing and in what the school is doing for and with their children to promote a positive atmosphere for everyone.
- We hope parents will suggest ideas for activities and projects to include in Middle School programs.
- We believe that parents can be our best advocates in the community, and that their involvement will effectively inform the community about our school.
- We want to involve parents in all aspects of middle school life including curriculum, communication, vision, special events, fundraising, the arts, athletics, School-to-Work, facilities, and as classroom volunteers.
- We hope parents will attend conferences, meeting and other forums currently established to meet the educational needs of individual students.
- We believe that Middle School parents and community members should become involved in the Parent's Group, which is a great forum for developing greater parent involvement in the Middle School.
- We know that personal contact is an important component in helping people feel that they are part of the plan. We need to organize early parental contact from the teachers to the parents and from the parents to each other to bring everyone together in a way that makes each individual feel that he or she is an integral part of the process.
- We believe that parents themselves should help identify and define ways to participate in all aspects of our program.

## **Exploratory Classes**

**Exploratory is a cycle of elective classes that all students may experience during their middle school years. The courses are physical education, art, foods, sewing, band (including guitar and music media), chorus, health, and guidance. The goal of each of these courses is to have students glimpse at other areas in which students could pursue careers. Certified teachers teach the courses and students will be assessed using content standards and/or transferrable skills.**

## **Library**

**Students will be using the library individually, as a class, or before and after school. Our library has a number of holdings for research such as periodicals, Internet connections, and resource materials. Every student who is enrolled in the school is permitted to check out certain materials. If a student does not responsibly care for materials or return them promptly, these privileges may be suspended.**

**We invite community members and parents to use the library as long as each individual checks in at the main office and with Angel Harris, our media specialist. The library is a quiet place. The emphasis is on learning in the library. This is accomplished by quiet research, study, or reading activities.**

## **Guidance Services**

**The Guidance counselor assists students in their transition into high school and out into the world of work. Mr. Justin Pinard is available for assistance with everything from career and high school planning to personal or family problems that may be affecting a student's ability to learn. He also teaches a daily guidance class to help students learn about a variety of social, emotional, and career-related topics.**



## **SPECIAL SERVICES THROUGH THE SCHOOL, LAWS, POLICIES, AND GENERAL INFORMATION**

### ***Extra Help***

Teachers are available before and after school. Students are encouraged to see their teachers to take advantage of this opportunity. Teachers offer Work Completion Wednesday (WCW) every Wednesday after school to help students who have fallen behind and/or to reteach specific content or skills. This opportunity is available to all EFMS students. A call will be made and notice sent home if your child should stay for WCW to get extra support.

### ***Special Education Services***

Students with disabilities that prevent or limit success in the regular education programs are eligible under state and federal guidelines to receive special education services and accommodations. These students will receive extra help in remedial and regular education classrooms. Ms. Henderson and Mrs. Howrigan-Fehr work with students in the middle school. Students receive assistance in reading, writing, math, and other core courses, as well as in study skills and organization. Students with behavior, hearing, and vision disabilities may also be eligible to receive help under this program.

### ***Act 504***

This is a Federal Civil Rights Law, which entitles people with disabilities to have necessary accommodations at jobs, in school, and in communities. EFMS does not discriminate on the basis of handicap. 504 accommodations are intended to make all aspects of life accessible to all people. Act 504 is not the same as “special education” which provides specifically and individually designed supports in education. Justin Pinard is responsible for monitoring Act 504 provisions.

### ***Act 230***

This is Vermont Regular Education law, which requires schools to assist students who need a little extra support in order to succeed in school. Accommodations for students as well as an instructional support team can be established for students who are failing or at risk of failing. An Educational Support Team (EST) is made-up of the student’s teachers, parents, and usually, the student, to design a plan to help the student at risk of failing. Justin Pinard is the Act 230 coordinator.

### ***FERPA***

Under the Family Educational Rights and Privacy Act, or FERPA (Act 20), parents have the right to: inspect and review their children’s records, seek amendment of the record if it is inaccurate or misleading, consent to disclosure of personally identifiable student information (except as it is provided in C.F.R. Section 99.31), and, if they believe the act has been violated, file a complaint with the Family Policy Compliance Office of the US Department of Education. School employees who can access a student’s record are those with “legitimate educational interests”. These people are typically the school administration, classroom teachers, special educators, and guidance counselors.

Other student directory information that is released is typically to celebrate students in our school. Honor Roll lists are published quarterly in the paper and on the website, as well as names of those students who are participating in school clubs, teams, or events. According to Act 20, “Parents/legal guardians have the

right to refuse the release of particular or all directory information on their own children". If you would like to refuse the release of some or all directory information for your child, please **do so on or before 9/8/2018**.

### ***Para-educators***

These individuals work with students individually, in the classroom. The individual attention they can provide is invaluable. For many students, the patience and support of paraeducators makes all the difference in their educational experience.

### ***Meetings and Conferences***

Parents are encouraged to contact teachers at any time. They can leave a message for any teacher at 933-5354. We offer two conferences each school year- one in the fall and one in the spring. The spring conference is student-led, meaning your student will lead the conference and share and discuss with you how they are doing in each class. In addition, individual conferences can be scheduled to accommodate parents who so request- please call or email should you desire an additional conference. Every effort will be made to schedule parent meetings during common planning time. Please remember that students are a critical part of conferences and their presence at conferences is important.

Individual Education Program (IEP) and Education Support Team (EST) meetings are scheduled throughout the year to discuss students' progress.

### ***School Website***

The middle school has developed our school website as a resource for students, teachers, and parents alike. On our site we have links to teacher web pages, school policies, and homework calendars that are updated by teachers daily. You can also find general school announcements on our website, as well information about testing results and our progress in relation to "school improvement." You can access the website at: [ms.ehornets.org](http://ms.ehornets.org). We also have an active Facebook page where we post announcements and daily information, as well as share pictures and updates of what students are learning and creating while at school. Please like and follow our Facebook page to get these notifications. Our Facebook page is "Enosburg Middle School".

### ***School Closings***

You will receive a phone call through our alert now system letting you know of school closings and delays. You can also be notified by the following radio and TV stations:

<b>WOKO</b>	<b>98.9 FM</b>
<b>WEZF</b>	<b>92.9 FM</b>
<b>WLFE</b>	<b>102.3 FM</b>
<b>WWSR</b>	<b>1420 AM</b>
<b>WCAX</b>	<b>Channel 3</b>
<b>WPTZ</b>	<b>Channel 5</b>

### ***The Start and End of the Day***

Classes for the middle school will begin at 8:10am. The day finishes with another bell at 2:47pm. At this time students leave their classes, go to their lockers, and leave the building. If students choose to remain after school for extra help, extra-curricular activities, or any other school sponsored activity, an adult must supervise them.

Each school day includes, one 10-minute break in the morning, and a 30-minute lunch period. There are two types of days: A & B. Each Middle School student will have 4 core classes: Math, Language Arts, Science, and Social Studies.

### ***Arriving to School Late***

If a student comes to school tardy, he/she should go immediately to the Middle School Office to receive a pass admitting him/her to class. Students requesting an early dismissal during the school day must present a written request to do so from a parent/guardian before period one begins. The request must indicate the reason and the date of the early dismissal request, and must be signed by a parent/guardian.

If a student has 3 unexcused tardies they will have a lunch detention for each one thereafter.

### ***Lockers***

Students will be assigned a locker at the beginning of the year, and must respect the right of each student to have a safe, secure place to store books and other necessary items. Teachers will help incoming students learn to manipulate the locks on their lockers. Remember that lockers are school property and may be opened for safety reasons. Please note that students are liable for the cost of repair for any intentional damage to their locker. Students are not permitted to share lockers or switch lockers with others. Should a switch be desired, students need to speak with Mrs. Gervais and/or Mrs. Reynolds.

*Students will be able to go to their lockers only at designated times during the day.*

### ***The School Nurse***

The Nurse is available for all students throughout the day and offers assistance to students when they are injured or feeling ill. The Nurse is also available for information on a wide variety of teen-related topics such as depression, suicide, eating disorders, harassment, cleanliness, and more. The School Nurse will require a health permission form from each student at the beginning of the year. It is imperative that the form be returned to the school as soon as possible because it contains emergency contact information, medical complications information, and permission to administer over the counter medications through the nurse's office.

### ***Dispensing of Medication to Students***

The Prudential Committee will permit the distribution or dispensing of medical supplies or medication by approved personnel who are employees of the Supervisory Union on school property during the regular daily schedule. Those authorized by the Prudential Committee will be building principals or their specific designated representative for each occasion. The school's nurse shall be responsible for the general oversight of medication and health programs. The Nurse shall be the only person to give injection or supervise self-administered injections. The following procedures shall be used in the administration of this policy:

- Prescription medication and over the counter medicine will be dispensed to students.

- Written orders from a physician must be issued to the school stating: diagnosis, name of medication and dosage, time the medication is to be administered, date medication is to begin and end, adverse reactions that should be reported to the physician, and special instructions. For the administration of the drug, including storage, sterile conditions, etc.
- Written permission from the parent and/or guardian must accompany physician orders and medication.
- Medication is not to be taken without the above information.
- Advil and Tylenol will be given if emergency for is current.
- Medication must be sent to school in an original container appropriately labeled by a pharmacist or physician. Medication is not to be sent in tissue, plastic wrap, etc.
- Parents will furnish all prescription medication.
- The student is to bring the medication, physician orders and parent permission slip to the Health Office.
- The school nurse will check the authenticity of medication. If further clarification is needed, the parent will be contacted.
- All medication will remain in a locked cabinet in the nurse’s office.
- It is the student’s responsibility to report to the nurse’s office when medication is due to be given.
- An adult must dispense all medication.
- Records will be kept on a medication sheet, which includes: date, time, student, medication, and initials of person dispensing medication.
- The student is not to take any medication without proper authorization from the nurse or office.
- Medication taken over a prolonged period should be sent to school with more than one dose. The orders and parents’ note should explain this.
- Students taking prolonged medication will have their parents notified by the school when a refill is needed.

***Homework***

Homework is an essential element in a student’s education. Homework is the display of understanding of the particular skill taught that day or during a unit. This meaningful homework will be assigned to students and will be recorded by teachers. It is the responsibility of the student to complete all homework assignments to the best of their ability. Assistance is available to students with homework questions and problems immediately after school upon request. Work Completion Wednesdays is available to students if they need help with homework from teachers or if they fall behind. Parents will be notified each Tuesday afternoon via email and phone alert if their child is required to stay on Wednesday.

***Proficiency-Based Assessment***

In accordance with the AOE’s Education Quality Standards for Schools and Proficiency-Based Graduation Requirements identified in Act 77, EFMS students will not receive letter and number grades for classes or schoolwork. Students will receive feedback on their progress towards end-of-year-standards and report cards will report out how they are doing with achieving proficiency. EFMS teachers will use PowerSchool to track how students are doing on assignments. Parents and students will be able to see achievement levels on assignments as well as if any work is incomplete, late, or missing. We encourage teachers, parents, and students to regularly communicate with one another about progress towards achieving content standards.

The FNESU schools will be using the following language to report how students are doing.

<b>Emerging (E):</b> The student has made an initial attempt at achieving the	<b>Developing (D):</b> The student’s skills are nearing proficiency but a little	<b>Proficient (P):</b> The student has met the grade-level standard and	<b>Exceeding (X):</b> The student has achieved above and beyond what is
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standard but more information, instruction, and/or practice is needed.	more information, instruction, and/or practice is needed or some demonstration of understanding is missing or is partially demonstrated.	demonstrated mastery of the content or skill.	expected for their grade level and has mastered the skill as well as extended the learning or reached an expectation for a higher grade level.
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Students and parents will see the letters E, D, P, X used on report cards to explain the above standards.

Students with IEP plans will also receive quarterly updates from the special educator as to their progress towards these grade-level standards (as well as their specific IEP goals) and some standards may indicate that modifications to the standard or work was made in accordance to the IEP needs to help the student achieve success. For more information, please reach out to your child’s special educator and/or classroom teacher.

### ***Athletics and Athletic Eligibility***

Enosburg Falls Middle School is proud to offer athletic teams each season for students to participate in. Middle school is an optimal time to try a new sport or learn a new skill because it is new to many students and coaching and games during various seasons focus on fundamentals and skill building. In addition, students are not “cut” from EFMS athletic teams, ensuring that all who want to participate are given an opportunity. In order to be eligible to participate on athletic teams, EFMS students are required to get a checklist filled out by teachers twice each season that shows that they are staying current with work, being good citizens and respectful students in the classroom, and are demonstrating positive habits of learning. Below is an image of what the form looks like that students must complete:

#### **Sports Eligibility Request Form**

Students must get this form filled out at the beginning\* and mid-point of each athletic season to maintain athletic eligibility. They must earn 80 percent of all possible checks below for eligibility. Students have two weeks to make corrections if they are made ineligible. Students must write a small descriptive letter of how they think they have met these.

\*Excluding the beginning of the fall sports season

Student Name: \_\_\_\_\_

Teacher
<u>Citizenship</u> <ul style="list-style-type: none"> <li>o I can be respectful with my words and my actions toward most community members. I can keep track of and respect my own belongings. I can treat the property of others in a responsible way.</li> <li>o I usually arrive to class on time and come prepared with the tools I need.</li> </ul> <u>Self-direction</u> <ul style="list-style-type: none"> <li>o I can complete assignments on time. I can use my class and work time effectively to make progress on assignments or tasks.</li> <li>o I can recognize when I don't understand and I can ask for help when needed.</li> <li>o When I am absent, I can find out what I missed and make it up.</li> </ul> Evidence if box is unchecked:

These forms are provided to students at each start and mid-point check-in and are to be returned to the MS principal or Administrative Assistant when complete.

Sports Offerings:

- Fall- Soccer (boys and girls), Volleyball, cross country
- Winter- Basketball (boys and girls)
- Spring- Baseball and softball

### ***Lunch***

Lunch is a thirty five minute period scheduled from 11:10AM - 11:45AM for middle school students every day. This year we will be piloting a new program that will allow all students in all Enosburg Schools, including, EES, EFMS, and EFHS to eat breakfast and lunch for Free. We will be asking families to still fill out a very simple CONFIDENTIAL household income form. This form is required for us to still report our data to continue to offer this wonderful program as well as using the numbers for grants and other funds through the federal government to help our students.

### ***Harassment, Hazing, and Bullying***

Here at EFMS our staff is committed to taking a strong stance against bullying and harassment in our school. We work very hard to create and maintain a positive learning environment, and recognize the negative impact bullying and harassment can have on student learning. We have multiple resources in place to help students who feel they have been the target of bullying or harassment, and encourage students to seek out our school counselor, opportunity room coordinator, principal, or their teachers when they have a concern. We offer opportunities throughout the year for students and parents to learn about more of these issues, and emphasize the development of positive peer relationships in our teacher advisory groups and in our middle school guidance classes. If parents have a concern that their child has been the target of bullying or harassment in the school we encourage them to contact the principal, planning room coordinator, or guidance counselor at 933-5354. At EFMS, the designees for investigating these concerns are Rachel Reynolds, Karen Powers, and Justin Pinard, though students may (and should) report concerns to any staff member with whom they feel comfortable and that person will pass the information along to ensure the matter is addressed. You can reach these staff members by contacting them via email (see page 2 for contact information) or by calling the middle school.

Enosburg Falls Town School District has an established policy for bullying and harassment (Policy F30). The policy was revised and finalized in November of 2015. Parents and students are encouraged to view the entire policy, which can be obtained in the main office of the school, or online at <http://www.fnesu.net/policies.html>.

### ***Mandated Reporting***

As educators and mandated reporters, it is our duty to help protect students from abuse and neglect. Act 60 of 2015 provides that any mandated reporter who reasonably suspects abuse or neglect of a child shall report in accordance with the provisions of Section 4914 of this Title within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed. 33 V.S.A. § 4913(c).

### ***New Americans***

We have a responsibility to ensure that all of our students feel safe and supported. This occurs when we create school cultures that are responsive to the needs of the children in our care, and our families. Under Federal law, undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents (*Plyler vs. Doe*, 457 U.S. 202 (1982.)). And, under state law, all Vermont children, including undocumented children are required to attend school until the mandated age of 16. Meeting this obligation means going beyond telling families to enroll their student(s). It includes working proactively to ensure they feel safe, supported and welcomed.

Public schools may not:

1. Deny or terminate a student's enrollment on the basis of actual or perceived immigration status.
2. Treat a student differently to verify legal residency in the United States.
3. Engage in any practices that have the effect of discouraging students from enrolling or attending school based on their immigration status.
4. Require students or their parents to disclose their immigration status or inquire of students or parents in ways that may expose their undocumented status.
5. Deny or terminate a student's enrollment due to the student's or parent's failure to provide a social security number.

### ***Seclusion and Restraint***

State Board Rule 4500 defines the appropriate use of seclusion and restraint. Rule 4500 also sets forth the reporting requirements relative to any use of seclusion or restraint in school. The principles of when to use a restraint are framed for use with the entire student population and based on the urgent need to prevent harm to self, others and/or property. This type of intervention only occurs in a crisis situation and through trained staff members. FNESU has reporting forms should seclusion or restraint be needed, and parents will receive contact from the school and a copy of that form should a situation meeting the rule 4500 requirements occur at EFMS. It is important to note that while our planning room has a "quiet space", this space is not considered a seclusion space because it does not lock and has windows, so students are able to be monitored while in the space and are free to leave.

### ***Periodic Hearing and Vision Screening***

As of 2009/2010, requirements for health screenings include pre kindergarten students through grade 12. Language for Sec. 31. 16 V.S.A. § 1422 (2014) reads as follows:

**School districts and primary care providers shall conduct periodic hearing and vision screening of school-aged children pursuant to research-based guidelines developed by the Commissioner of Health in consultation with the Secretary of Education. School districts and primary care providers will attempt to avoid duplicating services provided by the other and will share information as practicable and allowable by law.ii**

This ensures that all school health screenings are aligned with current research and best practice recommendations from the American Academy of Pediatrics, Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents<sup>iii</sup>. Vision and hearing are the only required population based school health screenings. The chart below indicates in what grades these screenings are required. No other population based screenings are required.

It is recommended (AOE Memo, Jan. 22, 2003) that students on a 504 plan or an Individual Education Plan (IEP), whose hearing and vision issues have an impact on the student's disability and educational performance, should therefore be screened more often than periodic reviews would typically warrant. Those findings should then be reported to parent/caregiver and the 504 or IEP team or director of student services responsible to those specific students. This team work would be significantly enhanced by providing to the school nurse a list of students on 504 or IEPs to ensure an opportunity for the school nurse to include appropriate screenings and notifications of findings, in his/her annual student health appraisals (see Manual section).

Screening	Grade													
	RQ= required													
Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Hearing	RQ	RQ	RQ	Do not screen	RQ	Do not screen	RQ	Do not screen	Do not screen	Do not screen	Do not screen	Do not screen	Do not screen	Do not screen
Visual Acuity	RQ	RQ	RQ	Do not screen	RQ	Do not screen	RQ	Do not screen	RQ	Do not screen	RQ	Do not screen	Do not screen	RQ
Height	No population based screenings													
Weight														
Blood Pressure														
Scoliosis														

### ***Concussions and Other Head Injuries***

Under 16 V.S.A. § 1431 the principal or headmaster of each public and approved independent school must ensure that statewide concussion and other head injury guidelines are provided annually to each youth athlete and the athlete's parents or guardians and that each youth athlete and a parent or guardian annually signs a form acknowledging receipt of the concussion and other head injury guidelines. Student athletes will receive concussion training through their seasonal athletic coaches.

### ***Student Planner***

Additional information about rules, regulations and expectations, as well as further information about daily life, can be found in the first 20 pages of the Student Planner. Each student will receive a copy of the Student Planner on the first day of school. We encourage all students and parents to thoroughly review the information contained in that document.

You will find the following information in the Student Planner:

- A letter of welcome
- The EFMHS Mission Statement
- Student Rights and Responsibilities
- Discipline: Behavior and Consequences
- Extra Curricular Activities including Fundraising
- Guidance Services
- Academic Issues such as cheating, plagiarism, homework, etc.
- Non-Discrimination Notice and School Board Policy



- Procedures and Bus Misconduct

Since this information is extremely important for the maintenance of a balanced community, all parents/guardians are encouraged to discuss each of these topics with their student.

### ***Transgender and Gender Nonconforming Students***

As stated in an Agency of Education memo written by the Secretary of Education on July 12, 2017, “All students need a safe and supportive school environment to progress academically and developmentally. Many questions arise for students and staff when considering the best supports for transgender and gender nonconforming students.” The AOE has issued a memo, available on their website ([education.vermont.gov](http://education.vermont.gov)) titled “Best Practices for schools regarding Transgender and Gender Nonconforming Students”. Please be reminded of the following ruling:

OCR’s Title IX implementation guidance was set forth in an opinion letter dated January 7, 2015. In this guidance document, OCR interpreted a specific Title IX regulation (34 C.F.R. § 106.33). This regulation addresses access to facilities and how federal law applies to transgender students. OCR’s implementation guidance states in relevant part:

“When a school elects to separate or treat students differently on the basis of sex (e.g. by maintaining gender specific restrooms) . . . a school generally must treat transgender students consistent with their gender identity.”

In short, a transgender student must be allowed bathroom access to a gender specific bathroom for the gender that the student identifies with, if that is the preference of the student. Establishing single occupancy, gender neutral bathrooms may present an option for any student not wishing to use gender-specific bathrooms. However, no student should be required to use a gender neutral bathroom based on their gender identity.

Bathroom access is a small piece of the puzzle for Transgender and Gender Nonconforming Students. Should you believe a student is being targeted due to gender identity or in need of additional supports, please seek out the guidance counselor and/or school principal.