



Cabot School
Family Handbook
2023-2024

Fall 2023

Dear Cabot School Families,

We are excited to welcome students back to school on Monday August 28th. This summer has been one for the books. The young people in our community are living in a time of exceptions, the impacts of which we have yet to anticipate. As they return to school, we will look to them to help us understand their needs while also working to foster routines and structures that support their learning and growth as whole young people. Last year we received feedback from our community that we needed more clarity around how we addressed behaviors that interfered with the health of our community. This year we are looking forward to implementing and continuing to deepen our practices around school culture and project-based learning.

Sarah Ainsworth, who has been at Cabot for nearly a decade, will take on leading the work of developing and maintaining positive school culture pk-12. Sarah has been instrumental in this work at the lower grades and will now have the expanded role of proactively addressing school climate with my support. The school culture team, including two instructional support staff (Shani Stoddard and Candice Snay) as well as our guidance team (Lauren Cleary and Jackie Batten - upon her return), and Rory Woodard our school librarian as the teacher representative, will work together to hone our proactive and responsive systems, and you will find a summary of that in this handbook. We will continue to work proactively to teach, celebrate and recognize, and reflect on student progress in the areas of respect, responsibility, and perseverance.

We also heard feedback from families that it was important for them to have more regular feedback on student progress. This year we are piloting a reporting system called Jumprope that we hope to roll out to families after the first semester. This will allow families to have updated information and for teachers to communicate student progress routinely. Prior to the roll out, please feel free to reach out to your child's teachers if you have any questions regarding their academic progress. We have also developed a benchmark document that helps us to define what you should expect your student to know and be able to do by the end of 2nd, 6th, 8th, and 12th grades.

Our last significant change for this year is a shift to a semester reporting system. While this primarily impacts our high school students, it helps us to align with other schools in our region and to maintain the same options for choice. Our Graduation Handbook offers a look at how we address this regarding graduation requirements.

Traditions like buddy crew hikes, winterfest, and field day will continue to be highlights of our work across our school. And, we will continue to value relationships and connection as the primary way to ensure student learning is holistic. We will continue to emphasize the importance of transferable skills to help students adapt to an ever changing world within the context of social emotional wellness and connection.

Last year we focused on literacy and arts integration in the lower grades. This work significantly impacted the ways in which students experienced literacy learning and we will continue to focus on structured literacy as we continue to deepen students learning in the context of projects.

In addition, to those who are staying with us, we are welcoming seven exceptional members to our teaching and learning team who are either new to us or in new roles.

Jonny Flood joins us as an elementary theater teacher with years of experience in teaching, community theater, film production, and summer camps. **Dov Schiller** joins us as our music teacher. Dov has extensive experience in Vermont and across the country, is a talented performer and has run a successful Rock Band Camp for many years. **Amy Richardson** has shifted her role from instructional support to our full time art teacher. Amy has spent years in the art room and supporting students at Cabot School and beyond. **Amelia Blume**, joins our team as the High School Social Studies teacher. She has a PhD in Sociology from the University of Arizona, and most recently acted as a long-term substitute teacher at Montpelier High School. Amelia's community mindedness and creativity will help to usher our project-based program forward. **Collin Cole** will shift his role from interventionist to full time math teacher at the highschool level. He will also continue to support our middle school students offering a range of electives. **Courtney Desmarais** will join our team as the Math/Science teacher for the 5th and 6th grade. She has extensive experience working with Illustrative Mathematics, our math program. **Sue Polen** will act as the secondary guidance counselor while Jackie Batten is on leave for the first semester. Sue rejoins our community after years at VTC and is familiar with who we are and our community. **Jeanne Sagretto** will join us as the math interventionist for elementary grades. Jeanne has extensive experience as a classroom teacher and teacher leader in both math and literacy and we are excited for her to lead the implementation. **Rory Woodard** has agreed to join full time as we continue to look for someone to fill the ELA position mid-year.

Our staff is also welcoming two other people into new roles: **Jennifer Curschmann** will take on the lead position in our kitchen while Brock Miller is on leave and **Jennifer Tidd** will act as our new Executive Assistant and Registrar. Both of these positions are vital to

our daily operations and student success and we could not be more excited for their new additions.

This handbook is an important reference. Please keep a copy handy so that you can refer back to it and reach out if you have any questions. You can find out more about events and student work by visiting cabotschool.org and clicking on *Teaching and Learning*. You can see updates via our Facebook page.

Warmly,

Becca
Rebecca Tatistcheff, Ed.D.
Principal

Introduction

The intent of this Handbook is that it is relevant to the entire school community (pre-k to 12). On our website, you will find more grade specific information in the form of learning overviews for each grade span and class specific information. This handbook contains policies, procedures, and systems that are designed to support our learning community.

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.

Table of Contents

New: Arrival/Dismissal Procedures	5
Changes in Routine	7
Academics	13
Athletic and Extracurricular Activity Eligibility	13
Attendance	14
Authority of School Personnel	15
New: School Culture, Community and School Wide Expectations	16
Crew	17
Core Values and Habits of Work and Learning (HOWLs)	17
Cabot School HOWLs Rubrics	18
Bullying, Hazing and Harassment	30
Communication	31
Conflict Resolution	32
Dress Expectations	32
Electronic Devices	33
New: Cell Phones and Other Personal Electronic Devices	34
Food	35
General Policies	36
Health Resources	38
Safety	41
Transportation	42
Visitors and Visiting Cabot School	43
Volunteering	43
Winter Wellness Program	43

Arrival/Dismissal Procedures

Arrival and Dismissal Times

- **Monday:** 8:20am - 3:00pm
- **Tuesday:** 8:20am - 3:00pm
- **Wednesday:** 8:20am - 2:10pm
- **Thursday:** 8:20am - 3:00pm
- **Friday:** 8:20am - 3:00pm

Arrival

- **New:** Drop-off can begin at 8am each morning in the Cafeteria. Students who are dropped off early will have the option of breakfast then.
- Ideal drop-off time: 8:15 - 8:20 a.m.
- **New:** Students arriving between 8:15 a.m. and 8:20 a.m. should report **to the cafeteria if they want breakfast and will be dismissed to their classroom from there. Students arriving off the bus who want breakfast will go directly to the cafeteria to pick up a grab and go meal.**
- **New:** No breakfast will be served in the cafeteria after 8:30am. Any student arriving after that time must check-in at the office and go directly to class.

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.
- Grown-ups 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. *Walkers* must cross using the cross walk on Common Road. **Do not** send your child through the Gym Road parking lot.
- Grown-ups are welcome to walk elementary students in grades pre-k through 4 to class - please park along the common fence, out of the way of the flow of traffic.
- Vermont law prohibits idling of motor vehicles for more than 5 minutes in any 60-minute period. We ask that you please turn off your car when you pull up to the school if you expect to be stationary for more than 5 minutes.

Bicycles and Scooters

- We encourage kids to ride their bikes or scooters 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.

After School Hours

- We welcome students to attend events taking place on campus after school hours. We encourage families to attend with their students.
- On days when there are events after school on campus, the campus is considered to be in session. Therefore, students must abide by all school rules while on campus after school hours. This includes:
 - Bikes must be walked on sidewalks
 - Students should not enter and exit via Gym Road
 - Student drivers must have permission to drive onto campus for after school events
- In the event that students are not able to comply with these conditions, they will be asked to leave the event and their grown-up will be notified or may be asked to pick them up.

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 the main office, email Jen Tidd at jennifer.tidd@ccsuvt.net, or call the main office 563-2298 ext. 0. Bus note must also include destination with address.
- For last-minute or emergency changes to dismissal, call the school office no later than 2:15 p.m.: **563-2289 ext. 0**. Again, the safety and well being of your child is our primary concern. Hearing from you by 2:15pm (M, T, Th, Fr) or 1:15pm (W) 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, email, 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 by 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

Learning at Cabot School

We work to ensure that all learning is rigorous and relevant to students through projects that are aligned to state and national standards. As a Pre-K to 12 school, Cabot aligns academic programs across the grades. We strive to infuse arts and technology into all we do so that students continue to be prepared as creative and innovative citizens in a global world. For more details please see our website (www.cabotschool.org) and click on *Teaching and Learning*.

Primary Grades: In the primary grades (pre-k to 2), student learning is focused on discovery and play. Teachers incorporate literacy into students' everyday experiences in order to help students develop a love of learning. Students at these grades build on their natural curiosity to learn to ask questions, make observations, and conduct research. By the end of grade 2, students are able to read and make sense of written text, write simple paragraphs, and are continuing to build their comprehension and vocabulary skills. Students in these grades are navigating what it means to be a good friend, navigating problem-solving with others through play and developing their conflict resolution skills with continued support of the adults around them. Topics and themes in these grades are rooted in what is concrete, immediate, and observable. These may include: communities (school, home, local), local food sources, seasons, etc.

Elementary Grades: Students in grades 3-6 continue to deepen their literacy skills through deeper and more sophisticated research. They also begin to explore more complex ideas in science and social studies. By the end of grade 6, students have the skills to comprehend more complex text. They can ask questions and conduct research. Students continue to explore multiple perspectives particularly those that might be traditionally underrepresented in the common narrative. They can work with others to solve problems independently and are working on making healthy choices in relationship to their peers. Themes and topics may include Indigenous peoples of the North Americas, Weather and climate, cultures near and far, simple machines, history of colonization in the Americas, and micro and macro change.

Middle Grades: Like the elementary grades, the 7th and 8th grade curriculum is driven by interdisciplinary learning expeditions—projects—built around a central theme. Students in these grades are experiencing greater independence and

take on more responsibility in their learning. 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.”

High School Grades: Students in grades 9-12 continue their interdisciplinary project-based learning through Project Studios. Students in these grades experience more choice in their program with the opportunity to choose from a variety of projects and electives. Students in their first and second year of high school are required to engage in a series of six foundational courses that allow them to acquire the knowledge and skills necessary to pursue more advanced study. These foundational courses culminate in creating an original film, an original podcast, a socratic seminar, and learning skills such as public speaking, creative and persuasive writing, and scientific analysis. Students in their 3rd and 4th year of high school have the opportunity to engage in more independent study and advanced courses.

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. Students engage in a variety of summative assessments throughout the year. These can range from long-term projects to on-demand assessments. We strive to ensure that students have authentic opportunities to demonstrate their learning through “exhibitions of learning.” The Vermont state-wide Assessment, VT-CAP, is an example of an on-demand summative assessment students engage in annually at Cabot.

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

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 2023-2024 school year, students in all grades will receive two report cards: on or about January 20th and after the last day of school in June.

Athletic and Extracurricular Activity Eligibility

Interscholastic athletics and extracurricular activities are an integral part of Cabot School's overall educational program. Students at Cabot School have the opportunity to engage in collaborative teams with Twinfield Union School as well as to participate in school-wide athletics as members of teams around the region. These partnerships allow students to be a part of competitive programs across the region. 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 8 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. 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 Jennifer Tidd 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.

School Culture, Community and School Wide Expectations

At Cabot School we are dedicated to creating a sense of belonging for all students, where they feel respected, supported and accepted. Our approach to building school culture is grounded in multiple tools and strategies. These strategies share, at their core, a common mindset and belief that all people are valuable and contributing members of our community. We approach our work with each other and with young people from the stance that we are one school, one community, and one Crew working toward a common vision of student-centered learning. In this section we outline our school-wide expectations and approach.

We approach all interactions with students as an opportunity for learning and growth. As students learn to engage with peers and adults, they sometimes make missteps along the way. All staff work collaboratively with students to build their consistent practice of perseverance, respect and responsibility. Students will have regular times where they receive feedback on these areas, as well as assess themselves in where they are in demonstration of these core values. This section outlines our approach to building and maintaining a culture of belonging and inclusion.

Crew

All students at Cabot School engage in Crew. Crew is both a structure and a culture. As a structure, it can be similar to a regular advisory period. As a culture, it serves as an ethos of inclusion: students strive to reach ambitious goals together as a community. They are responsible for their own well-being and their classmates' well-being. In the lower grades (pk-4), Crew meets daily through morning meeting routines. Beginning in grade 5, students meet in Crew at 10:30 each day. In each instance students engage in a circle routine to help build relationships, monitor their academic progress, and build their capacity to practice the Habits of Work and Learning.

Core Values and Habits of Work and Learning (HOWLs)

At Cabot School, we believe that teaching and practicing how to be in community is just as important as the content that we learn in school. Certain traits are important to being successful and contributing members of our local and global communities. We believe that teaching/practicing, celebrating, and reflecting on these traits can help reinforce and

strengthen students' ability to demonstrate those traits consistently, and strengthen our community as a whole.

Habits of Work and Learning (HOWLs)	Habit of Character
<ul style="list-style-type: none"> → Common learning target language throughout the school → Modeled, taught, recognized, celebrated, and reflected on in each class and Crew → Success is determined and tracked by teachers and students → Reported on report cards 	<ul style="list-style-type: none"> → Common positive school-wide expectations tied to Cabot's PBIS matrix → Taught in crew and classrooms, reinforced by all staff throughout the school in hallways, cafeteria, outdoor spaces, online, field trips, and exhibitions of learning
<p>I am a respectful member of the Cabot community.</p> <ul style="list-style-type: none"> ● I practice self-regulation so that everyone can learn. ● I am considerate of the feelings, thoughts, and perspectives of others before acting. ● I collaborate with others. 	<p><u>Respect:</u> Showing thoughtfulness and consideration to myself, others, and the community.</p>
<p>I take responsibility for myself as a learner.</p> <ul style="list-style-type: none"> ● I care for materials and resources in my learning environment(s). ● I follow through with expectations and commitments. ● I actively engage in my learning. 	<p><u>Responsibility:</u> Showing independence and accountability for your words and actions as an active participant in the community.</p>
<p>I persevere to produce high quality work.</p> <ul style="list-style-type: none"> ● I work through challenges with a growth mindset. ● I learn from feedback and revise my work. ● I set goals and work to meet them. 	<p><u>Perseverance:</u> Continuing to try your best, even when things feel difficult.</p>

Cabot School HOWLs Rubrics

Students are assessed both on their academic progress and how they demonstrate the Habits of Work and Learning consistently. Students and staff use these rubrics to learn, recognize and celebrate, and reflect on their successes and areas for growth.

I am a <u>respectful</u> member of the Cabot community.				
	I consistently (EE)	I often (ME)	I sometimes (MP)	I rarely (NY)
<i>I can practice self-regulation so that everyone can learn.</i>	<ul style="list-style-type: none"> I identify my own feelings and can communicate them. I identify and use tools and strategies appropriately to self-regulate. I use a voice and tone that is appropriate for the physical space and task. I am appropriate with my body within my physical space. I take ownership of how my actions impact others. 	<ul style="list-style-type: none"> I identify my own feelings and can communicate them. I identify and use tools and strategies appropriately to self-regulate. I use a voice and tone that is appropriate for the physical space and task. I am appropriate with my body within my physical space. I take ownership of how my actions impact others. 	<ul style="list-style-type: none"> I identify my own feelings and can communicate them. I identify and use tools and strategies appropriately to self-regulate. I use a voice and tone that is appropriate for the physical space and task. I am appropriate with my body within my physical space. I take ownership of how my actions impact others. 	<ul style="list-style-type: none"> I identify my own feelings and can communicate them. I identify and use tools and strategies appropriately to self-regulate. I use a voice and tone that is appropriate for the physical space and task. I am appropriate with my body within my physical space. I take ownership of how my actions impact others.
<i>I can be considerate of the feelings, thoughts, and perspectives of others before acting.</i>	<ul style="list-style-type: none"> I am aware of the emotional state of others. I ask questions to help understand others. I actively listen to others. I honor the needs of others. 	<ul style="list-style-type: none"> I am aware of the emotional state of others. I ask questions to help understand others. I actively listen to others. I honor the needs of others. 	<ul style="list-style-type: none"> I am aware of the emotional state of others. I ask questions to help understand others. I actively listen to others. I honor the needs of others. 	<ul style="list-style-type: none"> I am aware of the emotional state of others. I ask questions to help understand others. I actively listen to others. I honor the needs of others.
<i>I can collaborate with</i>	<ul style="list-style-type: none"> I give and receive 	<ul style="list-style-type: none"> I give and receive 	<ul style="list-style-type: none"> I give and receive 	<ul style="list-style-type: none"> I give and receive

others.	<p>feedback that is kind, helpful, and specific.</p> <ul style="list-style-type: none"> • I contribute meaningfully to the task. • I share personal ideas and listen to others' ideas to build and revise a common goal. • I share ownership of the finished product. 	<p>feedback that is kind, helpful, and specific.</p> <ul style="list-style-type: none"> • I contribute meaningfully to the task. • I share personal ideas and listen to others' ideas to build and revise a common goal. • I share ownership of the finished product. 	<p>feedback that is kind, helpful, and specific.</p> <ul style="list-style-type: none"> • I contribute meaningfully to the task. • I share personal ideas and listen to others' ideas to build and revise a common goal. • I share ownership of the finished product. 	<p>feedback that is kind, helpful, and specific.</p> <ul style="list-style-type: none"> • I contribute meaningfully to the task. • I share personal ideas and listen to others' ideas to build and revise a common goal. • I share ownership of the finished product.
----------------	--	--	--	--

I take <u>responsibility</u> for myself as a learner.				
	I consistently (EE)	I often (ME)	I sometimes (MP)	I rarely (NY)
I care for materials and resources in my learning environment(s).	<ul style="list-style-type: none"> • Use learning tools as intended. • Keep materials/resources in good condition. • Return tools where they belong. • Ask appropriate people for help when I am unsure of how to use or access materials. 	<ul style="list-style-type: none"> • Use learning tools as intended. • Keep materials/resources in good condition. • Return tools where they belong. • Ask appropriate people for help when I am unsure of how to use or access materials. 	<ul style="list-style-type: none"> • Use learning tools as intended. • Keep materials/resources in good condition. • Return tools where they belong. • Ask appropriate people for help when I am unsure of how to use or access materials. 	<ul style="list-style-type: none"> • Use learning tools as intended. • Keep materials/resources in good condition. • Return tools where they belong. • Ask appropriate people for help when I am unsure of how to use or access materials.

I actively engage in my learning.	<ul style="list-style-type: none"> • I ask questions and share ideas that drive my learning. • I stay on topic during conversations. • I manage work time to ensure timely completion of tasks. • I give and take gentle reminders to redirect back to the learning. • I advocate for the right learning environment (eg. location, technology, etc) 	<ul style="list-style-type: none"> • I ask questions and share ideas that drive my learning. • I stay on topic during conversations. • I manage work time to ensure timely completion of tasks. • I give and take gentle reminders to redirect back to the learning. • I advocate for the right learning environment (eg. location, technology, etc) 	<ul style="list-style-type: none"> • I ask questions and share ideas that drive my learning. • I stay on topic during conversations. • I manage work time to ensure timely completion of tasks. • I give and take gentle reminders to redirect back to the learning. • I advocate for the right learning environment (eg. location, technology, etc) 	<ul style="list-style-type: none"> • I ask questions and share ideas that drive my learning. • I stay on topic during conversations. • I manage work time to ensure timely completion of tasks. • I give and take gentle reminders to redirect back to the learning. • I advocate for the right learning environment (eg. location, technology, etc).
I follow through with expectations and commitments.	<ul style="list-style-type: none"> • I am where I'm supposed to be. • I do what I'm supposed to be doing. • I am prepared for learning. • I seek and am receptive to support when I feel unable to meet expectations or commitments. 	<ul style="list-style-type: none"> • I am where I'm supposed to be. • I do what I'm supposed to be doing. • I am prepared for learning. • I seek and am receptive to support when I feel unable to meet expectations or commitments. 	<ul style="list-style-type: none"> • I am where I'm supposed to be. • I do what I'm supposed to be doing. • I am prepared for learning. • I seek and am receptive to support when I feel unable to meet expectations or commitments. 	<ul style="list-style-type: none"> • I am where I'm supposed to be. • I do what I'm supposed to be doing. • I am prepared for learning. • I seek and am receptive to support when I feel unable to meet expectations or commitments.

I can <u>persevere</u> to produce high quality work.				
	I consistently (EE)	I often (ME)	I sometimes (MP)	I rarely (NY)
I work through challenges with a growth mindset.	<ul style="list-style-type: none"> • I seek out and use resources to solve challenges. • I see mistakes as temporary setbacks 	<ul style="list-style-type: none"> • I seek out and use resources to solve challenges. • I see mistakes as temporary setbacks 	<ul style="list-style-type: none"> • I seek out and use resources to solve challenges. • I see mistakes as temporary setbacks 	<ul style="list-style-type: none"> • I seek out and use resources to solve challenges. • I see mistakes as temporary setbacks

	<p>that can be overcome.</p> <ul style="list-style-type: none"> • I see unfamiliar or challenging tasks as an opportunity to learn. 	<p>that can be overcome.</p> <ul style="list-style-type: none"> • I see unfamiliar or challenging tasks as an opportunity to learn. 	<p>that can be overcome.</p> <ul style="list-style-type: none"> • I see unfamiliar or challenging tasks as an opportunity to learn. 	<p>that can be overcome.</p> <ul style="list-style-type: none"> • I see unfamiliar or challenging tasks as an opportunity to learn.
I learn from feedback and revise my work.	<ul style="list-style-type: none"> • I risk making errors, and willingly share the work I produce. • I identify areas for improvement, based on criteria lists/rubrics and/or feedback. • I use exemplars and/or models to identify the attributes of high quality work. • I ask for and use specific feedback from teachers or peers to revise my work. 	<ul style="list-style-type: none"> • I risk making errors, and willingly share the work I produce. • I identify areas for improvement, based on criteria lists/rubrics and/or feedback. • I use exemplars and/or models to identify the attributes of high quality work. • I ask for and use specific feedback from teachers or peers to revise my work. 	<ul style="list-style-type: none"> • I risk making errors, and willingly share the work I produce. • I identify areas for improvement, based on criteria lists/rubrics and/or feedback. • I use exemplars and/or models to identify the attributes of high quality work. • I ask for and use specific feedback from teachers or peers to revise my work. 	<ul style="list-style-type: none"> • I risk making errors, and willingly share the work I produce. • I identify areas for improvement, based on criteria lists/rubrics and/or feedback. • I use exemplars and/or models to identify the attributes of high quality work. • I ask for and use specific feedback from teachers or peers to revise my work.
I set goals and work to meet them.	<ul style="list-style-type: none"> • I take initiative to begin and complete work. • I create plans to improve the quality of my work. • I regularly reflect on my goals and revise them as needed. 	<ul style="list-style-type: none"> • I take initiative to begin and complete work. • I create plans to improve the quality of my work. • I regularly reflect on my goals and revise them as needed. 	<ul style="list-style-type: none"> • I take initiative to begin and complete work. • I create plans to improve the quality of my work. • I regularly reflect on my goals and revise them as needed. 	<ul style="list-style-type: none"> • I take initiative to begin and complete work. • I create plans to improve the quality of my work. • I regularly reflect on my goals and revise them as needed.

Our Approach to Responding to Interfering Behaviors

To create and maintain consistent expectations across all classrooms, learning and community spaces, we take a restorative approach to school discipline through community building, positive behavior interventions, and restorative practices. The goal of these approaches is to create an environment where all students, parents and staff are continually teaching and modeling the habits of mind and character 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 communities.

Our classroom communities are built around inclusion and belonging. We work to build a restorative mindset with all members. A restorative mindset describes how a person understands community and one's role in the community. The values and concepts that underlie a restorative mindset include:

- Relationships and trust are at the center of community
- All members of the community are responsible to and for each other
- Multiple perspectives are welcomed and all voices are equally important
- Healing is a process essential to restoring community
- Those who harm should be held accountable for and take an active role in repairing harm
- Conflict is resolved through honest dialogue and collaborative problem-solving that addresses the root cause and the needs of those involved

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?) After conflict or harm, Restorative Practices provide a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions, identify what happened, describe how it affected everyone, and find solutions to make things better.

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.

Responses to Interfering Behaviors

Each student and situation is different and nuanced. We take behaviors that interfere with our core values and commitment to maintaining a safe and vibrant community seriously. The following is a guide for understanding the kinds of behaviors that may call for students to engage with further support and intervention from an adult. When adults respond to student behavior that interferes with the learning environment, they utilize this grid as a guide to their responses.

		Tier 1 Teacher Handled in Classroom		Tier 2 Teacher Handled with Support	Tier 3 Handled by Administration and/or Guidance	
<u>Interfering Behavior</u>	<u>Expected Behavior</u>	<u>1st Occurance Of Minor Behavior</u> Restorative Communication: Pause Acknowledge/Validate, Inquire/Be Curious, Repair Reteach the expectation, ask to redo the task aligned to the expectation, give positive praise	<u>Subsequent/Repeated Occurrences Of Minor Behavior</u> Teacher assigns/carries out own interventions for accountability, continues restorative problem solving and reteaching, refers to resources for support as needed Parent contact from teacher	After taking multiple proactive steps over six weeks to problem solve the interfering behavior, teacher consults with any of: Lauren Cleary (PK-6) Jackie Batten (7-12) Sarah Ainsworth (PK-12) to create an intervention plan that will be shared with families	<u>1st Occurance Of Major Behavior</u>	<u>School Responses to Major Behaviors Including possible Restorative Practices</u>
<i>Defiance/ Disrespect/ Noncompliance</i>	<ul style="list-style-type: none"> Acting in a cooperative manner respectful of school and classroom expectations Responding appropriately when addressed 	<ul style="list-style-type: none"> Passive refusal to participate Extremely slow in response to request Testing the limit Minor disruption of peers 	<ul style="list-style-type: none"> Ignoring reasonable request to stop low-level disruption Overt refusal to participate Extremely slow in response to request Testing the limit Minor disruption of peers 		<ul style="list-style-type: none"> Repeated refusal (after previous intervention) Ignoring reasonable request that leads to escalation and/or to an unsafe situation 	<ul style="list-style-type: none"> Wellness reflection & conversation Supported Lunch In school suspension (partial or whole day) RP: <ul style="list-style-type: none"> Meeting with classmates Meeting with teacher
<i>Inappropriate</i>	<ul style="list-style-type: none"> Language that is 	<ul style="list-style-type: none"> Offensive remarks 	<ul style="list-style-type: none"> Repeated pattern of 		<ul style="list-style-type: none"> Swearing used to 	<ul style="list-style-type: none"> Wellness reflection

Language	socially appropriate and respectful	or gestures in a casual manner <ul style="list-style-type: none"> • Inappropriate sexual connotations • Putdowns to a particular subgroup 	any inappropriate language		harass, intimidate, show defiance, create an unsafe climate.	& conversation <ul style="list-style-type: none"> • Supported Lunch • In school suspension (partial or whole day) RP: <ul style="list-style-type: none"> • Supported communication between victim and harasser
Disruption	<ul style="list-style-type: none"> • Cooperative behaviors • Turn taking • Contributing appropriately to class discussions and activities • Cell phones off & away during instructional time 	<ul style="list-style-type: none"> • Intentionally disruptive noise making • Outside voice • Attention getting behaviors (silly answers, class clowning, etc) • Bugging others 	<ul style="list-style-type: none"> • Repeated pattern of any disruptive behaviors • Misuse of cell phone/electronic devices in class (phones and electronic devices to be confiscated and taken to office) 		<ul style="list-style-type: none"> • Escalated behavior that halts learning and requires a "clear the room." • Creates an unsafe environment (throwing large objects, classroom destruction) • Defiant repetition of behavior following correction 	<ul style="list-style-type: none"> • Wellness reflection & conversation • Supported Lunch • In school suspension (partial or whole day) RP: <ul style="list-style-type: none"> • Meeting with classmates • Meeting with teacher
Fighting/ Physical Aggression	<ul style="list-style-type: none"> • Respect for others' personal space • Walking away from and reporting possible conflicts 	<ul style="list-style-type: none"> • Rough play 	<ul style="list-style-type: none"> • Pre-fight aggressive posturing • Wrestling • Intentionally bumping into others 		<ul style="list-style-type: none"> • Hitting or kicking (w/ recognition of appropriate developmental stages) • Encouraging another to fight • Retaliating • Filming a fight and/or posting to social media 	<ul style="list-style-type: none"> • Wellness reflection & conversation • Separate Lunch • In school suspension • Out of school suspension RP: <ul style="list-style-type: none"> • Preventative meetings • Re-entry meetings between students who fought
Tardy/Skipping	<ul style="list-style-type: none"> • Student arrives in the classroom on time and ready to learn 	<ul style="list-style-type: none"> • Student arrives late to class for the first time • Student arrives a couple minutes late to class more than once 	<ul style="list-style-type: none"> • Student continues to arrive late after warning 		<ul style="list-style-type: none"> • Student demonstrates a consistent pattern of being late despite the efforts of support. 	<ul style="list-style-type: none"> • Wellness reflection & conversation • Supported lunch • In school suspension RP: <ul style="list-style-type: none"> • Student makes up

						missed time during mid-day break or after school.
Harassment/ Teasing/ Taunting	<ul style="list-style-type: none"> • Language that honors and validates others and their values and beliefs 	<ul style="list-style-type: none"> • Annoying on purpose • Altering names 	<ul style="list-style-type: none"> • “Put downs” • Threatening and/or disrespectful body language/posturing • Targeted insults 		<ul style="list-style-type: none"> • Threat/extortion • Racist, socioeconomic status, sexual, religious, disability, ethnicity, sexual orientation, and/or cultural remarks • Continued pattern of minor offenses • Continued proximity after separation • Cyberbullying/intimidation 	<ul style="list-style-type: none"> • Work with school counselor • Wellness reflection & conversation • Supported lunch (2-5 days) • In school suspension (whole or partial day) RP: <ul style="list-style-type: none"> • Restorative conversation with the victim • Education w/ expert • Family meetings • Safety plan
Property Damage	<ul style="list-style-type: none"> • Respect personal and school property • Using equipment in an appropriate manner • Return items to appropriate places 	<ul style="list-style-type: none"> • Not returning items to appropriate places 	<ul style="list-style-type: none"> • Thoughtlessly or “accidentally” damaging property 		<ul style="list-style-type: none"> • Theft • Purposefully damaging or defacing property 	<ul style="list-style-type: none"> • Wellness reflection & conversation • Supported lunch • In school suspension (whole or partial day) RP: <ul style="list-style-type: none"> • Restore the damage • Work off or pay for damage
Lying, Cheating, or Theft	<ul style="list-style-type: none"> • Produce authentic work • Be honest in words and actions 	<ul style="list-style-type: none"> • Borrowing without asking 	<ul style="list-style-type: none"> • Taking another’s property (minor value) • Refusing to return a borrowed item • Substituting someone else’s work for your own 		<ul style="list-style-type: none"> • Taking another’s property (significant sentimental or monetary value) • Not telling the truth when it involves someone’s personal safety or property damage 	<ul style="list-style-type: none"> • Wellness reflection & conversation • Supported lunch • In school suspension RP: <ul style="list-style-type: none"> • Supported conversation with victim • Repair/repay loss
Related to a Controlled or Illegal	<ul style="list-style-type: none"> • Show an informed point of view in 	<ul style="list-style-type: none"> • Inappropriate drug/alcohol 	<ul style="list-style-type: none"> • Repeated inappropriate 		<ul style="list-style-type: none"> • Under the influence • Possession and/or 	<ul style="list-style-type: none"> • In school suspension

<i>Item</i>	regards to drugs and alcohol	references	drug/alcohol references <ul style="list-style-type: none"> • Talking about use • Clothing or obvious lookalike weapons 		distribution of paraphernalia of drugs/alcohol and actual drugs/alcohol <ul style="list-style-type: none"> • Possession of actual or lookalike gun, knife, or other weapons 	<ul style="list-style-type: none"> • Out of school suspension • Threat assessment RP: • Referral to substance abuse counseling
--------------------	------------------------------	------------	--	--	--	---

Expulsion

In very rare instances, a student's behavior may be so disruptive that it is detrimental to the student and community for them to continue in our learning community. 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 their 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.

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 Rebecca Tatistcheff, principal, Sarah Ainsworth, student success coordinator, and Jackie Batten, 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 Jennifer Tidd. They can connect you to the principal and all Cabot School faculty and staff.
- **By email:** All employees have the same email address structure: `firstname.lastname@csuvt.net`.
- **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 teachers 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

Many family members experience a degree of separation from their child's school life especially as students increase in age and independence. 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. Students at the secondary level are encouraged to schedule their own appointments through the office, via e-mail or by voicemail.

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. Please do not call or text your child during the school day - it is disruptive to their learning and can cause unnecessary anxiety or worry. The voicemail in the main office is checked regularly, please be assured we will get a message to your child!

Conflict Resolution

While our faculty and staff work hard to ensure there is open communication with families, we know that there may be times when you may have questions or concerns. 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. We are outside in all kinds of weather, please ensure that your child is dressed accordingly!

For the safety and well being 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.

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

Electronic Devices

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 5.

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.

Cell Phones and Other Personal Electronic Devices

We know that cell phones and other "smart" devices are a part of our daily world. However, as a school community, we want students to learn the valuable skills of socializing in person. We also know that different expectations apply to different grade levels as students learn to use this technology responsibly. 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.

- **Grades pre-k to 4:** Students in these grades should not have cell phones at school. They often become a distraction and create conflict. In the case that a student arrives at school with a cell phone, they will be asked to store it in the main office and family will be contacted to come and pick it up.
- **NEW - Grades 5 through 8:** Except for certain circumstances and with adult permission, personal electronic devices are prohibited for students in grades 5 through 8. 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. If this is repeated, the device will be held in the main office until it can be picked up by an adult.

- **High School Grades:** The 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.

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.

Food

Farm to School

Our Food Service program is driven and supported by the Farm to School network. Our Chef, Brock works hard to ensure that students receive nutritious food that is locally sourced when possible. Our school gardens provide students with enriching curricular connections and a glimpse into where their food comes from. We are committed to ensuring that all students have access to high quality food.

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.

Nut Free Campus

If you are sending your student to school with food from home, please ensure your children do not bring any products containing nuts to campus. We want to make our school safe for those with nut allergies.

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.

General Policies

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.

Health 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. Lauren Cleary 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:

Lauren Cleary (Elementary) x215

Jackie Batten (Middle/High School) x234

Mental Health Services at Cabot School

We partner with Plainfield Health Center to provide onsite mental health counseling. DJ Kulsick is onsite on Thursdays and Friday mornings to provide students with counseling services. While

space is often limited, if you feel your child would benefit from one-on-one counseling services, please contact their guidance counselor. They can work with you to find an appropriate match. In accordance with Vermont State Law, students ages 14 and older do not need parental permission to seek mental health services.

School Nursing and Health Services

**NURSE'S OFFICE IS OPEN FROM 8:00-3:00 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.

Condom Availability

In accordance with Vermont state law, condoms must be made available, free of charge, to all secondary school students (grades 7-12). At Cabot School, students can acquire condoms in the nurse's office as well as the secondary guidance suite. In addition, comprehensive pregnancy and sexually transmitted infection prevention is available in these same locations as well as through health classes.

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

Responsibilities while Riding the Bus

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 or to and from off campus learning experiences 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. Denise Briggs, Director of Transportation: denise.briggs@ccsuvt.net.

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

Incidents in which a student does comply with these expectations will be reported to the Assistant principal or the principal. These will result in a phone call home and conversation with the student about upholding bus expectations. After 3 incidents, the privilege of riding the bus will be revoked for a week. If the incidents persist after that, student's riding privileges may be revoked for the remainder of the quarter. Incidents that are considered major violations of school policy may result in revoking transportation privileges for the remainder of the year. We know that this can cause hardship for families and we urge you to ensure that your child follows all bus expectations regularly.

Safe Drop-off Procedures

We adhere to the following procedure when dropping off students at home: Primary-age children (children in Grades PK-2) 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.

In addition, students in any grade may not be dropped off at another stop besides their own unless authorization is given. Students who need to ride the bus to a different location than their usual drop off should bring a note to the main office, email Jen Tidd at jennifer.tidd@ccsuvt.net, or call the main office 563-2298 ext. 0. Bus note must also include destination with address.

Visitors and Visiting Cabot School

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.

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:

Ellen Carns - Chair

ellen.carns@ccsuvt.net

Chris Tormey

ctormey@cabotschool.org

Jason Monaco

jason.monaco@ccsuvt.net

Frank Kampf

frank.kampf@ccsuvt.net

Erica Fuccello

erica.fuccello@ccsuvt.net