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Inaugural Message of the White River Valley School

Welcome Wildcats! As we embark on the 2018-2019 school year in our new White River Valley School, we look forward to beginning on our journey of excellence in partnership with you.

In addition to our new name, colors, and mascot, there are many new faces and exciting programs. Here are some highlights:

Continued Initiatives:

- Implementing Personalized Learning and Proficiency Assessment.
- Improving the impact of our Teacher Advisory programs.
- Integrating technology in our classrooms with 1:1 availability of digital devices for all 6-12 students.
- Offering Community Based Learning and Flexible Pathways for students in grades 10-12.

New Initiatives:

- Providing new focus and supports to ensure all students are achieving at grade level.
- Utilizing Positive Behavior Supports and Interventions to reward and reinforce behavioral expectations.
- Expanding opportunities within our Co-Curricular Program.
- Supporting the success of all incoming high school students with a Ninth Grade Focus Program and dedicated ninth grade teachers with common planning time.
- Continued development of new programs and pathways for students such as the ECO program in grades PK-5, new courses such as Robotics, and expanded Advanced Placement offerings in grades 9-12.

We are excited to be your partner in your child's education. We encourage you to take an active role supporting learning at home. It is helpful to read with your child and encourage him, her, or they to read, to assist with and check on homework, to provide time and space for studying, and to contact your child's teacher if you see any issues arise. Your help is essential in your child's success at school.

We hope you find this handbook to be a valuable resource. Here you will find school policies, procedures, and practices. For reference, we have included some of the most important school policies, however the complete policy manual can be found on our website. Please review this handbook with your child and sign and return all of the forms in the first day packet. Please contact us with any questions.

We are here for you and your child. We look forward to working together to serve our school and help every student succeed.

Andra Bowen
Principal
WRVS - Bethel

David Wells
Principal
WRVS - Royalton

Owen Bradley
Principal
WRVMS

Reed McCracken
Principal
WRVHS

POLICY OF NON-DISCRIMINATION AND AFFIRMATIVE ACTION

It is the policy of the White River Valley Unified District not to discriminate on the basis of race, gender, sexual orientation, color, religion, national origin, age, or handicap in its educational programs, services, activities, or employment practices as required by the statutes and laws of the State of Vermont, Title IX of the 1972 Education Amendments and Section 504 of the Rehabilitation Act of 1973. Inquiries regarding compliance with any state or federal statutes or laws may be directed to Owen Bradley, Principal or Andra Bowen, Principal, White River Valley - Bethel Campus, 273 Pleasant St., White River Valley, VT 05032 in writing or by calling 802-234-9966 or 234-6607, or Reed McCracken, Principal or David Wells, Principal, White River Valley - Royalton Campus, 223 South Windsor Street, South Royalton, VT 05068 or by calling 802-763-7740, or to Bruce Labs, Superintendent of Schools, White River Valley Supervisory Union, 461 Waterman Road, South Royalton, VT 05068 or at 802-763-8840. You also have a right to contact the Regional Director, Office for Civil Rights, U.S. Department of Education, J.W. McCormack P.O.C.H. Room 222, Boston, MA 02109-4557.

NOTICE OF NON-DISCRIMINATION

It is the policy of the White River Valley Supervisory Union that no otherwise qualified person shall be deprived of employment or education by reason of handicap. These Town School Districts do not discriminate on the basis of race, religion, color, national origin, age, sex or handicap in admission to, access to, treatment in or employment in its programs and activities.

Any person who is or believes himself or herself to be a qualified handicapped person or is the parent, guardian, foster parent, or surrogate of a person believed to be a qualified handicapped student in need of special services to assure a free appropriate public education should identify said student or self to the 504 Coordinator (Superintendent of Schools) for assessment and placement. The coordinator will refer the request to the appropriate building Educational Support Team (EST). The EST will follow standard procedures in assessing the request.

Anyone who believes he or she or a qualified handicapped person has been denied free appropriate public education may request a copy of the 504 Grievance Procedures from the Superintendent of Schools, Bruce Labs. He may be contacted at the White River Valley Supervisory Union Office, 461 Waterman Road, South Royalton, VT 05068 or at 802-763-8840. The 504 Coordinator will respond within the time period prescribed by statute.

Inquiries concerning the application of nondiscrimination policies may also be referred to the Regional Director, Office for Civil Rights, U.S. Department of Education, J.W. McCormack P.O.C.H. Room 222, Boston, MA 02109-4557.

VISION STATEMENT

In the White River Valley Supervisory Union, a world-class education is built upon strong relationships between and among students, teachers, families, and communities. All students are supported, challenged, and engaged with a personalized education. Learning is rigorous and relevant to students interests while preparing every child for college, career, and active citizenship.

MISSION STATEMENT

The White River Valley Supervisory Union serves our educational community with special emphasis on optimizing Quality, Opportunity, Equity, and Efficiency. Our school system promotes cognitive, personal and social excellence as students flourish in a dynamic learning environment. We seek to empower each student to become a passionate, lifelong learner and an informed contributor to a rapidly changing society.

SCHOOL BOARD DIRECTORS

Mrs. Lisa Floyd, Chair	137 Pleasant Street Bethel, VT 05032	Cell: 272-5866 lfloyd@wrvsu.org
Mr. Andrew Jones, Vice-Chair	116 Sherlock Road South Royalton, VT 05068	Cell: 299-9359 ajones@wrvsu.org
Mrs. Lisa McCrory	341 Macintosh Hill Road Randolph, VT 05060	Home: 234-5524 lmccrory@wrvsu.org
Ms. Shannon Morrill-Cornelius	49B Otto Merrill Road Royalton, VT 05068	Cell: 859-361-3058 smorrill-cornelius@wrvsu.org
Mr. J. Christopher Reilly	159 Fairview Terrace South Royalton, VT 05068	Cell: 859-338-1363 jreilly@wrvsu.org
Mr. Rodney Rainville	PO Box 23 Bethel, VT 05032	Home: 234-9692 rrainville@wrvsu.org

The School Board meeting minutes are posted on the schools website they begin at 6:00 p.m. on the third Tuesday of each month and are held alternating in Bethel and South Royalton. All meetings are open to the public.

CENTRAL OFFICE ADMINISTRATION

Telephone: 763-8840 Fax: 763-3235

Web Address: www.wrvsu.org

Mr. Bruce Labs, Superintendent	blabs@wrvsu.org
Mark Kline, Technology Director	mkline@wrvsu.org
Ginger Maston, Business Manager	gmaston@wrvsu.org
Deborah Matthews, Coordinator of Support Services	dmatthews@wrvsu.org
Mary Ellen Simmons, Curriculum Director	mesimmons@wrvsu.org
Charlie Watson, Parent Liaison	cwatson@wrvsu.org

WHITE RIVER VALLEY SCHOOL ROSTER

Administration Offices of White River Valley School

South Royalton Campus

McCracken, Reed - Co-Principal
Wells, David - Co-Principal
Burkett, Donna - Administrative Assistant
Van Steamburg, Ingrid - Administrative Assistant
Glass-McShinsky, Hannah - School Counselor
Lane, Jenny - School Counselor
Schuhmann, Susan - School Nurse

Bethel Campus

Bowen, Andra - Co-Principal
Bradley, Owen - Co-Principal
Brown, Janet - Administrative Assistant
McKenna, Yvonne - Administrative Assistant
Scoppe, Corinne - School Counselor
LaMothe, Nicole - School Counselor
Isham, Danielle - School Nurse

Both Campuses

Murphy, Sean - Co-Curricular Director
Ballou, Raymond - Tech Support Specialist
Brown, Ollie - Technology Integrationist
Walker, Willy - Director of Food Services
Fuller, Ann - Lead Production Cook
Lincoln, Amelia - SAP Counselor
Brooks, William - Technical Education
Palone, Shannon - Paraprofessional

Maintenance, Royalton Campus

Eggum, Lori - Head Custodian
Moran, Kevin - Custodian
Colsen, Darrell - Custodian

Maintenance, Bethel Campus

Hubble, John - Head Custodian
Davis, Andy - Custodian
Gray, Chris - Custodian
Wills, Wendell - Custodian

Kitchen Staff, Royalton Campus

Mabey, Julie - Child Nutrition Assistant
Sawyer, Nicole - Child Nutrition Assistant
Griffin, Dana Jo - Cashier

Kitchen Staff, Bethel Campus

Claughton, Wilwon - Child Nutrition Assistant
Poland, Emmaline - Child Nutrition Assistant
Putney, Scott - Cashier

Elementary Faculty, Royalton Campus:

Allen, Deborah - Grade 2
Badams, Tiffany, Special Education
Belouin, Cyndi - Speech Language Pathologist
Brennen-Cook, Holly - Grade 3
Crino, Pam, Special Education
DeSimone, David - Grades 4/5
Farrington, Monica - Grade 4/5
Gardner, Tracy - Grade 1
Gaudette, Rebecca - Pre-School
Hanford, Alicia - Grades 4/5
Harrington, Carol - Remedial K-5
Hewitt, Jim - Physical Education
Huyghebaert, Gaylynn - Art/ECO
Judge, Maureen - Kindergarten
Morrow, Alison, Kindergarten
Post, Dale - Choral/General Music
Rule, Janel - Grade 1
Shaw, Linda, Special Education
Walve, Betsy - Interventionist
Yeager, Hope - Grade 4/5

High School Staff

Burg, Lisa - Mathematics
Cleary, Sheila - Family and Consumer Science
DeMasi, Ross - Physical Education
DiSimone, Trinity - English/Language Arts
Dragon, Lisa - Science
Epchook, Claire - Social Studies
Fitzgerald, Timothy - English/Language Arts
Perreault, Timothy - Driver Education
Goodrich, Abbey - Art
Greiner, Jessica - Science
Griffin, Sam - Social Studies
Lichtenstein, Shajen - Special Education
Morrill, Don - Mathematics
Netsch, Gabriella - Driver Education
O'Brien, Molly - English/Language Arts
Pauley, Joshua - Instrumental/Choral/Gen. Music
Robins, Raina - Mathematics
Smith, Caroline - World Languages
Sutton, Nalani - Science
Waterman, Mary - CBL/Grant Coordinator
White, Josh - Social Studies

Elementary Faculty, Bethel Campus:

Baker, Stacey - Pre-School
Beaudoin, Ami - Grade 1/2
Boulanger, Heather - Kindergarten
Clark, Sue - Special Education
Cronan, Stephanie - Interventionist
Delia, Karol - Grade 5
Dieffenbach, Felicia - Physical Education
Doney, Michelle - Grades 3/4
Durrell, Emileigh - Grades 3/4
Dziedziech, Elizabeth - Grade 1/2
Fors, Rebecca - Grade 5
Gibson, Heather - Special Education
Rainville, Jaime - Grade 3/4
Russ, Stephanie - Grade 1/2
Turner, Karen - Pre-School

Middle School Staff

Cleveland, Mariah - ELA Interventionist
Gordon, Jessica - English/Language Arts
Kelly, Siobhan - English/Language Arts
Kittel, Marie - Social Studies
Miller, Emily - Science
Pejouhy, Nancy - Math Interventionist
Perreault, Timothy - Physical Education
Racicot, Nicole - Special Education
Snow, Tony - Social Studies
West, Andrew - Mathematics
White, Marilyn - Special Education
Williams, Holly - Science
Wimett, Mindi - Mathematics

All School Staff, Royalton Campus

Fitzgerald, Timothy - Theatre Director
Hewitt, James - PE/Health
Lucia, Kate - Librarian

All School Staff, Bethel Campus

Bonsignore, Shannon - Choral/General Music
Dean-Orr, Linda - Speech-Language Pathologist
Gutzwiller-Pike, Mindybeth - Interventionist
Kohl, Carrie - Instrumental/General Music
Olsen-Coffey, Debra - Library Assistant
Perreault, Tim, Physical Education
Purdy, Melissa - Health/ECO
Smith, Laurie - Health
Timmerman, Malia - Art
Whitaker, Janet - Librarian

Educational Assistants, Royalton Campus

Bicknell, Henry
Burch, Michelle
Caswell, Bonnie
Dakin, Sara
Hoffman, Lyn
Isenor, Bonnie
Kelly, Sean
Kinnarney, Gloria
Langlois, Autumn
Morrill, Neil
Rogers, Kerri
Roy, Andy
Turner, Janet
Wood, Samantha

Educational Assistants, Bethel Campus

Abbott, Adrienne
Barber, Carolyn
Collins-Lowe, Veronica
Flint, Lisa
Hamel, Marj
Mongeur, Renee
Rogers, Suzanne
Schnabel, Michele
Sears, Carol
Williams, Natalie

SCHOOL SYSTEMS AND PROCEDURES

Student Drop Off, Bethel Campus

The bus lane will be used by buses only. In order to keep a smooth flow of traffic we ask all parents, whether dropping off or accompanying student(s) into the building, to park in a parking spot.

Elementary students being dropped off late must be accompanied into the building to sign in at the office.

Pre-kindergarten parents will drop off and pick up children that are in the preschool classroom on the backside of the school near the classroom door. Please drive slowly 5-10 MPH and always be aware of children while driving on the school property.

Student Drop Off, Royalton Campus

The bus lane will be used by buses only. In order to keep a smooth flow of traffic we ask all parents who are dropping students off in the drop-off lane to remain with their vehicles.. Those parents accompanying student(s) into the building are to park in a parking spot. Pre-kindergarten parents will drop off and pick up children that are in half-day preschool classroom should enter through the playground door, unless ice or snow make it inaccessible in which case they may enter through the main entrance. Please drive slowly 5-10 MPH and always be aware of children while driving on the school property.

Dismissal

All students are expected on campus by 8:00 a.m. and are dismissed at 3:00 p.m.

On both White River Valley campuses, elementary students who are being picked up will be dismissed to the lobby. The teacher on duty will have the sign out sheet so that each student can be signed out by a parent, guardian, or designated person. Walkers should leave by way of the walkway and walk down either side of the driveway in order to avoid walking in the parking lot.

School buses will leave each campus at 3:25 p.m.

School Hours

Throughout the school year--Monday through Friday--there is someone available in the White River Valley Schools' administrative offices. The Bethel Campus is staffed from 7:00 a.m. to 4 p.m. and the Royalton Campus office is staffed from 7:30 a.m. to 4:00 p.m.

School	Start	End
WRVUD Preschool Half Day, Bethel	8:10 - 10:30 AM	12:00 - 2:30 PM
WRVUD Preschool Half Day, Royalton	8:10 - 11:00 AM	12:00 - 3:00 PM
WRVUD Preschool Full Day, Bethel	8:10	3:00
WRVUD Elementary, Bethel	8:10	3:00
WRVUD Elementary, Royalton	8:10	3:00
WRVUD Middle School, Bethel	8:10	3:00
WRVUD High School, Royalton	8:10	3:00

Delayed Opening, Closing Information And Activity Cancellation

In the event that school or other activities must be delayed or closed due to inclement weather or other emergency situations you will receive telephone notification by the Blackboard messaging system. This information may be broadcast on the local radio/ and television stations as well.

Lost And Found

Items found in school or on school grounds will be placed in lost and found. Check the lost and found throughout the year. All unclaimed items will be given to our local thrift store before each school vacation. The school does not take responsibility for lost articles.

Notices/Posters/Petitions

Notices, posters, and petitions may not be circulated and/or posted in the building without the knowledge and approval of the Administration.

Supplies

Students are expected to furnish their own school supplies such as pens and pencils, paper, binders, etc.

Pass System

Students should not interrupt classes and school operations unless there is a definite urgency. Permission to do so will be given sparingly.

1. Students must have a pass to leave the classroom.
2. Students must sign in and out of the classroom they are assigned to.
3. It is the responsibility of the teacher issuing the pass to know the whereabouts of the student and the responsibility of all school personnel to check that students have proper passes.
4. Students who abuse the pass privilege may have their pass privileges suspended or revoked.

Lockers

Lockers are school property made available for student use. Each student at White River Valley School is assigned a corridor locker at the beginning of each school year. Students may not change locker assignments unless approval is obtained from the administration.

The school is not responsible for items stolen from lockers. In addition, students are expected not to deface or damage their lockers, no stickers. Purposeful damage or defacement of school lockers shall be treated as vandalism and students will be held responsible. Students should inspect their lockers on a daily basis and report any damage or defacement to the administration immediately. If you observe other students damaging or defacing school lockers or other school property, report it to the administration immediately.

At the middle school, students may purchase a lock of their own or rent a combination lock from the Administrative Office. Students who put their own locks on their lockers are asked to leave the combination or an extra key in the Administrative Office.

At the high school only, school locks are to be placed on lockers, any non-school locks will be removed. Lockers can not be shared. Locks are loaned to students and shall be returned at the end of each year.

The school administration reserves the right to open and inspect any school lockers for justifiable reasons such as the health, safety, and security of students or faculty in the building.

School-Parent Compact

Every school receiving federal funds from Title I must develop a written school-parent compact. This compact must outline how parents, school staff and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help every child reach their fullest potential.

School Responsibilities:

As a school we will,

- Provide high quality, rigorous, personalized instruction that enables students to reach their fullest potential academically, socially and emotionally in order to become lifelong learners.
- Hold parent-teacher conferences bi-annually at which time this compact will be discussed as it relates to the individual student's achievement.
- Provide parents with reports three times a year on their children's progress.
- Provide parents access to staff for consultation purposes.
- Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities.
- Provide parents opportunities for input and participation in school events related to their child's academics.

Student Responsibilities:

As a student I will,

- Come to school on time, be prepared, ready to learn and participate.
- Be respectful, responsible and safe by understanding and following school rules.
- Communicate with my parents, teachers, and trusted adults about my learning experiences so that I can be successful.

Parents Responsibilities:

As a parent I will,

- To provide a quiet time and place for homework, limiting technology, and reading together daily.
- Regularly monitor work with open communication between home, school and staff.
- Ensure that my child attends school on time daily, and gets proper rest and nutrition.
- Be an active participant in my child's school by effectively communicating with school community members.
- Demonstrating a mutually respectful relationship between all parties, to include students, families, staff and volunteers.

Concern Procedure

When you have a concern about some aspect of your child's school life, you should follow this resolution process:

1. Have a discussion with your child so you plainly understand what the concern is.
2. Contact the teacher/staff member involved or the student's advisor for a discussion of the problem either by phone or email.

If no solution can be reached - Contact a School Administrator.

If no solution can be reached - Contact Superintendent.

If no solution can be reached - Contact School Board Chair.

Visitors

At White River Valley School, we welcome and encourage parents to visit. Each visitor must report to the office before visiting and sign in to obtain a visitor tag to wear. Visitor tags must be visible at all times. Each visitor will sign out when s/he is ready to leave the school.

If a parent wishes to talk with a teacher, please make arrangements in advance so the educational day is not interrupted.

Middle School and High School students who wish to have a student visitor must complete a visitor request form at least 24 hours in advance of the requested visit. Visitor request forms can be found in the office.

These protocols are in place to assure the safety of all visitors and our school community.

Volunteers/Background Checks

We encourage parent and community volunteers in school. There are a variety of ways that volunteers can assist at school such as: assisting teachers with projects, reading with students, typing stories for students, and helping in the library. If you are interested in becoming a volunteer, contact the school or your child's classroom teacher.

Criminal background checks are now required annually for volunteers in the WRVSU who may have unsupervised contact with students. The conviction of a crime (felony or misdemeanor) will not automatically disqualify a person from volunteering in school and/or attending field trips. Each situation will be considered individually. Completed forms are maintained in a confidential manner at the WRVSU office.

The Superintendent's office will coordinate volunteer background checks for the district and will be responsible for conducting the criminal records check in a confidential manner. The district office will inform the school when volunteers are cleared or notify the principal if the records check shows cause for possible concern. The district office will maintain the list of volunteers cleared each school year.

Background Check Process:

Volunteers may not begin until they have been cleared. To ensure that the criminal checks are completed, schools must follow this process:

1. Community and parent volunteers need to submit, yearly, the volunteer application to the school's administrative assistants. (Request a form from the school's office.)
2. Parents who have concerns about confidentiality should be encouraged to place the Criminal Background Check form in a sealed envelope. All information on this form is sensitive and must be maintained in a confidential manner.
3. The district office will inform the principal and any individuals as to the outcome of the criminal records check.
4. An individual who disagrees with any decisions regarding their status as a volunteer that results from the criminal background check may appeal that decision to Superintendent, Bruce Labs.

ATTENDANCE

State Statute §4321 of the General Laws of Vermont requires a minimum of 175 days of regular school attendance by persons under the age of sixteen. Specific legislation notwithstanding, the administration and faculty of White River Valley Unified District believe that regular school attendance is necessary in order to maximize student achievement and the overall learning experience.

Tardy/ Absence

It is our shared responsibility to be sure that every student is safe and accounted for on every school day. Students are expected to arrive and be in their assigned classroom no later than the times listed above. Students not in their assigned classroom at above time will be considered late and will be marked tardy. Parents and guardians are asked to call the school administrative assistants at the appropriate campus prior to 8:30 a.m. if their child will be tardy or absent for the day. If your child arrives late or will be leaving early, they must bring a note from home and sign the in/out log provided at the office. A specific written explanation of absence must be submitted to the school office within two (2) days of a student's return to school.

If your child is not in school and we cannot contact a parent/guardian, we may report the unverified absence to the appropriate authorities to ensure the student's safety and prevent truancy.

In order to be eligible to participate in afternoon/evening activities, White River Valley Students must arrive at school no later than 10 a.m. or will be declared ineligible for that day.

The Co-Curricular Director may act upon individual circumstances which are considered neither illness nor truancy (i.e. doctor/dentist appointments, college visits, family emergencies).

A doctor's note or parent's excused note to miss physical education will automatically make a student eligible for practice or an athletic event that day.

A student or parent must fill out an Extended Leave Form in advance of any planned days of absence in excess of two days. This form, properly signed, must be returned at least five (5) school days prior to the anticipated absence. Forms not submitted within five (5) days may result in an unapproved absence, and the student may not be allowed to complete missed work.

Absences will be classified as follows:

Approved Absences: Absences as deemed appropriate and/or necessary. For example absences caused by illness, death in the family, medical appointments, or religious observances that cannot otherwise be scheduled after school hours; however, these are still subject to approval by school administration or designee.

Truancy: Any absence that does not fit into the approved absence category (Unapproved Absences) outlined above shall be considered for truancy. In addition, if parents/guardians choose to remove their child from school for a non-approved reason, that absence will be considered unapproved.

Windsor County Truancy Protocol

Staying in school is the first step to a good education. Part of our commitment as a school community is to promote and foster successful learners. Absences from school affect a student's ability to learn and succeed. Early and appropriate intervention is essential.

**Tardies and Early Dismissals each equal 1/10 of an absence for the purpose of this protocol. If a student accumulates ten Tardies or Early Dismissals, that shall be considered one absence for the purpose of this protocol.*

LEVEL 1

Student has *5 or more absences* in a 12 month period* or a pattern of absences* that result in significant gaps in attendance

Interventions Include:

- School Administrator or Designee Contacts Parent/Guardian by phone
- School Administrator/Designee sends Letter 1, Email, Text, and/or other communication re: concerns
- Referrals or Support Services Offered to Parent / Guardian - Optional (see below)
- DCF Child Protection Team (CPT) Case Referral [*Hartford DCF only*]

Possible Resources / Supports

Guidance, Nurse, Teachers
School Resource Officers
211 Resources
The Family Place

School Based Clinicians
HCRS/Clara Martin
Primary Physician
Hartford Community Coalition

BARJ
Restorative Justice Centers
DCF [*Hartford*]
CPT

LEVEL 2

Student has a combination of *10 or more days absent* in a 12 month period* (including prior year or term) or if the student / parent refused to participate in Level 1

Interventions Include:

- School Administrator or Designee Contacts Parent/Guardian by phone
- Letter 2 Mailed Outlining Consequences For Further Absences Including Possible Law Enforcement
- Referrals or Support Services Offered to Parent / Guardian - Optional (see below)
- DCF Child Protection Team (CPT) Case Referral [*Hartford DCF only*]

LEVEL 3

Student has combination of *15 or more total days absent* in a 12 month period* or if the parent / student refused participation in the previous levels of intervention

Interventions Include:

- School Administrator/Designee, Truancy Officer, or School Resource Officer (as defined by law) shall give written notice via mail, email, and/or text to parent / guardian and student outlining Consequences For Further Absences Including Possible Prosecution (Letter 3).
- Support Services Shall Be Offered to Parent / Guardian - (see Level 1)
- Referrals made as appropriate.
- If no Coordinated Service Plan (CSP) Meeting at Level 2, a CSP Meeting shall be called by the Administrator (includes DCF) and a written plan of action shall be developed.
- Administrator to Notify Superintendent (If not already done)
- Truancy Officer or School Resource Officer (as defined by law) may refer case to State's Attorney
- Administrator shall contact DCF (if not already done) and/or State's Attorney directly. (Hartford only.)
- State's Attorney and/or DCF shall notify the parent and student that a truancy petition may be filed. (Hartford only.)

LEVEL 4

Student has *More than 20 days absent* in a 12 month period* or the student / parent failed to succeed in the preceding levels of intervention or failed to comply with the Written Plan

Interventions Include:

- Administrator *shall* Notify DCF and Superintendent that truancy status has been reached
- Affidavit *shall* be written by DCF or Truancy Officer
- State's Attorney *shall* file the appropriate CHINS petition with family court*

*DCF and the State's Attorney reserve the right to consider alternative interventions, including Diversion, BARJ, and/or RJC's, in addition to filing a petition with the court in exceptional circumstances.

GENERAL GUIDELINES AND PROCEDURES

Animals In School

Before any animal is brought to school, the owner must have permission from the school administrator, and a plan will be developed. Service animals/therapy animals are the exception to this rule.

GUIDING PRINCIPLES

To support the rights of all, our school is guided by the following three principles:

Safety Respect Responsibility

STUDENT DISCIPLINE

Philosophy

All staff of White River Valley School will strive to create a safe and supportive environment that promotes positive relationships among students, teachers, families, and the community as well as inspires healthy, respectful, responsible, and kind behaviors within learning environments to improve academic achievements.

I. Minor Misbehaviors

Minor misbehaviors do not put the safety of students or adults at risk. Minor misbehaviors disrupt class work or activities. If multiple minor misbehaviors occur, they may be considered major misbehaviors.

II. Major Misbehaviors

Major misbehaviors either put the safety of others in jeopardy or disrupt the teaching and learning that are taking place in the classroom, school function or other setting.

If major misbehaviors occur, students may be issued a detention, a suspension, and/or parents may be called in to attend a meeting.

III. Infractions Resulting in Detention

Students who receive a detention, will be given 24-hour notice for a detention. Involved students and parents are responsible for transportation arrangements. If a student fails to serve a detention, an additional detention may be given. Failure to serve either of these two detentions may result in suspension

Samples of student behavioral choices that may result in detentions:

1. Any behavior or violation of school rules that disrupts the learning environment of our school community.
2. Unapproved absence from any scheduled school activity (including cutting a class) without parent(s)/legal guardian(s)' or school permission.

III. Infractions Resulting in Suspension

The administration has the right to suspend a student immediately and have him/her picked up by parent(s)/legal guardian(s) and removed from the school premises if the well-being of that student or others is deemed to be in jeopardy. The administration will exercise discretion in determining any other student behavior (other than listed below) that results in suspension. The student's parents will be given due process. Also, at the discretion of the administration, parents must meet with the administration and student before re-entry to school. The following infractions may result in suspension from school beginning at the time of the infraction, and from all school activities for the duration of the suspension:

1. Use, possession, or being under the influence of alcohol, nonprescription drugs and or drug paraphernalia, matches, lighters, tobacco or tobacco products (including vaping), on school property or in connection with any school-sponsored activity (school board policy) will result in a minimum one day suspension and a maximum of three day suspension on the first offense depending on the circumstances of the offense. It will result in a five-day suspension on the second offense and an immediate and indefinite suspension on the third offense with referral to the School Board.
2. Fighting and physical or sexual assault, abuse or harassment of another student or school personnel on school grounds.
3. Founded harassment or bullying.
4. Theft of school property or the personal property of another student or school personnel. Student and/or parents must replace or pay for stolen article(s).
5. Vandalism or willful destruction of school property or the property of another student or school personnel. Student and/or parents must replace or pay for the damaged article.
6. Failure to comply with a reasonable request by administrators, faculty or staff.
7. Behaviors that compromise or potentially compromise the health, safety and/or general welfare of the school community.

8. Verbal abuse or use of profanity in an abusive manner toward another student, school personnel, or any individual on school grounds.
9. Possession of weapons, look alike weapons and other devices deemed to be potentially harmful to students, school personnel or property and/or the use of a threat of use of such weapons or devices toward an individual. Police and other appropriate personnel may become involved. Bringing firearms, knives or other weapons onto school grounds is a violation of state law and board policy. The school will take action to the full extent allowed by law.
10. Truancy – being out of school without parent(s)/legal guardian(s) permission.
11. Leaving school grounds without permission of administration or designee and parent and/or guardian or designee.
12. Failure to serve a “second notice” behavioral detention.
13. More than three detentions in any single academic marking period.
14. Forging of permission slips, absence notes, school document.

In general a first suspension in a given academic year will be served in-school. All subsequent offenses may be served out-of-school unless otherwise arranged. The administration reserves the right to use discretion in all cases of suspension.

Progressive Consequences for Suspendable Behavior
(Other than that covered in the Drug and Alcohol Abuse Policy)

First Offense	Immediate one or two-day suspension in-school (unless otherwise arranged). Administrative discretion will be used in a fair and consistent manner.
Second Offense	Same or different infraction – immediate one- to three-day suspension out-of-school (unless otherwise arranged).
Third Offense	Same or different infraction – immediate one- to four-day suspension out-of-school (unless otherwise arranged).
Fourth Offense	Same or different infarction – immediate, indefinite suspension (not to exceed 10 school days). The student and parents must appear before the School Board to determine whether the student will be allowed to remain in school. School administration and other school personnel will make a recommendation to the Board at that meeting.

When a student is suspended for any of these offenses, parents will be notified immediately by phone, if possible, and in writing. The administration will meet with the student(s) involved. All student rights to due process will be protected and enforced. The administration reserves the right to contact all appropriate personnel, including police, as the disciplinary situation warrants, and will pursue all necessary courses of action to promote the health, safety, and welfare of the school community. School suspensions are considered school-related absences from class (see also Minimum School Attendance Policy and Make-up policy).

Guidelines for In-School Suspension

1. Suspensions will be served in a room designated by the administration, monitored by a adult, on the date and time assigned by the administration. The dates assigned are not negotiable.
2. A suspension will be served from the time of the infraction for the equivalent of the number of days of the suspension. Entry into the ISS room will not be granted after the first period bell. Failure to report, on time, will result in a penalty (ie. detention, sent home, etc.) and reassignment of the original suspension.
3. Students are responsible for bringing all books, assignments, and school-related materials/supplies with them before entering the ISS room. There will be no locker visits.
4. Teachers will be informed of the students serving in-school-suspension. Teachers will provide school work/assignments for their students.
5. Electronics need approval from one of the principals.
6. Cell phones are to be turned off and given to the ISS supervisor upon entering the room.
7. Students serving in-school suspensions cannot leave the ISS room unless accompanied by an adult. Bathroom breaks are granted as needed, and all students will leave the ISS room escorted by the supervisor.
8. Lunch will be eaten in the ISS room.
9. Students will conduct themselves in an appropriate fashion during the entire suspension. Normal classroom behavior is expected. Failure to comply with any of the ISS rules could result in further disciplinary action. Students must satisfactorily complete the suspension before they may return to classes. An absence for any reason will not excuse the suspension.

School-Wide Safety Plan (In Compliance with Rule 4500)

The White River Valley Unified School has trained safety teams at both the Royalton and White River Valley Campus' that may be called upon to perform the least restrictive restraint necessary to reduce or eliminate substantial risk to a student or others. The use of restraint at the White River Valley Unified School campus' is the last resort and is actively avoided through the implementation of our discipline philosophy. White River Valley Unified School does not utilize any form of restraint or seclusion as a form of discipline or punishment. Physical escort or restraint may be used when there is a substantial risk to a student and all other less restrictive alternatives have either been exhausted, or the level of risk prohibits exhausting other means. Seclusion and chemical or mechanical restraints are not utilized at White River Valley Unified School. Any use of restraint will be documented and reported no later than the end of the school day to the parent and Superintendent. A mandatory review of any restraint must be completed within two school days of the use of restraint. Parents will be given the opportunity to participate in a review within four (4) school days of the use of restraint.

Academic Integrity

Cheating

Participation in any activity in which a student misrepresents actual achievement in a course will be viewed as cheating. Cheating is copying from someone else's paper during a test situation; copying out of an encyclopedia, textbook, magazine, or internet site; copying out of someone's notebook without footnoting or acknowledging the source. Cheating is also an act of allowing someone to copy a test or homework assignment. When a teacher has reason to believe a student or group of students is behaving in such a manner, the teacher will share that conclusion with the student, the parent or guardian, the counselor, and the administration.

Plagiarism

Taking someone else's ideas and materials, whether spoken or written, and presenting them as one's own is plagiarism. Work that is paraphrased or quoted must be properly cited according to the format assigned by the teacher.

First Offense: Consequences are left up to the discretion of the classroom teacher. They may include loss of credit for the assignment and an opportunity to redo the work for full or partial credit.

Second Offense: May result in failure for the class for that marking period where the first offense was committed.

All cheating and/or plagiarism may have further consequences at the discretion of the administration.

Conduct At School Functions

Student conduct at on or off school functions will reflect good citizenship. All existing school rules and regulations remain in effect. Any student whose behavior is disruptive, dangerous, or detrimental to the White River Valley Unified School community shall forfeit participation in or admittance to such events for a length of time to be determined in conference between the principal, the student and the parents/legal guardians. These include athletic, social, and cultural events, or on a bus transporting students.

Rules For Dances

We expect appropriate behavior from our students at these events according to the guidelines set forth below:

1. No elementary students will be allowed at middle or high school dances. No middle school students will be allowed at high school dances.
2. Students must sign in. Any student wishing to leave the dance more than one-half hour ($\frac{1}{2}$ hour) prior to the scheduled end of the dance must have a school chaperone contact the parent/legal guardian by phone and obtain permission for that to occur. A note signed by a parent/legal guardian granting permission for a student and/or guest to leave more than $\frac{1}{2}$ hour prior to the scheduled end of a dance will be accepted in lieu of a phone call. No re-entering the building will be permitted once you have left the dance.
3. No loitering in the lobby or parking lot. When you leave the dance, you must leave the school grounds.
4. Students are expected to be at the dance within a half hour of starting time unless prior permission has been given by the administration.
5. At least four (4) school staff will be chaperones for all dances at the school. Dances at other locations may require more chaperones to be determined by administration. Town constable will be notified of school dances and may be required to be present at the discretion of the administration, especially with off-campus dances.
6. Dance organizers must make arrangements for set-up and clean-up with custodians or the appropriate people.
7. Hours:
 - a. Elementary and middle school dances will not go past 9pm unless given prior approval.
 - b. High school dances will not go past 10pm.
 - c. No dance will exceed four (4) hours.
 - d. Prom is the exception, and it will not go past 12 midnight.
8. It is expected you will be in school the entire day of the evening the dance is scheduled in order to attend.
9. Students wishing to have a guest at a dance must obtain a signed dance admit slip from the office by 3 p.m. the day before the dance.

Dress Code

A respectful appearance is required for students at all times. We request that students dress and groom themselves with an eye towards safety, neatness, good taste, and good hygiene. Dress must be safe and appropriate for the activity in which the student is involved. It must not create a disruption to class routines, objectives, or the overall learning environment. These expectations apply to all school sponsored activities on and off campus.

The following are offered as guidelines to help promote a safe and appropriate educational environment:

- Garments or accessories which advocate, describe, or illustrate the following are prohibited: alcohol, drugs, drug paraphernalia, weapons, sexual harassment, sexual connotation, inappropriate language, or anything that violates one's civil rights. (Administration may add examples to this list.)
- Tops and bottoms must be of a length and cut so as not to be revealing. To be considered appropriate, the length of shorts, skirts, or dresses, should reach the hands when standing up straight with arms down at sides, unless leggings (or equivalent) are worn underneath. A top should reach the waistline.
- Clothing should cover undergarments and private parts, such as buttocks, should not be exposed.
- Hats, hoods, bandanas, and sunglasses may be worn to school, but are not permitted to be worn in the building during the students' school day.
- Shoes or sandals must cover the bottom of feet at all times.

Should a student's dress not meet these standards, disrupt the learning environment, or be deemed inappropriate by the administration, the school reserves the option to require the student to change. If the student does not have something appropriate to change into, the student's parent/guardian will be contacted and requested to bring appropriate clothing to school. If the student refuses to change, further disciplinary action will be taken.

Inappropriate Public Displays Of Affection (PDA)

The school campus is a public environment and a public facility. Inappropriate public displays of affection are not appropriate at any time on the school campus or at school functions. Examples of inappropriate behavior are kissing, excessive hugging, sitting on laps and "hanging" on each other.

TECHNOLOGY

Electronic & Digital Devices

The White River Valley School District believes that electronic devices are valuable resources to support and enrich the curriculum and school community. It is the philosophy of the WRVSD to teach and model responsible device and resource use in a developmentally appropriate manner. The school feels that acceptable use of technology lies in behavior, not technology. However, care should be taken that technology is not used to the detriment of face-to-face social interaction. Students shall be fully responsible for their electronic and digital devices. The White River Valley School District, its faculty, and its staff are not liable for any personal electronic and digital devices that are lost, stolen, or damaged.

In Grade Pre-K-8, cell phone use is not permitted in school.

In Grades 9-12, cell phone use is not permitted in classrooms or at any student activities.

The loss of this privilege can result from: unacceptable effort level in class, unacceptable behavior during the school day, use of personal devices to proliferate bullying or harassing behaviors, or inappropriate use as defined below.

Use of personal devices in an inappropriate manner, to include, but not limited to:

- Taking photos or videos without permission
- Copying academic material/plagiarizing
- Playing offensive music, videos, or games (music must be listened to using headphones at an appropriate level)
- Viewing inappropriate content
- Using other students' devices without permission
- Leaving class to use the phone
- All other behaviors included in the WRVSU policy

Loss of this privilege and its duration, based on the above criteria, will be handled through the school's current disciplinary protocol.

Loss of the privilege may result in a mandatory surrender of all personal devices at the start of the school day. During a loss of privilege, the team may allow access to school-owned devices, for academic purposes only, during any class period, under the direct supervision of a teacher or paraprofessional. Students caught with personal devices while on restriction may face further disciplinary action (detention/suspension).



Responsible Use Agreement for Students
White River Valley Supervisory Union
version 1.0



Purpose

The Technology Vision in the WRVSU is that technology shall be effectively employed to create student learners who possess the critical skills and proficiencies to compete and participate successfully in a global society.

Success in education, employment, and civic involvement increasingly demands the ability to effectively use technology. The intent of this RUA is to provide a framework to allow us to use technology, as well as the resources to which it gives access, to effectively pursue this vision.

These guidelines for careful use of equipment and responsible access to online resources apply within the school as well as at home.

Rules for Use

Access to the school's information technology resources will be provided to students who agree to abide by these guidelines and act in a considerate and responsible manner. Parents and students must indicate their agreement by signing at the end of this document before being allowed to use devices or to access network resources.

Devices and Network Infrastructure

The use of school electronic resources by students, staff, or others is a privilege, not a right. The school's computer and network resources, hardware, software, and infrastructure are the property of the school. Use of these can be denied if rules are violated.

Online Resources

The schools provide access to the Internet primarily for educational purposes. Students are allowed to use our networks to access online resources. The availability of these resources, however, does not imply endorsement of content nor the accuracy of information that may be accessed. The schools shall not be responsible for the content of information retrieved via the Internet.

Each of our schools employ “web content filters” that are effective at blocking most of the objectionable content on the Internet. However, it is possible that objectionable content can get through.

It is not acceptable for students to access sites or download content that is inappropriate. Some examples include, but are not limited to, sites with content that is:

- Defamatory or disrespectful
- Lewd, Vulgar, or Profane
- Threatening
- Harassing or Discriminatory
- Bullying
- Pornographic
- Terroristic
- Illegal
- Disruptive to the educational process, school operations, or any school activity

Students are not to use computers to access online content in areas where there is no adult supervision. Should students accidentally access inappropriate sites or content they should immediately report this to the supervising adult.

Privacy

Students shall have no expectation of privacy in anything they create, store, send, receive or display on or over the school's computers or network resources, including personal files. The school reserves the right to monitor and track network access or deny access to prevent unauthorized, inappropriate or illegal activity. Student email and files may be searched at any time. Consistent with the Code of Conduct or Discipline Policy, the school may administer appropriate disciplinary action for misuse of its electronic equipment and resources. The district will cooperate to the extent legally required with local,

state and federal officials in any investigation concerning or related to the misuse of the school's Internet connection, devices, or network.

To help protect personal privacy, students should not post personal contact information about themselves or other people.

Also, students in grades where they have unique passwords should be sure to use secure passwords and should never share their passwords with other students.

Respect

Students are prohibited from making use of any school devices or services to bully or harass others. They also must avoid offensive or inflammatory communication, including hate content.

Students should not access the accounts of other users or attempt in any way to impersonate others. Should a student encounter a situation where another user has inadvertently left themselves signed in they should report the situation to an adult and sign the user out. Students should not attempt to impersonate others.

Students should not make unauthorized access to devices, networks, or resources.

Students are to cite the source of content taken from the Internet or other electronic sources. They are also expected not to use technology to copy classwork inappropriately.

Food and drink should never be near computers or other electronic devices.

Students should never intentionally damage any school equipment. If such intentional damage occurs, users will be held responsible for the cost of repair or replacement, according to the school's Code of Conduct or Disciplinary Policy.

Accidental damage to school equipment should be reported promptly to technology staff, teacher, or a designated adult who works for the school. Decisions about user responsibility for costs of repair or replacement will include consideration of what a student could have done to prevent the damage.

Students should never attempt to gain unauthorized access to school-owned or inappropriate resources. Damage and problems must be reported to Technology Support Staff or designated school staff member.

Students and parents should not attempt to tamper with, disassemble, or physically service any school-owned device. Damage or problems must be reported to Technology Support Staff or designated school staff members.

School resources may not be used for commercial or political activities, other than those that are approved as part of a classroom or school activity. They also must not be used to reproduce or illegally distribute copyrighted materials or to distribute unwanted messages (spam).

Students are not permitted to make or attempt to make changes to the operating system or other “low level” portions of devices. They may not perform actions such as, but not limited to, installing software that is intended to bypass security measures or web content filtering.

Social Networking

“Social networking” refers to the use of electronic devices to communicate with other individuals. It includes, but is not limited to Snapchat, Instagram, Facebook, Twitter, personal email accounts, texting, and any form of digital messaging.

There may be instances in which social networking sites or technologies are used by teachers as a tool to enhance the curriculum. Students should not be using devices for purposes of “social networking” during class times with the exception of instances where teachers have allowed this as part of their curriculum.

Any use by students of school devices, school accounts, or school networks to access social media during class times should be for educational purposes only.

Just as at school, students outside of school should not engage in negative behaviors, such as harassment or bullying.

Consequences

Violations of the above guidelines are to be dealt with in accordance with the school’s Code of Conduct or Discipline Policy.

Consequences may include, but are not limited to, the following:

- personal phone having to be turned in at the beginning of each school day and picked up at the end of the day
- only being allowed to use devices in certain classes or for (a) specific project(s)
- having to pay for repairs
- having to do volunteer work
- loss of permission to bring a personal device from home to school
- loss of permission to bring a school device home
- loss of permission to sign on to a device without an adult present
- loss of device use entirely
- other discipline as outlined in the school code of conduct

1:1 Take Home Programs

The purpose of our 1 to 1 Program is to provide enhanced and extended learning opportunities, both at school and at home. Eligible students will be allowed to bring devices home for educational uses. Devices are to be turned in for summer vacation and, if requested by technology staff, for checks and/or servicing.

All of the above guidelines apply at all times, both on and off campus. Random checks of devices to ensure compliance may be performed at any time.

In addition to the guidelines found earlier in this document regarding care of equipment and access of online resources, the following specifics apply for school-owned devices that students are allowed to bring home.

It is expected that students will have their devices available for school classes whenever needed, so they should not be left at home on a school day. Devices should come to school fully charged. In the case of most devices a full charge will get them through the entire day, especially if screens are dimmed a bit. Because of this it may be possible for students to leave chargers at home. If chargers are transported with devices it is vital that students do so in a way that will protect the screen from damage.

Students shall not loan their devices to other students.

Internet usage on devices may or may not be filtered when outside of school, but parents/guardians should be aware that it is their responsibility to make sure that the student device is used appropriately when away from the building.

BYOD Program

Philosophy:

Our community believes that electronic devices are valuable resources to support and enrich the curriculum and school community. The benefits of these devices outweigh the potential disadvantages for students. It is the philosophy of our school community to teach and model responsible device and resource use in a developmentally appropriate manner. The community feels that acceptable use of technology lies in behavior, not technology. However, care should be taken that technology is not used to the detriment of face-to-face social interaction.

Parameters of Use:

Beginning in grade 6, when allowed by the principal, students may possess and use personal digital devices (including smartphones, tablets, and laptop computers) at the following times:

- before and after school
- during lunch
- in study hall (with teacher's permission)
- between classes (grades 9-12 only)
- during classes when such devices may be used as appropriate tools as directed by the teacher and with the teacher's permission

Privilege of Use:

By default, students automatically have the privilege to possess and use personal devices as outlined above. The loss of this privilege can result from neglecting responsibilities.

In order to be allowed to use personal devices students should:

- maintain an acceptable effort level in class
- exhibit acceptable behavior during the school day
- show respect for others and never use personal devices to proliferate bullying or harassing behaviors
- Avoid using personal devices in an inappropriate manner, such as, but not limited to:
 - taking photos without permission
 - copying academic material/plagiarizing
 - playing offensive music, videos, or games
 - viewing inappropriate content
 - using other students devices without permission
 - other behaviors included in the guidelines above

Loss of this privilege and its duration, based on the above criteria, will be determined by the principal, their designee, or a team that may include a teacher or teachers, the Planning Room Coordinator, an administrator, and the school IT faculty member or Technology Support staff member. Loss of privilege due to neglect of a student's responsibilities, as stated above, will be handled through the school's current disciplinary protocol. The cause and duration of loss of privileges as a result of disciplinary action will be clearly stated in the discipline notice.

Loss of the privilege will result in a mandatory surrender of all personal devices at the start of the school day. During a loss of privilege, the team may determine that students be permitted to access school-owned devices, for academic purposes only, during any class period (with the exclusion of study hall and lunch) under direct supervision of a teacher or paraprofessional. Students caught with personal devices while on restriction may face further disciplinary action.

Students who choose to bring their own device to school do so at their own risk. The school does not take responsibility for lost or damaged items. Students are encouraged to safeguard their devices at all times.

The school reserves the right to inspect devices (school-owned or personal) upon suspicion of misuse or abuse. Students have no expectation of privacy for their personal devices once they bring them on campus or use them in any way connected with other students or the school itself. Devices may be confiscated, searched, or turned over to proper authorities.

The above guidelines are to be reviewed, and this form signed, each year.

Check each:

___ **I have read, understand, and agree to follow the guidelines in this Responsible Use Agreement.**

___ **If involved in the school's 1:1 program, I agree to follow the guidelines included in this document.**

___ **If the school allows students to bring phones, tablets, laptops, or other devices as part of their BYOD program, I agree to follow the guidelines included in this document.**

Parent/Guardian Signature (for children under 18): _____

Print Name: _____ Date _____

Student's Signature: _____

Print Name: _____ Date _____

Device Description _____

Device Number or Serial Number _____

SAFETY

School Entry System Procedures

We strive to make sure that our school buildings are safe, caring, healthy, inclusive places in which to learn and to work. Drills, visitors' badges, sign-in and sign-out sheets, and other safety and security practices are important components of our commitment to maintaining a safe and secure school environment.

Our speaker/buzzer/video monitoring system allows us to proactively improve the safety and security of students and staff by locking all doors after classes begin and monitoring who enters the building. To enter the school after classes have begun, visitors press the buzzer mounted on the wall outside the building. For the White River Valley Bethel Campus, buzzers are located by the elementary lobby, the middle school lobby, and the preschool entrances. For the White River Valley Royalton Campus, the buzzer is located on the main door only.

Here are a few important guidelines we need everyone to follow to make this system works well:

1. Do not hold the front entrance door open for others. Every person coming to a school should access the buzzer system separately; this provides the office staff with an awareness of who is entering the school building. The entry doors are to be opened **ONLY** by the office staff.
2. Go directly to the office. If requested, please be prepared to show identification to staff to sign in. Please sign into the Visitor's Log and get a visitor badge.
3. All visitors will wear a badge so all school personnel are aware you have signed in.
4. Visit only those places in the school related to your purpose for being in the building. For example, if you are at a school to visit your child's classroom, please do not visit other classrooms, hallways, or stop in the cafeteria or other areas of the school that are not related to your intended visit.
5. If you need to bring your child's belongings (shoes, lunches, homework, etc.), please leave them in the appropriate office, and we will happily get them to your child.

Thank you for your understanding and cooperation as we continue to implement this new practice. As always, if you have any questions or concerns, please do not hesitate to contact us.

Legal Parental/Guardian Custody

It is the parents'/guardians' responsibility to provide documentation of legal decisions that affect custody or parental rights with regard to a student. If there are any changes in family or custody status that affect access to a student, student records, or residency, please notify the school immediately and provide evidence of the change.

Mandated Reporting

According to 33VSA § 4913, all White River Valley Unified District staff members are “mandated reporters.” Any staff member who has reasonable cause to believe that any child has been abused or neglected must report within 24 hours to the Department of Children and Families (DCF). If anyone suspects a child is being abused or neglected they can report to DCF by calling 1-800-649-5285.

Emergency Procedures

Emergency procedures and expectations will be explained by each teacher for his/her classroom at the beginning of the year and reviewed throughout the school year. One of the two statewide terms for emergency procedures; egress (evacuation) or lockdown drill will be practiced monthly.

During an emergency, students will be expected to:

1. Follow all school and emergency personnel directions.
2. Exit the building in an orderly and quiet fashion when warranted.
3. Remain quiet at the designated area until further instructions are given.

In the time of an emergency, the school will make every effort to keep parents informed. Please note, in the case of securing the building, parents will not be able to enter the facility and students will be required to remain inside until the situation is deemed safe.

In the event that an incident occurs where parent(s)/guardian(s) must pick up their child(ren) at a site other than the school, a reunification process will be implemented. For students to be released to parent(s)/guardian(s), they may be required to provide picture identification.

It is our intention to create a friendly and welcoming school that is also a safe and secure learning environment for our students and staff. With this in mind, all visitors and volunteers must check into the office when entering and exiting the building during school hours.

Leaving The School Building/ Grounds Without Permission

Elementary students are not be permitted to leave the school building during school time unless they are signed out at the school office by their parents or a person designated by their parents. Middle and high school students are not permitted to leave the school building during school hours unless his/her parent(s)/legal guardian(s) provide a signed note explaining why the student needs to leave. The student must officially sign out when leaving the building and sign back in upon returning to the building on the form provided in the office. Students who have been granted the 18-year old right according to procedures outlined in this handbook must also adhere to the regulation referenced above. If a student leaves school property on his/her own accord the parents will first be notified, and if necessary, law enforcement will be called.

CAFETERIA

White River Valley Food Service offers a daily breakfast (both hot and cold and easy to take with you selections), a "healthy" snack (based around the Vermont Harvest of the Month Program) and both a cold and hot lunch offering each day that includes a homemade soup and salad bar as part of the daily meal.

Living in Vermont has its benefits with local farms and food offerings. The White River Valley Food Service strives to increase the amount of local foods we offer the children and faculty at the school. Utilizing the greenhouse on grounds as well as our raised vegetable and herb gardens, we look to our local farmers when possible to help fill our inventory with their products.

As parents we hope that you support our endeavors by purchasing meals knowing that we are offering the freshest most nutrient rich foods available to us.

Charge accounts for each faculty and student are made available for your ease and flexibility. Our procedure is to notify any customer with a \$20.00 or more deficit in hopes of keeping our school meal budget in line as well as not accruing a larger negative balance for our families. Currently, we are implementing an online account system so parents can view purchasing history and current account balances online (more information will be sent home).

We **STRONGLY** suggest that families fill out our free and reduced paperwork, even if you feel that you would not qualify. Income amounts have just been adjusted to the forms and more people than ever qualify, this is your tax dollars at work and you should feel entitled to use your tax money!!

Additionally, many of our grants (both food and education) are based on the data we can get from community that fills out these forms.

The White River Valley Food Service has many goals for the coming years and educational grants will help to see these goals arrive and benefit the children and local community.

Please feel free to reach out the Food Service Director, Willy Walker - wwalker@wrvsu.org for information on the free and reduced paperwork or assistance in filling out the paperwork.

Price structure for meals in the 2018-19 school year are:

- Breakfast student \$2.00
- Breakfast Adult (yes parents come join your kid for breakfast) - \$2.50
- Healthy Snack - Free to all ... (there is that grant money working for you!!!!)
- Elementary through Middle School Lunch - \$2.85
- High School Lunch- \$3.15
- Adult Lunch (yes parents, come join your kid for lunch) - \$3.60
- As the school year progresses, we look forward to your input, suggestions and ideas for the coming future as you are our customers and we look forward to supplying you with food you will be proud of.

HEALTH SERVICES

The Role Of The School Nurse

The State of Vermont requires that a school nurse should be a Registered Nurse with a Bachelor's Degree in Nursing. The School Nurse is a full time position that covers the PreKindergarten-12th grade students. The role of the school nurse includes but is not limited to the following: providing health services for students and staff for illness and injuries, administering medications, performing mandated hearing and vision screenings, developing and implementing Individual Healthcare Plans (example: life threatening illness or allergy), maintaining student immunization and health records, working with the Vermont Department of Health to manage reportable communicable diseases and being a health education resource for students, staff, and parents/guardians.

The School Nurse serves as a direct link between health care providers, families and community agencies to assure access and continuity of health care for the students. The primary goal of the school nurse is to maintain the health, safety, and wellness of the entire school community in order to maximize the ability to learn. The school nurse utilizes various resources for general guidance in nursing practice, ie: Vermont State Standards of Practice: School Health Manual, CDC, and NASN.

Screenings

As mandated by the state of Vermont, school nurses complete annual hearing and vision screenings for the below grade levels. Hearing and visions screenings may also occur on an as needed basis when requested by parents, guardians and or school personnel.

Hearing: Grades: Pre-K, K, 1, 3, and 5.

Vision: Grades: PreK, K, 1, 3, 5, 7, 9, and 12.

When there appears to be a need for further evaluation, the school nurse will contact the parents/guardians. It is requested that the results of the follow-up evaluation be reported to the school nurse.

Health Information/Emergency Treatment Form

At the beginning of EVERY school year, parents/guardians are asked to fill out a confidential health information and emergency treatment form for each child. It is very important to complete this form. The completed and signed form must be on file prior to going on field trips. If there are any changes throughout the year, please contact the school nurse.

Immunizations

Vermont's immunization law requires the vaccination of all children enrolled in childcare facilities or schools. Immunizations protect both individuals and the community. An official immunization record must be presented to the school upon admission. If a student's immunization record does not meet the mandated vaccine requirements, they may be provisionally admitted while they are in the process of receiving the necessary immunizations. The school nurse will notify parents/guardians if your child's school Health Record is missing any of the mandated immunization dates. If you have any questions, please contact your child's health care provider.

The Provisional Admittance Form requires a signature from a health care provider verifying that the student is in the process of receiving the needed immunizations. The provisional admittance is for a period of up to six months after which the student will be excluded from school if they have not met the immunization requirements. Please notify the school nurse if your child receives any mandated immunizations so this information can be added to their school health record.

In order to claim a medical exemption, the child's health care provider must complete a medical exemption form. If a parent or guardian chooses to exempt their child on religious grounds, they must sign an exemption form **annually** acknowledging that they have read and understood the evidence-based information regarding immunizations and are aware of the risks associated with not vaccinating their child. All exemption forms need to be signed and returned to school. Students who have an immunization exemption may be excluded from school if there is a related disease outbreak. Additional information about immunizations and the required forms may be found at: <http://healthvermont.gov/hc/schoolentry.aspx>

Medications In School

It is best if prescription medications are given at home, unless there are extenuating circumstances. **Students are NOT allowed to carry any medications prescription or over the counter medications on them with the exception of life saving medications.** All medications will be kept in the nurse's office with the exception of life saving medications ie: EpiPens, glucagon, rescue inhalers, or insulin (with the proper permission forms signed by parent/guardian, student and provider). The school nurse or a licensed nurse must review and administer the first dose of any medication given at school, following doses may be administered by the trained/delegated personnel. The school nurse or designee will administer medication in compliance with the following State regulations:

Prescription Medications:

1. A signed prescription medication form from a physician must be provided to the school nurse detailing the student's name, the name of the medication, the dosage, the time to be given and the reason for giving the medication. A parent/guardian needs to sign the permission form as well, which gives the school nurse permission to comply with the physician's order. A new medication form is needed **every school year** for any prescription medication that has been given previously to a student including Inhalers for asthma, EpiPens for allergic reactions, insulin or diastat. These forms are available at the physician's office and in the school nurse's office.
2. Medication must be in a container labeled by the pharmacy or the physician and not be expired. It is extremely important that you request a second labeled medicine container from the pharmacy so that one may be kept at school and one kept at home.
3. Delivery of all medications to the school nurse is the responsibility of the parent/guardian or a designated adult. This is in order to protect every student from accidental ingestion and to prevent the medication from being misplaced or lost. Any medication which is not picked up at the end of the year will be destroyed following school procedures.

4. This medication will be counted by the school nurse/designee with the parent/guardian or designated adult and the medication count sheet will be signed. Medication will be signed in identifying the medication, dose, and the amount placed into school stock.
5. A student's first dose of any medication they have not taken before should occur at home. Successive doses given at school for the first time need to be reviewed by a nurse and have the proper permission before administration of the medication.
6. Medicine that is not properly labeled and cannot be identified will not be administered at school. Parent/Guardian will be contacted and will need to pick up medication or it will be destroyed per procedure if not picked up by the end of the year.

Non-Prescription Medication:

- There is a section on the Health Information/Emergency Form that asks parents/guardians for permission to administer non-prescription medications which are kept stock in the nurse's office, ie: benadryl, tylenol, ibuprofen, or tums. **Medications will not be administered without signed permission on file.**
- If there is a specific non-prescription medication which parents/guardians would like administered at school which is not listed on the Health Information/ Emergency Form, please contact the school nurse to discuss how to proceed.

Illness/Injury

1. Students should remain at home if they have a fever of 100 degrees F or higher, persistent diarrhea, and/or vomiting. Prior to returning to school students must be free of any of the above symptoms for 24-hours and without fever reducing medications. In addition if your child has seen their provider please follow any additional instructions.
2. If an injury will cause a prolonged absence from school or any physical activity restrictions at school, please have the student's physician provide an initial note. In addition to any follow up provider recommended changes.
3. Parents/Guardians are asked to notify the school nurse if your child has been diagnosed with a communicable disease. For example, Chickenpox (varicella), Mononucleosis, Pertussis (Whooping Cough), Strep Infection, Measles, Mumps, Influenza. Please follow your providers instructions for treatment and recommended length of absence (if any indicated).
4. If a student becomes ill or injured at school, and the school nurse or designee deems that the child is unable to remain in school a parent/guardian will be notified. If a parent/guardian cannot be reached, then the next contact on the Emergency Card will be notified.
5. In the case of an emergency when emergency medical care is deemed necessary, the school will call 911. The Parent/Guardian will be contact as soon as possible. Every year, parents/guardians are asked to sign the emergency treatment section of the Health Information/Emergency Form that allows the hospital to treat the student without the parent/guardian present.

6. In case of an illness or injury on the bus, Butler's bus company follows their own protocols. They are bound by confidentiality and the school nurse will make them aware of significant health concerns.
7. Our school supports the American Academy of Pediatrics recommendation for an annual physical exam (well child check) and at least an annual dental exam.

HealthHUB

Students at our school have access to medical care through the South Royalton HealthHub. This provides them the opportunity to see a Licensed Pediatric Medical Doctor, Registered Dental Hygienist, and Licensed Mental Health Counselor. This Doctor can help with sick visits, immunizations, etc. The Dental trailer can offer dental cleanings, x rays, sealants, and referrals to dental homes. The medical service does not replace your primary care Doctor; but provides a service to help parents and students miss less work and less class time.

TRANSPORTATION PROCEDURES

Buses

For the safety and well-being of all students, all school rules are in effect on buses.

The White River Valley School District, according to statute, is not required to provide transportation services to all of its students. Nevertheless, to facilitate instruction, the White River Valley School district will consider the provision of transportation services to all the students who reside within their respective districts, live beyond one mile from the school, and who are enrolled in programs offered by White River Valley School District.

It is the primary goal of this service to provide safe transportation to and from a pick-up/drop-off point near the student's primary residence to either one of the White River Valley School campuses and/or the Randolph Technical Career Center and/or Hartford Area Career and Technology Center.

The atmosphere on the school bus sets the tone for the day for many of the students who attend the White River Valley School District. Parents also have the right to expect for their children a consistently safe and timely ride to and from school. Similarly, the students have the right to feel secure in the knowledge that adults are working to ensure their safety and comfort. Students have the responsibility to act in a safe manner while on the bus.

Bus cameras are installed on all school district buses. These cameras are there to protect the student, staff, and the bus drivers. Cameras are utilized during daily pick-up, transport, and drop-off. They are also used during special event and sports travel. All camera footage is considered confidential and is to be viewed by the administration only and driver involved for security and safety purposes.

Criteria will be set by the administration and the transportation provider to determine bus stops with consideration to the age of the students, distance to be traveled, bus capacity, condition of the road, and type of highway, including any safety concerns for the bus driver and passengers. Established routes and stops are determined by utilization of a minimum of three or more times a week. Occasional or temporary riders will be transported on a first come first serve basis and if the parent/guardian submits a written request to the school offices(s). However, the ability to transport temporary or occasional riders

in based on bus capacity at the time of the request. Requests for changes to established routes must be made to the administration. The administration will determine if the stop is feasible for the bus routes.

To get off at a different destination than normal, drivers must be given a note from the school office to do this. The school office will only issue the note if there is a request from a parent.

Student Driving And Parking

Students are required to register their vehicles to park on White River Valley School District property. Parking permit forms are available in the office. All drivers need to provide a copy of their driver's license, vehicle registration, and proof of insurance. Permits must be placed on the vehicle after completion of the parking permit form at the office.

At on campus and off campus events, students are prohibited from:

- parking on the grass
- parking to impede traffic or parked vehicles
- spinning out in the parking lot or roadway
- speeding
- borrowing another student's vehicle
- parking in spaces not designated for student use

Consequences for violations:

First offense: discussion with school administration

Second offense: a call home

Third offense: loss of parking/driving privileges for the remainder of the quarter.

Any repeat offender may lose the privilege to drive to school and/or school-related functions. They may lose senior privileges. Police involvement will be requested if necessary. School administrators reserve the right to have any vehicle towed if deemed necessary at the vehicle owner's expense.

Bicycles And Skateboards

Students may ride their bicycles and skateboards to school, but they may not ride them during the school day. Bicycles must be parked in the bicycle racks at all times. Skateboards should be kept in lockers or checked at the office.

STUDENT RECORDS

A record folder is maintained for each student during the time that he/she attends school. These folders are kept in the office and contain information that is pertinent to the student, such as copies of report cards and standardized test scores.

Parents may review the cumulative record folder by making arrangements one day in advance with the school principal. The examination of records must be done in the presence of the principal or his/her designee. These records are confidential and are available only to staff members requiring access to them. Access logs are maintained in each folder indicating who has had access to the folder.

Records shall not be released to a third party, without the written consent of the parents. Appropriate forms to be used for this purpose are maintained in the office.

If a copy of a cumulative record is requested, a school has 30 days to fulfill the request. If multiple copies are being requested, there may be a charge.

SCHOOL PROGRAMS

Educational Support

White River Valley Schools offers extra support to students, teachers, and parents when special needs exist in educational, social, or emotional areas. Circumstances which affect learning, health, and/or behavior are studied and evaluated. Teams of support staff are formed around students with special needs. Requests for support services can be made by teachers, parents, or students. Requests should be made to the classroom teacher.

What is the Educational Support System?

The Educational Support System is a school-based system designed to help all students improve their school performance and help them grow academically, behaviorally, socially, emotionally and physically. The system provides a way for school staff to address students' varying needs in school. Each Vermont school is required, by law, to develop an Educational Support System (ESS) and Educational Support Team (EST).

What is the Educational Support Team?

The EST is a group of school staff who meet, to review individual student referrals to recommend needed changes in the student's program. Teams can be made up of classroom teachers, a school counselor, the school nurse, consulting teachers, and/or others as members. The team may recommend developing a support plan. Parents are encouraged to be members of the team.

Who can make referrals?

The answer is anybody. It is anticipated that most educational support referrals will be made by teachers, but parents, administrators, school counselors or support staff can also make referrals.

What is the referral process?

A brief referral form is available from the classroom teacher or school counselor. Completed referral forms should be submitted back to either the classroom teacher or the school counselor.

What will the EST Plan do for my child?

If your child is having difficulties in school, and the EST recommended that an Act 230 Plan be developed to support your child's learning, your child's teacher will invite you to attend a meeting to discuss the concerns you or the school have. Parents are considered active partners with the school. At the meeting, the team will discuss services and/or accommodations that might assist your child in the school setting. Examples include extended time to complete tasks, a behavior plan, small group instruction, additional individualized or differentiated instruction provided by the teacher, and services of the school nurse or community agencies. If, after 6-8 weeks of interventions, the team feels it would be helpful, a referral may be made for a comprehensive evaluation which is part of the special education process.

Have Educational Support Systems replaced Special Education?

No. In fact, the state statutes which cover Educational Support Systems clearly indicate that they are "...not a substitute for the special education evaluation" (R 2360-Revised).

However, to be eligible for a special education, a student must have a disability and must demonstrate a clear need for methods and services which are not typically available to all students. It is hoped that our Educational Support Systems will increase and improve the capacity of general education to meet the needs of all our students, thus decreasing the needs for a special education. Special Education Programs will continue to be available for those students who need them.

Will others know about the concerns the school or I have?

Others may need to know about the concerns the school or you have. In order to contact community agencies and services, you would need to give the school your permission by signing a Release of Information form. The school is required by law to keep personally identifiable information about your child confidential.

Will any community agencies be involved with my child?

The team may provide you with information about community agencies that may be helpful to you and your child. Community services might include assistance with health care, counseling, housing, financial assistance, parenting issues, child care, etc. The team may decide to refer your child and family to one of the community agencies that assist with these issues.

Section 504 Of The Federal Rehabilitation Act, 1973

Any parent, teacher, administrator, support staff member, or student can make a referral to the EST for consideration of a 504 evaluation if they suspect a child has a physical or mental disability that substantially limits one or more of the major life functions (self-care, breathing, walking, seeing, hearing, speaking, learning, performing manual tasks, and working.) A student who has a history of a disability or who needs to be treated as though he or she has a disability are also protected by 504. Written notice will be sent to the parents of children being referred. This notice will request parental input. The EST will develop an evaluation plan and a case manager will be appointed. Components of an evaluation may include but not be limited to: observations, interviews, record reviews, letters from doctors, or formal testing. A student will receive support services as determined by the results of his or her evaluation and the team's recommendations.

Coordinated Services Plan – Act 264 Process

Act 264 is a law that requires human services and public education to work together, involve parents, and coordinate services for better outcomes for children and families.

Act 264 is a coordinated system of care so that children and adolescents with a severe emotional disturbance (SED), or other disability, and their families receive appropriate educational, mental health, child welfare, juvenile justice, residential, and other treatment services in accordance with an individual plan. A team consisting of mental health, education, human services, family support professionals and family members develops a Coordinated Services Plan (CSP).

A coordinated service plan is a written plan that identifies support services delivered by various agencies and providers to meet the needs of a child and family. Parents and family members are a vital part of this process.

Child Find

The White River Valley Unified School District has an obligation to provide a free and appropriate public education to handicapped children. If you know of any handicapped child between the ages of birth and 21 who is not receiving services through our schools, please contact the superintendent's office at 802-763-7765 and speak with Deborah Matthews.

Special Education Services

Special education means specially designed instruction, at no cost to parents, to meet the individual needs of eligible students.

What difficulties may require special education?

A student whose ability to learn in a regular classroom is adversely affected by impairment or delay in learning, a specific learning disability, a visual impairment, a hearing impairment, a speech/language impairment, an orthopedic impairment, chronic or acute health problems, and/or emotional behavior disability, autism, or TBI may require special education.

How does a student become special education eligible?

A student is referred to the Student Support Team by teachers or parents. The Evaluation Planning Team (special educator, regular teacher, administrator, guidance counselor, speech pathologist and other educational personnel) will review the referral and if necessary will recommend the student be evaluated.

The parent must give signed permission for this evaluation. A decision concerning eligibility will be made after the evaluation is completed based on the Vermont Special Education Regulations.

Are related services and special education the same thing?

No. Related services could include special transportation, psychological services, physical or occupational therapy, or other support services that are provided, at no cost, to help a student benefit from special education.

What happens if my child is found eligible for special education services?

You will be asked to meet with your child's teachers, special educators and others to write an Individualized Education Plan (IEP). The parent must provide consent before the initial provision for special education.

What is an individualized education plan?

An Individualized Education Plan (IEP) is a written document that determines the type and amount of special education and related services given to a student with special needs. It specifies educational goals and objectives, the services of teachers and professionals necessary to meet the stated goals, and any accommodations or adaptations necessary in the classroom.

What happens if I disagree with any or all of the assessment or IEP?

As a parent or guardian of a student who is eligible for special education you have protected rights under federal, state and local regulations. You will be given a copy of your rights. Read it carefully.

If you have any reason to believe your child may need special education services, contact a school principal. If you have any questions or concerns about special education services offered by the White River Valley Supervisory Union call the superintendent's office at 763-7765.

Library Media Center

The White River Valley School Library Media Centers offer opportunities for research as well as leisure reading.

The librarians and library assistants are available to help with reference questions and finding materials.

LIBRARY RULES - are few but firmly enforced. Students using the library are expected to be engaged in individual study, homework, or recreational reading. No food or beverages are allowed in the library unless arrangements are made ahead of time with the librarian.

BORROWING MATERIALS

All items leaving the library must be checked out. Students in K-2 may check out 2 books at a time, students in grades 3-12 may check out 3 books at a time.

RETURNING MATERIALS

Return borrowed library materials to the library by the due date. Reminder notices will be sent out periodically for overdue books. No fines are charged. However, if a student has an overdue, lost, or damaged library book the student will lose borrowing privileges until the matter is resolved.

Field Trips

Student trips contribute and are connected to a well-rounded curriculum. Field trips are educational and valuable to the curriculum. Approval for trips and excursions must be given by the principal.

The school must have a permission slip signed by a parent or guardian before their child may go on a field trip. A general permission will be collected at the beginning of the year and kept on file for walking trips, such as to the town library, the post office, other areas around town, the Nature Trail or the field across the street from the school.

Elementary Essentials Classes

Art: Art is taught to all students once a week.

Music: Students are scheduled for music twice a week. Music is taught in the music room. Instrumental lessons are available by choice to fifth-grade students.

Physical Education: Physical education is taught to every child twice a week, either in the gym or outside if the weather permits. It is important for students to wear pants and for all students to wear appropriate sneakers on PE days.

- Library: Library classes are scheduled once a week. Students may also access the library throughout the week.
- Guidance: Guidance classes are taught once a week. In addition to classes, the elementary school counselor is available to assist students with their problems, questions, and concerns about friends, school, and personal issues. Counseling for students occurs individually and in groups, as well as through social skills taught in the classroom. Parents are encouraged to contact the school counselor to discuss issues involving their children/students and to become familiar with the programs and services available for students and parents.

Intervention Reading & Math Program

The Title I program provides school wide support in literacy and math to supplement regular class instruction in grades K-8. This service is provided by reading and math interventionists. Students are taught individually or in small groups, either in their classroom or in the Learning Lab.

The Title I Program is federally and locally funded, which means the amount of money available to operate the program fluctuates from year to year. This in turn reflects the number of students and grades receiving Title I support.

Students are recommended for this program by the classroom teacher, screening results and/or the Educational Support Team (EST). A child is further assessed to determine eligibility for the program. Parents will be mailed a formal letter stating services to be received.

REPORT CARDS AND CONFERENCES

Report cards are issued three times a year for elementary and middle students and four times a year for high school students. Student/Parent/Teacher conferences are generally scheduled in the fall and spring, but we encourage you to schedule an appointment with your child's teacher when you feel it is necessary.

ELEMENTARY PROCEDURES

Pre-Kindergarten and Kindergarten Entrance Policy

Students living in White River Valley/Royalton are eligible to enter pre-kindergarten at the beginning of the school year if they turn 3 on or before September 1st of that year and kindergarten at the beginning of the school year if they turn 5 on or before September 1st of that year. However, it is a good idea to consult a child's preschool teacher and kindergarten teacher regarding the child's developmental readiness for school. Every child must present evidence of a physical examination, the necessary immunizations, proof of residency, and a birth certificate before entering school.

Party Invitations

If your child is having a party and inviting everyone in class, then he /she may distribute invitations at school. Otherwise, we ask that you send the invitations by mail. For some students, it is devastating not to receive an invitation.

Snack

Students are encouraged to bring a healthy and nutritious snack to school such as vegetable sticks,, raisins, cheese and crackers, etc. to school. Snack (white) milk is available for 40 cents.

Recess

Recess is an important part of the child's day at school. Recess provides students with an opportunity to socialize, to exercise, and to play. If there are extenuating circumstances, students may be excused from recess with a note from a physician.

In order for the playground to be a happy and safe experience for everyone, students are expected to play in the assigned areas of the playground, check with the adults on duty before leaving the playground, and follow the playground and school rules.

Students are expected to arrive at school dressed appropriately for the weather.. Students will be going outside for recess unless it is raining or the temperature drops below 10 degrees. All students must be dressed appropriately for cold/snowy weather with boots, snow pants, hat and gloves/mittens or they will not be permitted to leave the paved surface at recess.

Playground Rules

Playground

Stay within specified boundaries of the playground.

Throwing stones, rocks, wood chips, snow or ice is not allowed.

No skateboards or hard balls may be used.

Rough play is not allowed.

Students should not tease or make fun of others.

Students are expected to clean up after themselves.

Food may be eaten on the playground with permission of the teacher on duty.

Equipment

Use all equipment safely.

Share all equipment and play areas.

Games

Anyone who wants to be included in any game should be permitted to play.

Tag games should involve a touch and not a push.

Class or Team Placement Procedure

The professional staff spends a great deal of time arranging classes and/or teams for the following year. During the placement process, we strive to create balanced classrooms of students. The staff evaluates such variables as:

1. Number of boys and girls
2. Academic heterogeneity
3. Input from internal and external staff

If a parent has pertinent information regarding placement for the following school year, please send a letter to the school counselor before May 1. This information will be considered during the placement process.

Parents will be notified by mail in mid-August of their child's placement.

SCHOOL COUNSELING PROGRAM

Mission & Philosophy

The mission of the White River Valley School Counseling Program is to promote positive self-worth and competence in all White River Valley Middle and High School children in order to foster their healthy personal, educational, and social development.

To accomplish our mission, the school counselors believe that the program must:

1. Consult with faculty, staff, parents, and community members to coordinate resources and provide services to meet the needs of each child.
2. Be an integral part of the educational environment, and be planned and managed to provide a developmentally appropriate curriculum for all children.
3. Support a positive school atmosphere so that school is an emotionally healthy place for all children and staff.
4. Maintain an ongoing program of needs assessment and evaluation, with appropriate program modifications.
5. Include individual and group counseling, class instruction and activities, coordination, and consultation components.
6. Provide opportunities to help students understand and feel good about themselves, and develop a positive self-concept.
7. Enable students to learn to solve problems, make appropriate decisions, develop coping skills, take responsible risks, handle life transitions, utilize effective organizational skills, and develop responsibility for their behaviors and resultant outcomes.
8. Help students develop appropriate social skills such as assertiveness, friendship making, and effective communication in order to get along with and understand others.
9. Enable students to develop, organize and revise their personal, educational, and career goals.
10. Foster students' educational success.

School Counseling Office

Counselors work collaboratively with parents, teachers, staff, and outside agencies to facilitate student growth in the areas of academic, personal-social, and career development. Counselors can be a starting point for many concerns. Parents are always welcome to call and ask for help. Parents are encouraged to contact their child's school counselor to become familiar with available programs and services.

Components of the counseling program may include classroom guidance, small group and individual counseling, consultations with parents and staff, referrals to outside agencies when requested and coordinating student support services (EST, 504, CSP).

Individual meetings are available to all students. Our counseling staff welcomes the opportunity to help students with personal issues. Should the concern warrant referral to outside agencies, the student and parent/guardian will be consulted. Confidentiality is strictly observed and a signed release is required before any information is passed between agencies.

Group counseling is available at the request of students, teachers, and parents if the topic is in accordance with the developmental nature of the program, or at the discretion of the counseling staff. Periodic groups around important topics will be offered by the school counselor and outside agencies that come into the school for the benefit of the school community. Since this program is a recognized part of the school curriculum, parental permission is not required in order to participate in groups. Parents/guardians will however, be notified if their child has opted to attend a particular group. Should there be any concerns, the parent/guardian should contact the school counseling office.

All students will work with the school counselor to develop an appropriate four-year plan of courses. Four-year plans are designed with the individual student's academic goals in mind. Each year, students will re-evaluate their plans and build their academic schedules accordingly. The goals of academic counseling are to best prepare students for flexible pathways and for chosen post-secondary endeavors.

Many resources are available in the school counseling office to help juniors and seniors plan for their post-secondary education. Classroom presentations are given to share information with students on all aspects of the college application process and in-school resources. On occasion, outside agencies such as the Vermont Student Assistance Corp. (VSAC) also give pertinent presentations to students and their parents. Students are encouraged to come to the school counseling office and make use of the extensive resource materials available. Students should also see the school counselor individually for the purpose of developing an appropriate post-secondary application plan.

Throughout the course of a student's school career, the school counselor will make every effort to know each individual student with respect to his/her aspirations, abilities, needs and desires, and will assist the student in fulfilling his/her immediate goals as well as those for the future.

Schedule Change Procedure

Once a schedule is completed, changes will be permitted through the add-drop procedures.

1. Students are permitted to add and drop courses during the first seven (7) days of school or semester known as the "Add-Drop Period".

2. Student inquiries with Guidance Office about making change to schedule.
3. Student takes an Add/Drop Form to be completed by:
 - a. Instructor(s)
 - b. Advisor
 - c. Parent
 - d. Student
 - e. Administration
4. Completed form is returned to Guidance Office (marked received).
5. Guidance will email instructors involved indicating student can physically make change(s), but rosters may not reflect change(s) for up to 4 school days.
6. Hard copies of the completed form will go to the indicated parties.
7. Original form will be filed in student record.
8. Guidance will keep an additional copy in the annual Add/Drop folder.

Graduation Requirements - Class of 2019

White River Valley High School will grant diplomas to students in the Class of 2019 who meet requirements as described below. The administration reserves the right, in consultation with the counseling department, to determine which courses fulfill specific requirements if a question arises.

<u>Graduation Requirements (Total 22 credits)</u>
English - minimum of 4 credits, 1 credit taken in each year
Health - 0.5 credits
Math - minimum of 3 credits
Physical Education - 1.5 credits
Science - minimum of 3 credits
Social Studies - minimum of 3 credits, including 1 credit of U.S. History
The Arts – minimum of 1 credit in visual arts or music
Electives - 6 credits

Graduation Requirements - Class of 2020 and Beyond

White River Valley High School will grant a diploma to students in the Class of 2020 and beyond who complete all graduation requirements and graduation proficiencies as determined by the WRVHSU, and all other non-academic requirements as stated in school district policy.

English - equivalent of 4 credits, 1 credit taken in each year, and demonstrated proficiency in performance indicators required for graduation.	Social Studies - equivalent of 3 credits, including 1 credit in US History, and demonstrated proficiency in performance indicators required for graduation.
Science - minimum of 3 credits, and demonstrated proficiency in performance indicators required for graduation.	Math - equivalent of 3 credits, and demonstrated proficiency in performance indicators required for graduation.
Physical Education - equivalent of 1.5 credits, and demonstrated proficiency in performance indicators required for graduation.	The Arts – equivalent of 1 credit in visual arts or music, and demonstrated proficiency in performance indicators required for graduation
Health - equivalent of 0.5 credits, , and demonstrated proficiency in performance indicators required for graduation	Electives - equivalent of 6 credits
Senior Project - see below	Community Service – see below for details

Senior Project

The WRUD Articles of Agreement provide for a senior project or “capstone” project as a demonstration of proficiencies required for graduation. This is a year-long research effort on a topic the student chooses supported by the faculty and staff of White River Valley High School. Specifics for this project will be developed during the 2018-19 school year and rolled out to the Class of 2020 in late spring of 2019.

Community Service

For the graduating classes of 2020 and beyond at White River Valley High School, students will be required to fulfill a community service requirement in order to graduate. All students will have the total number of hours of community service reported on their transcript upon graduation. The requirement can be fulfilled on an independent basis during weekends, vacation periods, after school, evenings, or during the school day at a time approved by the administration. There will be school sponsored community service opportunities. Students may not receive income or tips from the service experience, nor may they earn high school credit. Whenever possible, service experiences should fulfill needs that would not otherwise be met.

If the student successfully completes a technical program at Randolph and/or Hartford Technical Career Center (RTCC), this will meet the requirements for graduation. Transfer students will not be held accountable for state testing if they transfer to White River Valley after the state testing has been done.

Early Graduation Policy

A White River Valley High School diploma is designed to be earned in four years. It is recommended that students use this time to take full advantage of all educational and extracurricular opportunities available to them at White River Valley in order to fully prepare for their postsecondary experience.

Students who decide for personal or educational reasons that it would be to their benefit to graduate early should proceed as follows:

- Meet with the principal to request a school board hearing.
- Obtain recommendations from their parent(s)/legal guardian(s) and the recommendations of faculty stating why they believe it would be to the student's benefit to graduate early.
- The student shall present her/his/they request to the school board for approval.
- The principal will make a recommendation to the school board with respect to each request for early graduation.

Graduation Honors

To be eligible for for Valedictorian or Salutatorian honors, a student must be in good standing and enrolled at White River Valley High School at least one entire year before the date of computing grades and have taken at least six (6) White River Valley High School credits. Class rank for determining Valedictorian and Salutatorian honors will be computed at the end of the third marking period of the senior year. Transfer credits will be included at the discretion of administration and will only be accepted from accredited institutions. For the Class of 2019, a Valedictorian and Salutatorian from both the former Whitcomb and South Royalton High Schools will be recognized and honored.

Graduation Rehearsal/Activities

Active participation in and appropriate attendance at graduation week rehearsals and activities is expected of all seniors. Inadequate attendance at and/or inappropriate behavior that is directly related to the school during this week may result in exclusion from participation in commencement exercises, in which case a diploma will be mailed home.

Translation of Letter Grades

For students taking college courses or transferring credits from high schools that issue letter grades, the following applies:

A+	=	97	B+	=	87	C+	=	77	D+	=	67
A	=	93	B	=	83	C	=	73	D	=	65
A-	=	90	B-	=	80	C-	=	70	F	=	0 - 64 no credit

W	=	Withdrawn
I	=	Incomplete
S	=	Pass/Satisfactory
U	=	Fail/Unsatisfactory

Transfer Credits

A student transferring to White River Valley High School will, upon receipt of an authorized transcript, be given appropriate credit for all courses completed. The Counseling Department and the administration must determine such credit and any remaining requirements.

All other courses taken to meet White River Valley graduation requirements must be approved in advance by the Counseling Department and the administration.

High School Course Credits

Students will receive either one-half (1/2) credit for one semester courses, or one (1) credit for one full year course. Traditionally, students will not be awarded partial credit for any course not fully completed; however, permission may be granted by the administration on a case-by-case basis. Learning designed through Flexible Pathways, including Independent Study and Student Internship will have credit issued on a case-by-case basis.

A student at White River Valley High School must take the equivalent of six (6) full-year courses each year in the freshman, sophomore, and junior years and five (5) courses in the senior year to maintain full-time status and be eligible for participation in co-curricular activities. (See also Eligibility Policy.)

Honor Roll

- A student must be enrolled in the equivalent of a minimum of six (6) courses [five (5) in the senior year] to be eligible for Honor Roll recognition. All credit-bearing courses are included in this determination.
- All work must be completed at the end of the marking term or semester. There can be no outstanding incompletes to be considered for Honor Roll recognition for a given term.
- Exceptions to these requirements may be granted through the administration only.

Honor Roll Standings

To achieve highest honor, your average must be a 93, with no grades below 90.

To achieve high honor, your average must be an 88, with no grades below 85.

To achieve honors, your average must be an 84, with no grade below an 80.

Failed Course/Summer Remediation Policy

A student who has failed a course may elect to take the course again. In this situation, both grades are recorded and included in the cumulative average on the transcript.

Qualifying students may take approved summer school and night school courses, at their expense, to make up for courses failed during the regular school year at White River Valley High School. Students registering for such courses must have received a grade of at least 60 or better to qualify for summer school.

Students who choose to remediate their grade through an approved summer or night school program will have their grade adjusted by averaging the final course grade with the grade earned through summer or night school remediation.

Exchange Credit

Students choosing to go on exchange may elect one of the following options:

Complete all requirements to attain senior-level class standing and meet minimum graduation requirements BEFORE they head out on exchange. To attain the senior-level class standing, the student must have earned the following: 10 core academic credits (math, English/language arts, science, social studies), 2 world language, 1 physical education, and 1 art.

If they have achieved this minimum, they may participate in the exchange program on a pass/fail basis. Their exchange year abroad will not be counted into their cumulative GPA. They will be eligible to have a six-semester GPA (to qualify them for scholarships and class ranking) that does not include their year abroad.

Students who have not achieved a senior-level standing before going on exchange may opt to take their year on a pass/fail basis or choose to have their transcript evaluated by a professional translation/evaluation service that computes their grades on our scale. The student can then be ranked with their class and receive a GPA based on six (6) semesters at White River Valley and their year abroad.

FLEXIBLE PATHWAYS

White River Valley Requirements to attend Randolph Technical Career Center (RTCC) and/or an Early College Program

Students wishing to apply to attend RTCC/Early College must complete minimum credit requirements in order for the applications to be supported by White River Valley High School. Students with plans to attend RTCC/Early College work with the school counselor to create a four-year plan of courses. These opportunities are the most beneficial to students who complete nearly all graduation requirements in advance of attending; this allows for the maximum time taking courses of special interest. White River Valley students may opt to receive a White River Valley diploma and still attend the VAST program. Some students have chosen to attend the VAST program full time and receive a VAST diploma. For more information, students should see their school counselor.

At the time of the applications (January-March), each applying student must be on track (passing) to attain junior or senior level class standing according to the following:

1. Junior – 10.5 core academic credits: 2 English/language arts, 1 Math*, 1 U.S. History, 1 Social Studies, 2 Science*, 1.5 Physical Education, 0.5 Health, 1 Art/Music and 0.5 On Your Own.
1. Senior (required for Early College) – 16.5 core academic credits: 3 English/language arts, 2 Math*, 1 U.S. History, 2 Social Studies*, 2 Science*, 1.5 Physical Education, 0.5 Health, 1 Art/Music, 0.5 On Your Own, and 3 Electives.

*Math or science credit may be embedded in an RTCC program; U.S. History or Civics may also be completed at RTCC. Students attending Early College are encouraged to have exhausted all high-level

coursework available at White River Valley HS as an indication of preparedness to complete college-level classes.

- **VAST (Vermont Academy of Science and Technology) is one example of an Early College Program.**

Dual Enrollment → College Courses for Credit

White River Valley High School, in accordance with Act 77, supports 11th- & 12th- grade students in taking college courses for free and sometimes reduced tuition rates. Courses may be taken at other area colleges at the student's expense. Students interested in any of these programs should see their school counselor for further requirements regarding free vouchers and to obtain an application.

Motivated junior and senior students may access free college courses through the Dual Enrollment Program at any Vermont college (Bennington College, Castleton State University, Champlain College, College of St. Joseph, Community College of Vermont, Goddard College, Green Mountain College, Landmark College, Northern Vermont University - Lyndon, Northern Vermont University - Johnson, Marlboro College, New England Culinary Institute, Norwich University and the University of Vermont.) Students accepted into this program may take two courses for free during their final two years before graduation. Students wishing to take additional coursework must obtain approval through the administration. Students must purchase or rent their own textbooks and are responsible for other fees that may be required by the colleges. Learn more about dual enrollment by visiting <http://education.vermont.gov/student-learning/flexible-pathways/dual-enrollment>.

Students must complete college courses with a D (65) or better to have them count for White River Valley High School credit. For a voucher to pay for a college course, it must count as credit towards graduation. Students taking college courses who are fulfilling graduation requirements will have the grade averaged into their cumulative GPA.

Students are responsible for completion of all necessary paperwork in order to take college courses. Students are also responsible for arranging transportation to any classes taken off campus. The school counselor has information on local college programs as well as registration materials for Dual Enrollment for the Vermont Colleges and the SCS program at Dartmouth College.

Vermont Technical College (VTC) will allow White River Valley High School students to enroll as non-degree students in any VTC course(s) for which the student has the necessary background. VTC maintains the right to be the sole judge of the student's qualifications.

Students may also participate in the Special Community Students (SCS) program at Dartmouth College. Students wishing to take part must have exhausted all possibilities in the given course area at White River Valley High School to participate in the SCS program. Students are responsible for obtaining permission from White River Valley teacher(s) and the school counselor, as well as the Dartmouth professor who will teach the course.

Introduction to College and Careers (ICC) is a free course available each semester (and summer) through the Community College of Vermont. This course prepares high school students for college by exploring the skills and expectations required at the college level. Students work on goal setting, time management, stress management, study skills, communication skills, reducing test anxiety, note-taking, and personal financial management. Successful completion of this course earns a half-credit of White River Valley High School elective credit.

Independent Study

Consistent with our philosophy of encouraging self-directed learning, motivated students are urged to embark upon Independent Study projects with supervision of advisors and teachers of record in the subject area. Details are available from the school counselor's office. A completed Independent Study Contract must be approved and appropriately signed.

Student Internships

Student internships are situations where students work for an employer for a specified period of time to learn about a particular industry or occupation. Student's workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. These may be paid or unpaid experiences. Internships are supervised, structured work experiences that can involve the practical application of previously studied topics for which school credit is awarded. Credit hours and the length of the internship as well as the intensity may vary depending on the course of study. (<http://education.vermont.gov/work-based-learning/internship>)

This opportunity is available, by written contract, like an independent study. Students participating in this special program must maintain good academic standing and attendance, must be carrying the minimum course load, and must have parent/legal guardian permission. High school credit can be earned. No more than two (2) credits can be earned in an academic year and no more than three (3) credits total during high school. See the high school counselor for details and to arrange student internships.

Online Learning

In an effort to offer expanded course offerings to students, White River Valley School is a member of the online educational community: Vermont Virtual Learning Cooperative (VTVLC). VTVLC courses are available to a limited number of students each semester. Learn more about VTVLC by visiting www.vtvlc.org. Interested students should talk with their school counselor about this or other online learning opportunities.

Credit For Summer And Night School Courses

Students may take courses in summer and night school at area schools such as RTCC and other local programs. Students who take courses at these programs will receive the credit awarded by that institution, which will apply to their graduation requirements at White River Valley High School.

STUDENT ACTIVITIES

National Honor Society

The goal of the White River Valley Union High School chapter of the National Honor Society is to uphold the high standards set forth in the National Honor Society (NHS) constitution. Membership in the NHS is not a right; it is both an honor and a responsibility and brings with it certain obligations. Students' induction into the NHS marks their continued commitment to excellence.

Obligations of Membership

Members are expected to demonstrate the qualities of scholarship, service, leadership, and character. The NHS constitution defines the following obligations for its members: Members must maintain the standards for which they were selected (i.e. continued performance at or above the required GPA, involvement in service and leadership projects, etc.). (NHS Constitution, Article IX, Section 2) Members are expected to attend meetings. (NHS Constitution, Article XIII, Section 1) Members are required to perform both individual and chapter service projects during the year. (NHS Constitution, Article XIV, Sections 1-4) National Honor Society Faculty Council The NHS Faculty Council, together with the NHS advisor, represents the school faculty and staff in the selecting, disciplining, and dismissing of members. The NHS Faculty Council consists of five voting faculty members who are appointed annually by the principal. Members of the NHS Faculty Council may be appointed to consecutive terms.

The NHS Advisor is a non-voting sixth member of the NHS Faculty Council. The NHS advisor and the NHS Faculty Council work together to review all matters related to the local NHS chapter.

Selection Criteria

The NHS Faculty Council seeks to recognize students who reflect outstanding accomplishments in all four of the following areas: scholarship, character, leadership, and service. The NHS Faculty council reviews each candidate's resume of activities and personally interviews the faculty and staff before determining the selection of non-selection to the National Honor Society by evaluating each of the following four criteria:

- **Scholarship:** Juniors who have a cumulative grade point average (GPA) of 88 percent or higher meet the scholarship requirement for membership. (NHS Constitution, Article IX, Section 2). Students with a GPA of 88 or higher who have been in the school for a minimum of one semester are then eligible for consideration on the basis of service, leadership, and character. Randolph Technical Career Center students will be excluded from this process as they are eligible for the RTCC National Honor Society.
- **Service:** Students who make voluntary contributions to their school and communities with a positive, courteous, and enthusiastic spirit exemplify this criterion.
- **Leadership:** Students who exhibit positive attitudes about life and are dependable, responsible, good problem solvers, and promoters of school activities demonstrate this quality of leadership. Leadership experiences can be drawn from the school community or while actively working with others or for others.

- **Character:** Students who are respectful of others and demonstrate the qualities of self-discipline, integrity, moral strength, and honesty embody the essence of character. These four criteria for selection, each of equal weight, form the foundation of this organization. Membership selection is made by majority vote of the NHS Faculty Council. This vote reflects the consensus of opinion held by faculty, administration, and staff which includes clerical, library, and cafeteria employees.

Appeals in Cases of Non-Selection

The principal puts a high degree of trust in the decisions and the professionalism of each member of the NHS Faculty Council. It is important to note that the types of decisions involved in the NHS selection process do have some subjective aspects; however, all decisions regarding selection made by the NHS Faculty Council are based upon a consistent and fair set of standards. "Parents and students must understand that no student has a right to be selected for membership in a chapter of the National Honor Society." (NHS Handbook 17th edition, p.52)

Within 10 days of membership selection, a non-selected student or his/her parent may file a written appeal with the principal. A special meeting will be called if a student and/or a parent would like to discuss the selection process. If, as a result of this meeting, "the principal believes that some kind of technical or procedural mistake has been made, the principal may ask the NHS Faculty Council to reconvene to review the situation. In the absence of specific evidence to the contrary, however, the principal must assume that the members of the NHS Faculty Council are exercising their judgment in a legitimate and professional manner and with the good faith expected of them." (NHS Handbook 17th edition, p.52) In such a case, the National Council of the NHS, the school board, superintendent, or others shall not review this judgment of the NHS Faculty Council regarding selection or non-selection of individual members of the local chapter.

Disciplining/Dismissal of Members

The NHS Faculty Council will periodically review the standing of members for compliance with the NHS standards. The NHS advisor may consult with the NHS Faculty Council before taking disciplinary action when a violation of NHS standards occurs. Depending upon the nature of the violation, the NHS advisor can decide to meet with the member him/herself or call an emergency meeting of the NHS Faculty Council to confer with the member. In either case, a written plan for improvement will be established. If needed, a plan similar to the school's behavioral modification model will be used to specify the nature of the violation, the time period for improvement, and the possible consequences for failure to comply.

If the student does not make the required improvement in the specified time, that student is liable for whatever disciplinary measures are considered appropriate by the NHS Faculty Council. A hearing must be conducted by the NHS Faculty Council to dismiss a member. If the NHS Faculty Council determines to dismiss a member, the member shall be notified in writing. A hearing may be scheduled during which a parent or guardian may be present; however, the focus of the hearing should be to allow the member to present his or her case. A member may appeal a decision by the NHS Faculty Council regarding disciplinary and/or dismissal issues. The member will present his/her grievance in written form to the principal and within five (5) school days and an investigation will be conducted. The principal will provide a written decision to the member and the NHS Faculty Council.

Athletics and Co-Curricular Activities

At White River Valley School, everything we do is designed to foster intentional growth in our students and strengthen our community. We strive for excellence in character and performance, investing in comprehensive educational opportunities that develop well-rounded students by nurturing integrity, social responsibility, and a shared vision of success.

In the world of Athletics, participation can be a powerful tool in developing the values of commitment, leadership, discipline, and teamwork. It is a privilege to be a Wildcat. Our teams compete with a focused approach on a process emphasizing effort, improvement, respect for coaches, teammates, opponents, and officials. While our teams always compete to win, we are rooted in character development and expect all athletic constituents to compete with healthy attitudes, strong values, and a perspective of graciousness and dignity, regardless of contest results. Participation contributes to the physical, emotional, and social health of our students and promote a fulfilling experience that unites athletes, the student body, and the larger school community.

Standards/Norms & Contract

White River Valley Middle and High School upholds high expectations for students who participate in co-curricular school activities. The decision to participate in a White River Valley Middle and High School co-curricular activity is a personal choice and once this decision is made, the individual becomes a member of the team or activity that represents our school and community. As such, all participants are held to the high standard described below.

Please understand and accept that there is always inherent risk of serious injury (including fatality) whenever you are involved in a co-curricular activity.

Before students can participate in a co-curricular activity or sport, they and their parents/guardians must read and sign the contract outlined below, agreeing to follow the stated policies of White River Valley Middle and High School and White River Valley Athletics. Please do not rip this agreement out of the handbook. Copies of the agreement will be handed out by the co-curricular director at your mandatory meetings at the beginning of each season.

Communication

To help parents, athletes, and community members keep up with schedules and schedule changes, White River Valley Athletics has created several ways to retrieve information about practices and game schedules.

- The White River Valley Schools website (www.wrvsu.org) has, under the Jr./Sr. High School athletics tab, schedule calendars for athletic facilities and each in-season sports team.
- The co-curricular director can be contacted for information at 802-763-7740 x2404 or by emailing Sean Murphy at smurphy@wrvsu.org.

** Game cancellations are usually announced by 2 p.m.

Sports Physicals

A physical exam is required every year for all athletic participants. Forms are available at the physician's/nurse's office and at the school office. A copy of the form must be returned to the athletic director, the school nurse, or the main office for the physical to be accepted. Athletes who do not have a current physical will be unable to participate in athletics until the school nurse, co-curricular director, or the main office receives a copy of a passing physical.

Parents can schedule physicals with an on-site physician on Thursdays from 8 a.m. - 12 p.m. for your student-athlete to be eligible for this the "Health Hub" form must be completed and on file with the school nurse. Call the school nurse to schedule your student-athlete's appointment.

Communication of Athletic Concerns

Athletics goes far beyond competition; it teaches communication, teamwork, discipline and structure, and offers athletes an opportunity to develop an understanding of how to better themselves.

During most any season there will be instances, situations and scenarios when a player may not understand or agree with a coach's decisions. Such decisions are based on numerous considerations. Many situations/decisions can mirror situations in life, and it is the policy of White River Valley Athletics to ask student athletes, not parents or guardians, to discuss the situation or decisions with the coach. This is not only the most direct and productive means of communication but also a valuable method of teaching responsibility to our student athletes. It also offers student athletes a chance to express themselves and their concerns, and to understand their coaches' decisions.

If parents or guardians wish to talk to a coach in regard to the student athlete, we ask that conversations with coaches do not happen before or after a game. At that time, our coaches' minds are preparing and organizing for a game, and we ask that the focus remain there. Emotions can run high after a game; many post-game thoughts are running through a coach's head, and discussing a valid concern then may be difficult. If you cannot reach the coach outside of the game time, please contact the co-curricular director and a meeting will be set up for you.

If this meeting does not resolve the issue, a meeting with the co-curricular director is in order.

Student Enrollment Requirements

To be eligible for any athletic team or school-related activity, White River Valley students must be enrolled in a minimum of six (6) courses in their freshman, sophomore and junior years, and five (5) courses in their senior year. All exceptions must be approved by the administration.

Concussion Awareness Policy

In 2011, the Vermont Legislature signed into law Act 68, which mandates that all schools provide concussion awareness training for all high school and middle school coaches. As a result, White River Valley Athletics requires each coach and assistant coach to take an NFHS Concussion Training Class before coaching.

Athletes and parents are required to visit our website, click on the High School Athletics tab and then on the Sports Medicine link, and review the attached information before signing the school handbook form which is in the first day packet. If you do not have Internet access, please review the same material as it is posted on the bulletin board in the gymnasium. In addition, you may contact the co-curricular director at (802)763-7740, to request copies of these forms. Athletes and their parents are required to acknowledge this information before signing the school handbook form which is in the first-day packet.

If a student receives a blow to the head (no matter how severe) during a game or practice, and symptoms observed by a coach, co-curricular director, or administrator warrant, a physical exam by a physician may be required before an athlete may continue to participate.

If an athlete is diagnosed with a concussion, the return-to-play policy posted at the above-listed locations will become the guidelines for a healthy return to play.

Proper Dress for Game Days

Coaches or co-curricular director decisions to dress in similar appropriate team-building attire, may take precedence over these guidelines:

Students arriving in tattered clothing, t-shirts and/or revealing clothes will be asked to change and if need be, return home to change before participating or joining the team.

Character and Personal Conduct

We are what we demonstrate ourselves to be. How we handle ourselves as individuals determines whether we struggle or prosper in life. Student athletes are expected to demonstrate the same respect to adults and peers as they would to themselves.

Profanity or vulgarity in any form will not be tolerated during school, practices, games or other school-related extracurricular activities. Violators will be held accountable by the coaches/advisors/teachers involved, and may be referred to the administration for further disciplinary action.

Bullying and hazing **will not be tolerated**. Reports of such events will be investigated; if a situation warrants, suspension (either temporary or permanent) from a team can be expected.

Social Media

Students are encouraged to always exercise the utmost caution when participating in any form of social media or online communications. Your online posts and interactions reflect on the entire White River Valley School community and, as such, are subject to the same behavioral standards as presented in the classroom and school. Students may not use social media sites to publish disparaging or harassing remarks about teammates, other students, coaches, athletic or academic contest rivals, etc. Reports of these events will be investigated; if a situation warrants, suspension (either temporary or permanent) from a team can be expected. Students posting of inappropriate images, involving yourself and teammates, including but not limited to drugs, alcohol, hazing, etc. on social media, will be investigated; if a situation warrants, suspension (either temporary or permanent) from a team can be expected.

Co-Curricular Code of Conduct

Goals to be met by including substance abuse in the co-curricular policy:

- To deter students from partaking in illegal substances
- To help student athletes become responsible by making accountable choices
- To encourage participation in positive activities.

Students will demonstrate a commitment to themselves, their team, their classmates, and their school by remaining free from the use and or possession of alcohol, tobacco, and illegal drugs during their activity period.

- For athletics the activity period starts on the VPA recognized first day of practice and runs through the conclusion of the final game/event/competition.
- For other co-curricular activities the activity period starts on the first meeting day and runs through the conclusion of the final event/competition/performance.
- These rules shall be applicable whether the violation occurs on or off the White River Valley campus.
- Any student found in violation of the substance abuse portion of the Co-Curricular Code of Conduct will not be eligible for post-season awards, letters, All-League nomination, and/or All-Star game participation.

Student athletes acknowledge and agree to the following terms and conditions pertaining to their eligibility for participation in White River Valley's co-curricular programs. Violations supported with credible evidence will result in the following consequences:

First offense:

- a. 21 calendar days suspension from competition/participation/performance*
- b. Student must meet with a school-approved substance abuse counselor before returning as an active team member in any sport, club or activity, during any season. The counselor and parent/guardian will advise the co-curricular director of the student's compliance with this requirement.
- c. Suspensions may be reduced with successful completion with the school SAPs suggestion, and co-curricular directors consideration.

Second offense:

- a. 2-month suspension from competition/participation/performance*
- b. Student must meet with a school-approved substance abuse counselor before returning as an active team member in any sport, club or activity, during any season. The counselor and parent/guardian will advise the co-curricular director of the student's compliance with this requirement.
- c. Suspensions may be reduced with successful completion with the school SAPs suggestion, and co-curricular directors consideration.

Third offense:

- a. Suspension from athletics & co-curricular activities for one calendar year
- b. Student must meet with a school-approved substance abuse counselor before returning as an active team member in any sport, club or activity, during any season. The counselor and parent/guardian will advise the co-curricular director of the student's compliance with this requirement.

*Student-athlete may continue to attend practices and support other team members *at the coach's discretion*.

**Students who feel they have a substance abuse problem may voluntarily come forward for help and may be exempt from the above penalties. This must occur *before* any violation takes place.

***Students who self-report following a violation of the substance abuse policy may receive a reduced suspension.

Attendance and Excusals

To be eligible to participate in afternoon/evening activities, White River Valley School students must arrive at school no later than 10 am to be declared eligible for that day.

The co-curricular director may act upon individual circumstances which are considered neither illness nor truancy (i.e. doctor/dentist appointments, college visits, family emergencies).

A doctor's note or parent's excused note to miss physical education will automatically make a student eligible for practice or an athletic event that day.

In-Season Commitment

Participants are committed to an activity for the duration of the season. A season is defined as the time from initial registration to the conclusion of all respective events including practices, playoffs, tournaments, all-star activities, etc. Other sport commitments — with off-season teams, practices, games and scrimmages — are considered secondary. By registering for a team at White River Valley Middle and High School, you as a student athlete have made a decision to honor the schedule with both practices and games of the in-season sport. This is to be your focus.

Students who do not honor their in-season sports commitments may face suspension from White River Valley Athletics.

Uniforms and Equipment

Participants are responsible for all uniforms and equipment issued to them. They are responsible for maintaining throughout the season, and returning at the end of the season, all pieces issued to them, clean and in good repair. They will be liable for lost and damaged items, and will be charged a pro-rated cost as determined by the respective coach/advisor and administration. In addition, students who have not returned uniforms or equipment at the end of the season shall be ineligible for participation in further athletic or school-related activities until that situation is corrected.

Transportation for Athletics

All participants shall ride the buses or other school-provided transportation to and from all events unless prior written parental permission has been received and approved by the coach/administration. An exception is when a coach places the player in direct custody of a parent.

Player Cuts and "Playing Time"

("Playing time" means the amount of time a player is involved in an athletic contest or performance.)

More than 70 percent of our students participate in a sport or extracurricular activity during the school year. We believe participation is very important. There are natural limits to the opportunity for participation, such as the number of parts in a play, or the number of players who take part during an athletic event. The following guidelines are considered for athletic "playing time" and expectations for earning "playing time".

General Expectations All teams allocate playing time based on attendance, effort, sportsmanship, basic skills and understanding of the game. The very best player may get minimal playing time if he or she does **not** work hard, attend practice regularly or demonstrate good sportsmanship. Developing quality, disciplined and committed team players with a winning attitude is our highest priority.

Middle School The primary focus is developing the skills and fundamentals of the sport or activity, as well as the physical strength and coordination to participate at a competitive level.

Players who meet our "general expectations" will play in every game. Playing time may vary from player to player, depending on ability and circumstances.

Junior Varsity The focus remains on developing skills and fundamentals. Physical strength and coordination become more important for player safety in a competitive setting.

A strong effort will be made to give participants who meet the "general expectations" as much playing time as possible, but playing to "win" the contest or perform at the highest level becomes more of a focus. Experienced players are likely to get more playing time than inexperienced players.

Varsity Basic skills and fundamentals take a back seat to developing team play and increasing the team's performance. Players who meet the "general expectations" will be given as much opportunity to play as possible without jeopardizing the team's chance to win.

There are tryouts for the varsity level; if numbers allow, athletes who don't make a varsity team will have an opportunity to play at the junior varsity level. Playing time is up to the coach's discretion, and participants may not play in every game.

Bi-Weekly Extracurricular Eligibility Agreement

BI- WEEKLY eligibility shall be determined by the classroom teacher using the following criteria:

1. The student will maintain a passing average in all classes, with no failing grades.
2. Frequent absences/tardiness from classes and/or school, may result in loss of participation.

The co-curricular director will check bi-weekly eligibility through Web2School on Monday morning. The co-curricular director will review bi-weekly eligibility forms. Students not meeting both requirements will be ineligible until student earns passing grade(s) in all their classes.

The co-curricular director is responsible for communicating warnings, and ineligibility with students and coaching staff. Teachers giving ineligibility will communicate with the student, parent and co-curricular director.

Students who are ineligible may participate in practice/rehearsal, but are not permitted to dress and/or participate in competitions.

Sportsmanship

White River Valley School promotes good sportsmanship among athletes and fans. We strongly encourage our students, faculty and fans to attend both home and away games to support our teams in a positive manner! Anyone who berates opponents, officials, or opponents' fans uses poor language, obscene gestures or makes derogatory comments will be asked to leave. To be able to return to any sporting event you must go through a review meeting with the co-curricular director and/or administration. Negative comments about opponents, coaches, players and/or officials—even from the stands—undermine both the coach and the team. Games will become intense; poor calls will be made; and players and coaches will make mistakes. This is high school sports, and mistakes do happen. How you respond to those mistakes also shows the community, other students and fans (in some cases, even your own child) that life is about competing, and not about making embarrassing and/or negative comments. We look forward to seeing you at our games, cheering loudly and positively.

ADULT STATUS: For Students Who Are 18 Years Old

Parent(s)/guardian(s) who would like the school to accept the signature of their 18-year old son/daughter in lieu of their own signatures must fill out the Adult Status form available in the WRVHS office. Such an authorization releases the school from its obligations to contact the parent(s)/guardian(s) regarding grades, attendance, or conduct of the 18-year old. The school will deal directly with the 18-year old student regarding these matters. However, the school will continue to furnish any information to the parent(s)/legal guardian(s) upon written request. We encourage you as parent(s)/legal guardian(s), to allow the school discretion in approving notes written by 18-year olds. This should be so indicated on the written request (submitted to the administration) to allow the 18-year old rights. Notes written by 18-year olds are subject to the same approvals as notes written by parents; i.e., only illness, family emergencies, death in the family, religious holidays, or doctor's appointments that cannot otherwise be scheduled will be approved as per state guidelines. Under no circumstances will an 18-year-old student be permitted to leave school for other than the reasons outlined above unless senior privileges are in effect or at the discretion of the administration.

TEACHER QUALIFICATIONS

The White River Valley Unified School District seeks to employ fully qualified educators who hold an appropriate and current Vermont license from the Vermont Department of Education. Unfortunately, due to the shortage of fully qualified educational professionals in many fields, this is not always possible. When it is not possible to have fully qualified personnel, the school seeks to employ the most highly qualified candidate by applying to the Department of Education for a provisional license. The provisional license requires that the individual work to meet the requirements for licensure and is for one/two year's duration.

Parents have a right to know the professional qualifications of any teacher serving their children and whether that person has a Vermont license. Such requests should be submitted in writing to the building principal. Further, the parent of any student in the White River Valley School District who is taught for more than four weeks by any classroom teacher who is not fully qualified will receive written notification of this situation from the school.

HOMELESS STUDENTS

Homeless students within the White River Valley Supervisory Union are entitled to a free, public education. As required by federal law, the central office has a homeless liaison, Mr. Charlie Watson, who can assist homeless parents and students. Mr. Watson can be reached at 763-8840.

RIGHT TO CONSTITUTIONALLY PROTECTED PRAYER & RELIGIOUS BELIEFS AND PRACTICES

Neither the White River Valley Unified School District nor the White River Valley Supervisory Union has any policy or practice that restricts participation in constitutionally protected prayer. The school is neutral in matters of religion and neither directs students regarding what religious beliefs they should hold nor interferes with religious beliefs and practices that are not disruptive and do not violate the rights of others. Religious groups or clubs may utilize the school on the same basis as non-religious groups and clubs.

PROVISION OF INFORMATION TO MILITARY RECRUITERS

As required by federal law, White River Valley Unified High School will, upon request, provide any military recruiter from the United States Armed Services with the names, addresses, and telephone numbers of students in grades 9 through 12. A parent, however, does have the right to have this information withheld from military recruiters, if, *and only if*, he or she submits a written request that his or her child's name not be provided to recruiters.

WRVSU POLICIES

Policy on the Prevention of Harassment, Hazing and Bullying of Students

I. Statement of Policy

The White River Valley Supervisory Union and its member districts are committed to providing all students with a safe and supportive school environment in which all members of the school community are treated with respect.

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

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

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

II. Implementation

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy following Model Procedures on the Prevention of Harassment, Hazing and Bullying of Students posted on the Agency of Education website.
2. Annually, select two or more Designated Employees in the supervisory union and in each member district to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the supervisory union and member districts that sets forth the comprehensive rules, procedures, and standards of conduct for the school.

3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be assigned to one or both of the Designated Employees.

4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.

5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the supervisory union or member district staff shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

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

III. Constitutionally Protected Speech

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

IV. Definitions. For the purposes of this policy, the following definitions apply:

A. **"Bullying"** means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:

a. Is repeated over time;

b. Is intended to ridicule, humiliate, or intimidate the student; and

c. (i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or (ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

B. **“Complaint”** means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.

C. **“Complainant”** means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.

D. **“Designated employee”** means an employee who has been designated by the superintendent to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in public communications available to students, parents, and the school community and on the WRVSVU website.

E. **“Employee”** includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, “agent of the school” includes supervisory union staff.

F. **“Equity Coordinator”** is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the District and for coordinating the District’s compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District’s *Preventing and Responding to Harassment of Students and Harassment of Employees* policies. This role may also be assigned to Designated Employees.

G. **“Harassment”** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student’s educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

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

(1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:

- (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status, or progress; or
- (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student's ability to participate in or benefit from the educational program on the basis of sex.

(2) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.

(3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

H. "**Hazing**" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and

(1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

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

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

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

- (A) is registered in or in attendance at an educational institution;
- (B) has been accepted for admission at the educational institution where the hazing incident occurs; or

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

I. **“Notice”** means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school’s response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

J. **“Organization”** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.

K. **“Pledging”** means any action or activity related to becoming a member of an organization.

L. **“Retaliation”** is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.

M. **“School administrator”** means a superintendent, principal or his/her designee assistant principal//technical center director or his/her designee and/or the District’s Equity Coordinator.

N. **“Student Conduct Form”** is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment and/or bullying.

Effective July 1, 2018.

Adopted by White River Unified School District 6/26/18

APPENDIX A

Designated Employees

The following employees of White River Valley Elementary School and White River Valley Middle and High School have been designated by the district to receive harassment complaints pursuant to this policy and 16 V.S.A. §565(c)(1):

Name: Owen Bradley

Title: Principal

Contact information:

WRVMS

273 Pleasant Street

Bethel, VT 05032

802-234-9966, ext. 2202

Email: obradley@wrvsu.org

Name: Reed McCracken

Title: Principal

Contact information:

WRVHS

223 South Windsor Street

South Royalton, VT 05068

802-763-7740 ext. 2004

Email: rmccracken@wrvsu.org

Name: Andra Bowen

Title: Co-Principal

Contact information:

Bethel Campus

273 Pleasant Street

Bethel, VT 05032

802-234-6607, ext. 2257

Email: abowen@wrvsu.org

Name: David Wells

Title: Co-Principal

Contact information:

Royalton Campus

223 South Windsor Street

South Royalton, VT 05068

802-763-7740 ext. 2003

Email: dwells@wrvsu.org

Name: Nicole LaMothe

Title: School Counselor

Contact information:

White River Valley Middle School

273 Pleasant St.

Bethel, VT 05032

802-234-9966, ext. 2204

Email: nlamothe@wrvsu.org

Name: Hannah Glass-McShinsky

Title: School Counselor

Contact information:

White River Valley High School

223 South Windsor Street

South Royalton, VT 05068

802-763-7740

Email: hmcshinsky@wrvsu.org

Name: Corinne Scoppe
Title: School Counselor

Name: Jenny Lane
Title: School Counselor

Contact information:

WRVES - Bethel Campus
273 Pleasant Street
Bethel, VT 05032
802-234-6607, ext. 2241
Email: cscoppe@wrvsu.org

Contact information:

WRVES - Royalton Campus
223 South Windsor Street
South Royalton, VT 05068
802-763-7740
Email: jlane@wrvsu.org

**POLICY C1
(Required)**

COLLECTION, CONFIDENTIALITY AND MAINTENANCE OF EDUCATION RECORDS

It is the policy of the Whiter River Valley Supervisory Union and its member school districts to comply with federal and State laws and regulations, including but not limited to the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and State Board of Education Rules relating to the collection, maintenance, disclosure and destruction of education records and for ensuring the accuracy, relevancy and confidentiality thereof; and aligns with the Agency of Education statewide data collection requirements.

Student records shall be safely retained. For grades 9-12, transcripts of graduates and dropouts shall be permanently maintained and academic records may be permanently maintained.

The superintendent has overall responsibility for education records throughout the supervisory union and its member school districts, and for assuring that adequate systems to accomplish these functions. The building principal will be the custodian of records in a given school.

It is further the policy of the White River Valley Supervisory Union and its member school districts:

1. To protect the confidentiality of personally identifiable information in education records at the collection, storage, disclosure and destruction stages, and to ensure access to such records by parents, eligible students, and others who are authorized by law

2. To provide notice to parents and eligible students (students who are 18 or older) at least annually, and when a student enrolls, of their rights under this policy and implementing procedures, as defined by FERPA, the IDEA and State Rules relating to maintenance and confidentiality of student records, and to provide notice at least annually of the District's policy on disclosure of directory information. Appendix A, Notice of Rights.
3. To respond promptly to reasonable requests by parents and eligible students to review, inspect, and request correction of education records, subject to any limitations provided by law.
4. Not to disclose personally identifiable information from a student's education record without prior written parental or eligible student consent, except as allowed by law.
5. To disclose designated directory information concerning students and former students without the prior consent of the parent or eligible student and without any record of such disclosure, unless the parent or eligible student submits an "opt -out" notice to the student's school, as directed in the District's Annual Notice Regarding Directory Information, and to publish the Directory Information Notice at least annually. Appendix B, Annual Directory Information Notice.
6. To maintain a record of all disclosures of education records as and to the extent required by law. Parents or eligible students may inspect and review that record.
7. To forward, upon request, a student's educational record directly to school officials of another school or of another school district in which the student seeks or intends to enroll, transfers, or is already enrolled, on a part or full-time basis, for purposes related to the student's enrollment or transfer.
8. To disclose personally identifiable information from education records to school officials with legitimate educational interests without prior consent of the parents or eligible student.
9. To maintain education records in safe and secure locations. For grades 9-12, the transcripts of graduates and dropouts shall be permanently maintained and the academic records may be maintained.
10. To provide a procedure by which a parent or eligible student may request amendment of an education record thought to be inaccurate, misleading, or an invasion of privacy.

11. Not to provide parents or eligible students copies of standardized test questions or answers and/or copies of copyrighted materials which contain personally identifiable information, in order to protect test integrity and to avoid copyright infringement. Student-specific portions of such materials (the student's answer sheet, for example) may be provided for inspection and review by the parent or (with prior written consent of the parent), a representative of the parent, as and to extent provided by law.

12. With respect to special education: to ensure the confidentiality of personally identifiable information data, information, and records collected, created, or maintained for purposes of special education; to have the building principal responsible for ensuring the confidentiality of personally identifiable information in such records; to have all persons collecting or using personally identifiable information receive training about this policy and related procedures, and about federal law regarding confidentiality of and access to education records.

The term "education records" means those records that are (1) directly related to a student and (2) maintained by the school district or supervisory union, a school operated by the district or supervisory union, or a party acting for the school district or supervisory union or a school operated by the supervisory union or school district.

The superintendent or designee will prepare, distribute and periodically review and update as needed, procedures implementing this policy, including but not limited to, procedures for requesting access to review and inspect educational records; for acquiring prior written consent to release of personally identifiable information from the parent or eligible student; for requesting amendment of education records; and defining the terms "record," "personally identifiable information," "directory information," and "school official with a legitimate educational interest".

Effective July 1, 2018. Adopted by:

White River Unified School District

6/26/18

STUDENT ALCOHOL AND DRUGS

It is the policy of the White River Valley Supervisory Union and its member school districts that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, marijuana 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.

Definitions

Substance Abuse is the ingestion of drugs and or alcohol in such a way that it interferes with a person's ability to perform physically, intellectually, emotionally, or socially.

Drug means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal regulation or statute.

Educational Program. The superintendent or his/her designee shall work with appropriate staff members to develop and conduct an alcohol and drug abuse educational program. The program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan. If the school district is a recipient of federal Safe and Drug-Free Schools and Communities Act funds, the Act will be considered in the development of the alcohol and drug abuse educational program.

Support and Referral System. In each school the principal or his/her designee shall develop a support and referral system for screening students who refer themselves and students who are referred by staff for suspected drug and/or alcohol use and/or abuse problems. The support and referral system will include processes to determine the need for further screening, education, counseling or referral for treatment in each referred case. In addition, the principal shall establish procedures for administering emergency first aid related to alcohol and drug abuse.

Cooperative Agreements. The superintendent shall assure the designation of an individual to be responsible for providing information to students and parents or guardians about outside agencies that provide substance abuse prevention services and to encourage the use of their services and programs when appropriate.

The superintendent shall also assure that the supervisory union and its member school districts have entered into a cooperative agreement with an agency which will provide

substance abuse treatment to students who are referred through the school's support and referral system, or who refer themselves for treatment.

Staff Training. The superintendent or his/her designee will assure appropriate training for teachers and health and guidance personnel who teach or provide other services in the school's alcohol and drug abuse prevention education program. The training provided will meet the requirements of State Board Rules related to staff training.

Community Involvement. The superintendent or his/her designee will work with school staff and community members to implement a program to inform the community about substance abuse issues in accord with State Board of Education rules.

Annual Report. In a standard format provided by the Agency of Education, the superintendent will assure submission of an annual report to the Secretary of Education describing substance abuse education programs and their effectiveness.

Standards of Conduct and Disciplinary Sanctions. The superintendent shall assure the development of standards of conduct and disciplinary sanctions related to this policy.

Notification. The superintendent or his/her designee shall ensure that parents and students are given copies of the standards of conduct and disciplinary sanctions contained in the procedures related to this policy, and are notified that compliance with the standards of conduct is mandatory. Notice to students will, at a minimum, be provided through inclusion of these standards and referenced sanctions in the student handbook distributed to all students at the beginning of each school year or when a student enrolls in the school.

Effective July 1, 2018. Adopted by:

White River Unified School District

6/26/18

STUDENT FIREARMS

Policy

It is the policy of the White River Valley Supervisory Union and its member school districts to comply with the federal Gun Free Schools Act of 1994 and state law requiring school districts to provide for the possible expulsion of students who bring firearms to or possess firearms at school. It is further the intent of the board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

Definitions

For the purposes of this policy, the terms “firearm” “school” and “expelled” shall be defined consistent with the definitions required by state and federal law.

Sanctions

Any student who brings a firearm to school, or who possesses a firearm at school shall be brought by the superintendent to the school board for an expulsion hearing.

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

The student was unaware that he or she had brought a firearm to school.

The student did not intend to use the firearm to threaten or endanger others.

The student is disabled and the misconduct is related to the disability.

The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.

At the discretion of the school board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

Policy Implementation

An expulsion hearing conducted under this policy shall afford due process as required by law and as developed by the superintendent or his or her designee.

The superintendent shall refer to appropriate law enforcement agency any student who brings a firearm to a school under the control and supervision of the school district. The superintendent may also report any incident subject to this policy to the Family Services Division of the Department for Children and Families.

The superintendent shall annually provide the Secretary of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of firearms involved.

Effective July 1, 2018. Adopted by:

White River Unified School District

6/26/18

<https://tinyurl.com/Policy-C6>

**POLICY C7
(Required)**

STUDENT ATTENDANCE

Policy

It is the policy of the White River Valley Supervisory Union and its member school districts to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning. Legal pupils between the ages of 6 and 16 and who are residents of the school district and non-resident pupils who enroll in school district schools are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law. Students who are over the age of 16 are required to attend school continually for the full number of the school days for which they are enrolled, unless they are excused by the superintendent in writing.

Annually, the superintendent shall ensure that the school board appoints one or more individuals to serve as the truant officer, and shall ensure that appointment is recorded with the clerk of the school district.

The superintendent shall ensure that the supervisory union and its member school districts comply with the Windsor County Truancy Protocol that is in force at the time.

The superintendent shall develop administrative rules and procedures to ensure the implementation of this policy.

Administrative Rules and Procedures

The procedures will address the following issues and may include others as well:

- written excuses;
- tardiness;
- notification of parents/guardian;
- signing out of school;
- excessive absenteeism;
- homebound and hospitalized students;
- early dismissals;
- homework assignments;
- making up work

Administrative Responsibilities

The principal is responsible for maintaining accurate and up-to-date records of student attendance.

The principal is responsible for assuring that the school has the appropriate family information that allows the school to contact the parent(s) or guardian(s) of all students whenever necessary.

Effective July 1, 2018. Adopted by:

White River Unified School District

6/26/18

<https://tinyurl.com/Policy-C8>

WELLNESS POLICY

Values statement: The White River Valley Supervisory Union and its member school districts recognize that good health and wellness play a critical role in students' ability to learn and grow. Children develop life-long health behaviors at a young age and schools have a unique opportunity to build students' knowledge and skills to support a lifetime of wellness. By providing nutritious food, physical activity, health education, and both mental and physical health services, schools improve students' health and readiness to learn; thus, the school wellness program lays the foundation for student success. For this foundation to remain solid throughout children's lives, community and family support of school wellness programs are critical.

Policy statement: It is the policy of the White River Valley Supervisory Union and its member school districts to establish guidelines to promote student wellness and healthy behaviors throughout each school district. This policy ensures compliance with the federal Healthy, Hunger Free Kids Act of 2010. The policy has been developed in consultation with food service programs, health and physical education teachers, nurses and guidance counselors, administrators, employee wellness liaisons, facilities staff, parents, and community members who represent the 10 domains of the Whole School, Whole Community, Whole Child (WSCC) wellness model. The WSCC model has been utilized to promote a comprehensive, collaborative approach to health and learning in each school.

Definitions:

HEALTH – a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity¹.

WELLNESS - the active process of pursuing information and behaviors that lead to a healthy life.

A. Health and Nutrition Education

1. The supervisory union and its member school districts shall provide health education programs in grades k-12 as required by state law and regulations of the State Board of Education. Health education shall include, but not be limited to, information about nutrition, first aid, CPR, alcohol, tobacco, and other drugs, safety, benefits of exercise, bullying, violence, and harassment prevention, human development, sex education, disease and injury prevention², and social and emotional education. Students will learn about the importance of good health for both short and long term well-being and will develop health-related skills such as accessing valid information, analyzing influences, assessing risks, setting goals, advocating for ones' self, and communicating clearly³.
2. Nutrition and other health education programs shall be conducted by appropriately trained staff members, including Farm to School volunteers, where applicable.
3. To the extent practicable, nutrition and other health education shall be integrated into core curricular areas and students shall be exposed to health information that is consistent across disciplines and throughout the school.
4. The food service program shall serve as a key partner in nutrition education by working closely with teachers and leading activities that may include taste tests, recipes using food from school gardens, and monthly nutrition themes.
5. Staff and volunteers are strongly encouraged to model healthy habits.

B. Physical Education and Activity

1. The districts shall provide physical education classes led by a licensed physical educator for all students as required by Vermont's Education Quality Standards⁴.
2. In accordance with Vermont's Education Quality Standards, each school shall offer options for students in grades k-12 to participate in at least 30 minutes of physical activity within or outside of the school day. The district shall provide physical activity opportunities for students through recess periods in appropriate grades or through other activities before or after school including interscholastic athletics, physical activity clubs, or intramural sports.
3. Recess shall not be withheld from a student as a consequence for missed work or poor behavior, except in cases where a student's presence at recess is deemed unsafe or detrimental to the child's well-being or the well-being of others.
4. The districts will work to minimize interruptions to physical education classes. This includes holding to a minimum the number of non-physical education activities in physical education facilities during regular class times.

5. The after school program will provide and encourage daily periods of physical activity for all participants.

C. Health Services

1. The supervisory union and its member school districts shall provide a cohesive, integrated approach to the delivery of services to appraise, protect, and promote health.
2. School health services and programs will be based on identified student needs and include assessment, planning, and implementation. All school health practices will be evidence-based as outlined in the School Nurse Standards of Practice Manual, the National Association of School Nurses Scope and Standards of Practice, and the American Academy of Pediatrics Bright Futures Guidelines for Health Supervision of Infants, Children, and Adolescents.
3. School nurses shall be included in the development of student IHP, IEP and 504 plans as appropriate. Nurses will coordinate closely with food service directors, SAP counselors, and staff throughout the school to ensure student safety and wellness.
4. Other health resources may include: dental hygienists, medical consultations, and additional resources as needed.

D. Nutrition Services

Related to the Foodservice Program

The supervisory union and its member school districts shall comply with the following:

1. No foods of minimal nutritional value, as defined by the USDA's Smart Snacks in Schools requirements, shall be sold to students from midnight until thirty minutes after the completion of the school day.
2. The sale of foods during meal periods in food service areas shall be allowed only if all income from the sale, including the sale of approved foods and drinks from vending machines, accrues to the benefit of the school, the school food service program, or the student organization sponsoring the sale.
3. Foods offered at school other than through the National School Lunch and Breakfast program, including foods sold through vending machines, shall comply with Healthy, Hunger Free Kids Act of 2015 and the Smart Snacks in Schools (note: see addendum for exclusions).
4. Guidelines for reimbursable school meals must not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to sections (a) and (b) of section 10 of the Child Nutrition Act and section 9(f)(1) and 17a of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.

5. Nutritious snacks will be provided to all school-sponsored afterschool programs through the National School Lunch Program. Schools will provide suppers through the Child and Adult Care Food Program when appropriate due to the length of the afterschool program.
6. A clean and safe meal environment will be provided for students, as well as adequate space for serving and eating school meals.
7. Professional development opportunities based on USDA guidelines will be provided for food service and other staff members in areas of nutrition and wellness.
8. Potable drinking water will be provided in all cafeterias, including a back up source of water in the event of a loss of electricity.

Not Specifically Related to the Foodservice Program

The supervisory union and its member school districts shall:

1. Encourage the use of non-food rewards and incentives for students, such as earning extra recess, a sports tournament, or a movie. When food is used as an occasional reward, educators are encouraged to include healthy food options. Food or beverages shall not be withheld from students as a punishment.
2. Encourage the consumption of water and the sale of healthful snacks at outside school events.
3. Establish meal periods that are scheduled at appropriate hours and provide at least 20 minutes to eat, excluding the time to walk to the cafeteria and stand in line, as recommended by the American Academy of Pediatrics. To the extent practicable, recess should occur prior to the lunch service.
4. Comply with Vermont Act 148: Universal Recycling and Composting Law.

E. Counseling, Psychological, and Social Services

1. The supervisory union and its member school districts recognize that students' readiness to learn is frequently impacted by emotional, social, and familial factors. A wide variety of district professionals and outside agencies shall be utilized to support the emotional, social and mental health of students, with the breadth of services determined by student needs. Parents may aid in accessing or financing some services.

G. Health Promotion for Staff

The supervisory union and its member school districts shall:

1. Recognize that fostering a personal commitment to positive health behaviors in staff contributes to improved health status, higher morale, and greater personal commitment to the school's coordinated school health program and creates positive role modeling.
2. Promote opportunities for faculty and staff to improve their health status through activities such as health assessments, health education, and health-related fitness activities when possible.
3. Encourage participation in an employee wellness program that includes components of planning, implementing, and evaluating.

H. Family/Community Involvement

1. Curriculum will afford opportunities for connections with agencies and businesses aligned with the wellness policy, including community-based learning experiences that promote health and wellness.
2. Information about the policy and school wellness activities will be provided to parents in the form of handouts, the school website, or articles and information in school newsletters.
3. Students will be asked for input and feedback on school wellness programs through the use of student surveys and attention will be given to their comments.

I. Implementation

1. The superintendent or his or her designee shall monitor district programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy.
2. The superintendent or his or her designee shall report at least annually to all of the boards on the district's compliance with law and policies related to student wellness. The report shall include an assurance that district guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.
3. The White River Valley Supervisory Union Wellness Team will meet no fewer than four times annually to monitor implementation of this policy and will review the policy each year.
4. Data such as the Youth Risk Behavior Survey, the School Nurse Report, and the School Health Index will be used to identify areas of strength and need and to prioritize specific implementation steps.

References

Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June, 1946; sig (Official Records of the World Health Organization, no. 2, p. 100), available at www.who.int

Vermont Statute Title 16, Chapter 001, Subchapter 7 § 131

National Health Education Standards, available at
<http://www.cdc.gov/healthyschools/sher/standards/index.htm>

Vermont Education Quality Standards, available at education.vermont.gov

Schoolwellnesspolicies.org

Effective July 1, 2018. Adopted by:

White River Unified School District

6/26/18

<https://tinyurl.com/WRVSU-Policies>