

Williamstown Middle High School Family Student Handbook 2021-2022



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www.williamstownmhs.org

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General School & Contact Information

SCHOOL HOURS: 8:10 – 2:50

- Students cannot arrive until 7:45am each morning
- Buses arrive around 7:50am each day
- After 2:50pm, students will need to leave the building unless they have an after school activity immediately following dismissal.

CONTACT INFORMATION: WILLIAMSTOWN MIDDLE HIGH SCHOOL (WMHS)

120 Hebert Road

Williamstown, VT 05679

Phone: (802) 433-5350

Fax: (802) 433-1037

www.cvsu.org – Please refer to this website for school policies and all school information and resources

Jessica Poe, Interim Principal - jpoe@cvsu.org

Paul Smith, Coordinator of Student Affairs - psmith2@cvsu.org

Jody Chamberlin, Co-Coordinator of Student Support - jchamberlin@cvsu.org

Danielle Kidder, School Home Coordinator - dkidder@cvsu.org

Maureen Driscoll, Social Emotional Support & Coach - mdriscoll@cvsu.org

TJ Powers, Athletics Director - tpowers@cvsu.org

CONTACT INFORMATION: CENTRAL VERMONT SUPERVISORY UNION (CVSU)

111b Brush Hill Road

Williamstown, VT 05679

Phone: (802) 433-5818

Fax: (802) 433-5825

<http://www.cvsu.org> – Please refer to this website for district policies and all district information and resources

Matthew Fedders, Superintendent of Schools - mfedders@cvsu.org

Michaela Martin, Co-Director of School Transformation and Effectiveness - mmartin@cvsu.org

Andrea Wasson, Co-Director of School Transformation and Effectiveness - awasson@cvsu.org

Christopher Locarno, Business Manager - clocarno@cvsu.org

Renee Badeau, Coordinator of Facilitated Learning and Proficiency - rbadeau@cvsu.org

Michele Blanchard, Coordinator of Family & Community Partnerships - mblanchard@cvsu.org

CONTACT INFORMATION: Paine Mountain School District Board of Directors

Jessica Van Deren, Chair, jvanderen@cvsu.org

Mike Bailey, Vice Chair, mbailey@cvsu.org

Horace Duke, hduke@cvsu.org

Emily Gray, egray@cvsu.org

Dan Morris, dmorris@cvsu.org

Mike Macijeski, mmacijeski@cvsu.org

Sarah Launderville, slaunderville@cvsu.org

Will Eberle, weberle@cvsu.org

FAQ'S: WHERE DO I GO IF...

- I arrive at the school late? Main Office. Always sign in at the office when you arrive after 8:10.
- I don't feel well and the nurse isn't in? Main Office.
- I left my lunch, books, etc. at home? Main Office.
- My lock is stolen, lost or broken? Main Office.
- I wish to bring a visitor to school? Main Office. Ask for the request form.

- I feel that I was treated unfairly by a staff member? Advisor, Co-Coordinator of Student Support, Coordinator of MTSS, or Principal.
- I am expecting a message? Main Office.
- There is an emergency or accident to report? Main Office or any adult.
- I found a valuable item? Main Office or the nearest adult.
- I am sent out of class for not meeting expectations? Main office, unless directed otherwise.
- I would like to discuss a personal problem? Make an appointment with Co-Coordinators of Student Support or School Home Coordinator.
- I am in a crisis? Co-Coordinators of Student Support, School Home Coordinator right away.
- I need an adjustment to my schedule? Co-Coordinator of Student Support. Make an appointment.
- I want to check on my current grades? Classroom Teacher/Advisor
- I would like to sign up for work experience? Advisor
- I need information about graduation requirements? Advisor, Co-Coordinators of Student Support
- I am looking for career education information? Co-coordinators of Student Support
- I am looking for scholarship Information? Student Support Office. Check your Class of 2022 Google Classroom
- I need PSAT, SAT, and test information? Student Support Office.
- I need information about athletics, clubs, activities? Athletic/Activities Director.
- I want to know if the game is on? Athletic/Activities Director or Main Office.
- I am looking for something I lost or misplaced? Custodians or Main Office.
- Need to complete a Planned Absence Form? Main Office.

What We Believe About Teaching & Learning

Central Vermont Supervisory Union Mission Statement

The CVSU community of schools is committed to cultivating within all our students the knowledge, skills, and character essential to becoming purposeful, productive and engaged members of their world.

To achieve this mission, the Central Vermont Supervisory Union will uphold a united culture across the communities of CVSU and coordinate services to:

- Ensure a physically and emotionally safe learning environment that fosters mutual respect and the creation of healthy relationships;
- Provide high-quality learning experiences that authentically engage all students;
- Develop and support creative and resilient thinkers and problem solvers;
- Foster opportunities for members of the CVSU family to meaningfully contribute, individually and collectively, to school and community life;
- Foster an understanding of and engagement in the democratic process of local, state, and national government as citizens committed to positively affecting their society;
- Develop in our schools, habits of leadership and ethical decision-making;
- Inspire students to confidently advocate for and design growth experiences that help them define who they are and where they are headed as individuals;
- Provide opportunities for students to acquire the essential skills they will need to lead independent and productive lives;
- Craft learning opportunities that nurture environmental stewardship;
- Ensure that our students meet or exceed state and national academic standards;
- Hire and cultivate a team of compassionate, creative, and innovative personnel;
- Foster leadership that promotes innovation, equity, sustainability, and the responsible use of all available community resources.

EQUITY STATEMENT

The Paine Mountain School District board stands in support of Black Lives Matter. This means that we support the lives, safety and dignity of Black People and People of Color in our local community, state, nation and the world; and we stand in steadfast opposition to local bigotry and systemic racism.

Approved: October 7, 2020

NON-DISCRIMINATION STATEMENT

Central Vermont Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

Academic Information

WMHS MISSION STATEMENT

To provide an academically rigorous, safe, and healthy learning community that fosters the intellectual integrity, strength of character, respect, and accountability required of capable, contributing citizens of a global society.

WMHS CORE VALUES

RESPECT ~ RESPONSIBILITY ~ RECOGNITION

WILLIAMSTOWN MIDDLE HIGH SCHOOL HABITS OF SUCCESS

We expect graduates of Williamstown Middle High School to be:

Respectful Learner (Personal Development)	Responsible Learner (Work Ethic)	Engaged Learner (Critical Thinking)	Effective Learner (Communication)
Relationships - Demonstrates knowledge of traits and attitudes relating to healthy interpersonal relationships.	Goals - Has clarity about purpose and intent, sets reasonable short-term and long-term goals, and makes plans to achieve goals.	Curiosity - Asks questions, seeks to understand why and values multiple perspectives.	Purpose - Adjusts communication to suit the audience, context and purpose.
Personal Integrity - Takes responsibility for actions, perseveres, and demonstrates honesty.	Adaptability - Demonstrates flexibility to learn, unlearn and relearn by changing focus and goals as the situation demands.	Creativity - Generates new ideas and pursues alternative solutions supported by evidence.	Organization - Demonstrates organized and purposeful communication in a variety of ways.
Self-Respect - Cares for own physical and mental wellness, keeps safe physically and emotionally, and shows self-control.	Preparedness - Completes individual and group work using organizational strategies according to deadlines and expectations.	Perspective - Recognizes and evaluates bias and point of view in the search for solutions.	Collaboration - Works effectively with others to advance learning.
Problem Solving - Applies problem solving strategies to	Revision and Reflection - Seeks and accepts feedback to	Evidence - Utilizes inquiry to support ideas, conclusions	Literacy - Demonstrates the essential communication

responsibly manage daily academic, environmental and social situations.	reflect on progress and experiences in order to revise and improve.	and solutions with valid evidence from active speaking, listening and reliable texts or media.	skills of reading, writing, speaking, and listening required for living in a global society.
Conflict Resolution - Knows and applies strategies to peacefully resolve conflicts individually and within a group.	Technology - Uses digital media responsibly to demonstrate learning and to access, manipulate and learn from information.	Analysis - Reasons logically, looks for connections, compares and contrasts, finds patterns, makes inferences and determines importance.	Innovation - Identifies opportunities for innovation and collaboration.
Lifelong Learning - Identifies and actively pursues interests in preparation for lifelong learning and growth.	Citizenship - Contributes to the welfare of the classroom, school and community, and participates in school and/or community service.	Synthesis and Application - Synthesizes information from a variety of sources and experiences into new understanding; applies knowledge and skills.	Self Efficacy - Demonstrates confidence in communication of newly acquired ideas, knowledge and understanding.

CVSU GRADUATION VERIFICATION - *Approved: November 4, 2020*

Students will demonstrate proficiency in each area of the Proficiency Based Graduation Requirements (PBGRs). To demonstrate proficiency, students must attain an overall course score of 2.01 or higher. To meet graduation requirements, students demonstrate proficiency through a minimum of the courses below and/or by accessing equivalent learning through Flexible Pathways. While these are the minimum requirements for students to graduate from Williamstown Middle High School, students should expect to exceed these requirements in their quest for post-secondary education.

GRADUATION REQUIREMENTS

Previous: *Students will demonstrate proficiency twice on all but one of the performance indicators in each area of the Proficiency Based Graduation Requirements (PBGRs) in both Habits of Success and each of the Content Areas. For example, if there are 4 Performance Indicators in a PBGR, a student must meet at least 3 of them twice.*

Current: Course requirements for Graduation, beginning with the Class of 2023.

- English: 4 credits
- Science: 3 credits
- Math: 3 credits
- Global Studies: 3 credits (1 US History)
- Fine Arts: 1 credit
- Health: 0.5 credit
- Physical Education: 1.5 credits
- Electives: 5.5 credits
- TOTAL: 21.5**

****Students in the classes of 2021 and 2022 will have the option to graduate either with credits, on proficiencies (all but one PI in each PBGR) or a hybrid of the two.**

Previous: *Students must demonstrate proficiency of Habits of Success and each Content Performance Indicator in 2 or more series of learning experiences in a grade level cluster. This can happen in the same class.*

Current: Students must demonstrate proficiency of all Proficiency Based Graduation Requirements, both Content and Habits of Success. To demonstrate proficiency, students must attain an overall course score of 2.01 or higher.

- Summative Assessments/Learning Experiences will determine final progress towards performance indicators. Formative feedback is not factored/averaged in the final level of progress.
- Students' progress on proficiency reports will reflect their progress on semester learning targets/ performance indicators. Progress can also be seen in real time in JumpRope beginning in March 2021.

CUMULATIVE ACADEMIC PROGRESS (CAP) CALCULATION

- Overall course score will be calculated by averaging all PIs assessed on summative assessments in a course.
- CAP is calculated by averaging all overall course scores.
- Grades for courses taken at colleges and universities to meet WMHS graduation requirements will be calculated as part of the student's CAP.
- Students enrolled in VAST or similar Early College Programs - their courses will not be weighted when computing CAP.
- Students eligible to graduate early should declare their intent to be part of the senior class by September 15th in the school year of anticipated graduation. Declaration of intent to graduate will be in writing to the principal.

DROPPING OR CHANGING COURSES

The DROP/ADD period is the first three days of the semester.

- Schedule an appointment with the Co-Coordinator of Student Support to make this change.
- **Students must remain in the current scheduled classes until given a new schedule.**
- If a student requests to drop a class after the Drop/Add period, the student needs to secure permission from their parent/guardian, advisor, Co-Coordinator of Student Support and the teacher whose class they are adding. Students will receive a (W) withdrawn if using the traditional credit bearing system. If a student has demonstrated proficiency in a performance indicator via a summative assessment, then that indicator will go toward demonstration of proficiency via the cluster that the student is currently in.

INDEPENDENT AND ALTERNATIVE STUDY PROGRAM – FLEXIBLE PATHWAYS - HIGH SCHOOL

For information, please look in the Pathways Manual and talk to the Co-Coordinator of Student Support.

SUMMER SCHOOL AND ONLINE COURSES

Please meet with the Co-Coordinator of Student Support prior to registering for courses outside the WMHS program to earn credit.

WORK RELEASE PROGRAM – HIGH SCHOOL

- Work release requests will be reviewed by the Principal for approval.
- The student shall display a conscientious attitude toward both on-the-job and in-school assignments.
- The student is responsible for notifying the school if it is necessary to be absent or tardy to the job.
- If the student is not going to be at work, it is their responsibility to be at school.
- The student and his/her parents are responsible for transportation to and from work. The student may not change job assignments without school approval.
- Unreasonable absences from school or work shall be grounds for revoking this agreement.
- A work release form obtained from the main office will be filled out, with the appropriate signatures, before a work release is granted.

ASSESSMENT SCHEDULE:

	End Date for Reporting Period	Report Cards Sent Home
Semester 1	January 14, 2022	January 28, 2022
Semester 2	June 10, 2022	June 27, 2022

*Date may change, depending on days lost to unscheduled school closings during the year

ASSESSMENT - CONTINUOUS PROGRESS & EXPLANATION OF GRADES

What Do the Scores Mean?

The terms Beginning, Approaching, Proficient and Exemplary are used by the teachers to communicate information at the assignment level. These scores are listed on all the CVSU scales K-12. The scores are entered by teachers as a numerical score in JumpRope. JumpRope then aggregates all of the scores for individual performance indicators in a course to calculate an overall course score for middle and high school students.

Assignment Level Scoring (see rubrics)

Beginning (1)	Approaching (2)	Proficient (3)	Exemplary (4)
<p>Does Not Meet proficiency: The student may demonstrate a basic foundational understanding of the PI and may be beginning to make gains toward the standard.</p>	<p>Does Not Meet proficiency: The student has made substantive attempts and is progressing towards meeting proficiency, but does not meet proficiency independently and/or at this time.</p>	<p>Meets proficiency: The student demonstrates solid proficient achievement on the PI. Shows good understanding of the concepts and skills.</p>	<p>Exceeds proficiency: The student's work demonstrates excellent achievement of the PI, shows in-depth understanding of the concepts and skills, grasps, applies, and extends the key concepts. The work may not be perfect, but critically shows independent attempts to transfer or apply the learning more deeply or in other settings.</p>

"If a student does not submit evidence of learning, a "0" will be entered in JumpRope

Proficiency Level Scoring- Course Scores and Transcript

Score Range	Description	Course Score
0	<i>Insufficient Evidence</i>	
1.0	Beginning	The evidence submitted throughout the course shows the student demonstrated a basic understanding of the PI and is began to make gains toward the proficiency
1.01 - 2.0	Approaching	The evidence submitted throughout the course shows the student made substantive attempts and progressed toward meeting proficiency, but did not yet meet proficiency independently.
2.01 - 3.0	Proficient	The evidence submitted throughout the course shows the student demonstrated proficient achievement and understanding of the concepts and skills.
3.01- 4.0	Exemplary	The evidence submitted throughout the course shows the student showed they have consistently exceeded the level of Proficient.

Proficiency Scoring Key

CVSU	Proficiency Scoring Key	
Score earning "Proficiency" toward a PBGR in a course or equivalent.	<p style="text-align: center;">4= EXEMPLARY</p>	<p>Exceeds proficiency: The student's work demonstrates excellent achievement of the PI, shows in-depth understanding of the concepts and skills, grasps, applies, and extends the key concepts. The work may not be perfect, but critically shows independent attempts to transfer or apply the learning more deeply or in other settings.</p>
	<p style="text-align: center;">3= Proficient</p>	<p>Meets proficiency: The student demonstrates solid proficient achievement on the PI. Shows good understanding of the concepts and skills.</p>
Score NOT earning "Proficiency" toward a PBGR in a course or equivalent.	<p style="text-align: center;">2= Approaching</p>	<p>Does Not Meet proficiency: The student has made substantive attempts and is progressing towards meeting proficiency, but does not meet proficiency independently and/or at this time.</p>
	<p style="text-align: center;">1= Beginning</p>	<p>Does Not Meet proficiency, OR, Inadequate Evidence: The student may demonstrate a basic foundational understanding of the PI and may be beginning to make gains toward the standard, OR, may not have attempted the assessment.</p>

Expectations regarding formative/summative assessments:

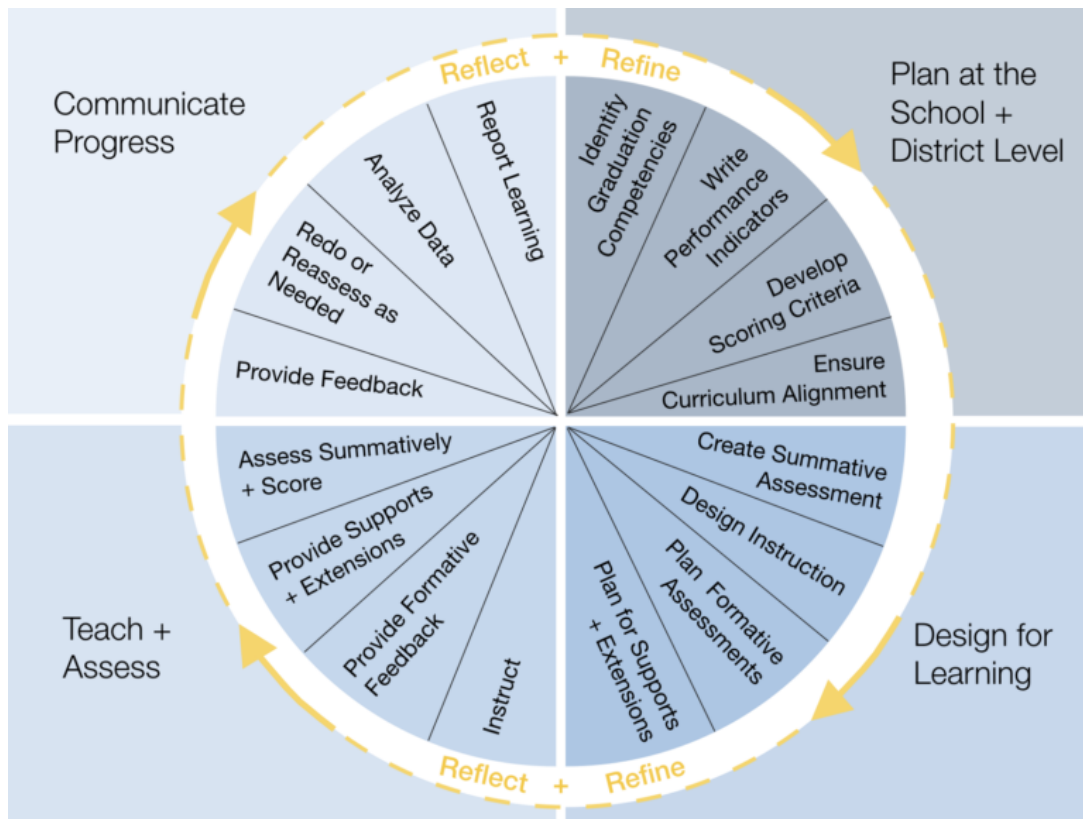
Due date: When an assessment is due. Handing work in on time will allow for prompt feedback, and aid in academic success. Work handed in after the due date may be accepted without penalty *to the performance indicator scores*.

Deadline: A non-negotiable end date or an essential deadline due to the demands of an authentic audience or school-year timeline. If the student does not hand in anything by the deadline, the assessment is entered as *Beginning*.

Feedback Loop:

When a summative assessment is given, the date it is due is the due date. The teacher will look at the summative and provide feedback for growth. The student will then have a time frame of no less than one week and no more than three weeks to revise their work. The date this is due is the deadline. Students may choose not to hand in their assessment

until the deadline, but will not receive feedback for growth. Once the deadline has occurred, no further revisions may occur on that assessment for proficiency.



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MAKE-UP WORK

Students who have been absent from a class shall have the opportunity to make-up class and homework assignments from the day of the absence. It is the student's responsibility to access course materials through Google Classroom and other similar online platforms used by the instructor. Students can meet with individual teachers, outside of class time, to review what was missed and what is expected. Students will receive two days to make up work for every day marked as an excused absence. Exceptions may be made on an individual basis depending on the severity of the situation and wifi accessibility. If a student is present at any time during the day, all assignments for that day are due on time. Students absent for scheduled events (such as doctor appointments and sports matches) are responsible for all assignments given that day, whether they are present in class or not. Extended Learning Opportunity is a good time to follow-up.

COLLEGE ADMISSION TESTING

Our Co-Coordinator of Student Support advises students on the testing needed for college admissions, reminds them of dates and deadlines, and assists them in the registration process. **WMHS College Entrance Examination Board (CEEB) code is: 460-500**

STANDARDIZED TESTING

In compliance with the Federal regulations established by the 2015 Every Student Succeeds Act., WMHS annually administers standardized tests to students during the school year. These additional tests help us to gather important information about student progress and instructional programs and are used as a school accountability measure.

OTHER TESTING

Other testing may be done in grades 6, 7, 8, 9, 10 and 11, providing important information for career and academic planning. This may include the ACT “Plan” and “Explore” testing, which all 11th grade students are encouraged to take. Students in middle school may take career interest, learning style, and personal interest inventories.

Extended Learning Opportunity (ELO) Handbook

Extended Learning Opportunity (ELO) Period: 2:20-2:50pm daily

The Extended Learning Opportunity block was created to provide structures to support students’ academic success. As listed below, the use of this block of time is multidimensional, with the single goal of targeting students’ needs and interests.

What ELO is	What ELO is NOT
<ul style="list-style-type: none">● Enrichment opportunities● Pre-teach or reteach terms, concepts and content● Intervention● Instructional support on assignments● Improve quality of work/ work revision● Make up missed assignments or assessments● Facilitate cooperative learning● Teach and practice skills● Conference with students about college essays● Inform about college and career preparation● Provide time and support for<ul style="list-style-type: none">○ Independent learning○ SAT Prep	<ul style="list-style-type: none">● Punitive● Downtime● One more study hall● A trip to the cafeteria/gym● A time to plan class activities● A reason not to try our best to differentiate connect, process and produce during class time● A total replacement for “traditional” * teacher access <p>*Note: ELO may diminish the need for after school or study hall help, but is unlikely to eliminate it for all students.</p>

PROCEDURES

Enriching Students is a computer software program that students and teachers will use to schedule ELO placement.

PRE-BOOKING

Teachers can use *Enriching Students* to schedule particular students on particular days. This is called Pre-Booking. Teachers can pre-book students for only one booking cycle at a time. When teachers pre-book a student, a note must be placed in the comment section so the student will be prepared for the work expected during that time. Another teacher or student may not override a pre-booking.

BOOKING

Booking will be completed during advisory. Students will make decisions and set priorities, in conjunction with their advisor for the ELO that day.

This is an EXAMPLE of a booking schedule:

Mon	Tues	Wed	Thurs	Fri
Advisory Review ELO	Advisory Review ELO	Advisory Review ELO	Advisory Review ELO	Advisory Review ELO

Students have access to Enriching Students to book themselves. If a teacher requests they meet with them or their advisor assigns a student to a teacher for extra support, the student cannot override those appointments. Students will be responsible for including a note in the comment section to indicate their need during that time so teachers can be prepared.

Students may use ELO time for independent work on an assignment, reading, or a project. Students should book time with the teacher or guided study.

In the event of Internet failure during advisory on a booking day, an announcement from the main office detailing next steps will occur. Student schedules will be forwarded ASAP.

SCHEDULES

Students are responsible for knowing their ELO schedule. All students have access to Enriching Students and can see their schedules in the app. If a student requests it, their advisor or teacher can email them a copy of their schedule through Enriching Students.

EXPECTATIONS

TEACHERS

- Teachers are expected to use strategies to do their best to meet the needs of as many students as possible during ELO.
- Teachers are expected to be respectful of students and their colleagues by limiting extensive/continuous pre-booking of particular students or groups of students unless it is for an intervention pre-determined by a data team.
- Teachers are expected to be in their ELO locations on time, take attendance, and make note of student participation throughout the block.
- If no students are booked in a teacher's space on a particular ELO block, that teacher will move to another room to provide support.
- Teachers are expected to send students to the space they have been assigned and not delete appointments teachers have already scheduled.

STUDENTS

- Students are expected to be patient and flexible during ELO, understanding that there will likely be a wide variety of needs, requests, and questions for teachers.
- Students are expected to be in their ELO locations on time with the materials needed to be productive and remain in that location for the full block.
- No PED (personal electronic devices) should be in use during ELO. The expectation is the same as during class time.

Sample enrichment schedule:

ELO ENRICHMENT CALENDAR: MAY

Monday	Tuesday	Wednesday	Thursday	Friday
1 ELO: NORTHERN ADAPTATION: ROOM 112; REID	2 ELO : MOBY DICK: ROOM 115; WHALEN	3 ELO: AP CALCULUS: ROOM 106; ALLEN	4 ELO: ADVANCED EXPLORATION OF LIT FOR 9TH GRADERS ROOM 309 IBSON	5 ELO: BIOLOGY SUPPORT, ROOM 309; JOHNSON

8 ELO: NORTHERN ADAPTATION: ROOM 112; REID	9 ELO: MOBY DICK: ROOM 115; WHALEN	10 ELO: AP CALCULUS: ROOM 106; ALLEN	11 ELO: ADVANCED EXPLORATION OF LIT FOR 9TH GRADERS ROOM 309 IBSON	12 ELO: BIOLOGY SUPPORT, ROOM 309; JOHNSON
15: ELO: NORTHERN ADAPTATION: ROOM 112; REID	16: ELO: MOBY DICK: ROOM 115 WHALEN	17: ELO: AP CALCULUS: ROOM 106; ALLEN	18: ELO: ADVANCED EXPLORATION OF LIT FOR 9TH GRADERS ROOM 309 IBSON	19: ELO: ALGEBRA II SUPPORT, ROOM 201; SMITH
22 ELO: NORTHERN ADAPTATION: ROOM 112; REID	23 ELO: MOBY DICK: ROOM 115 WHALEN	24 ELO: AP CALCULUS: ROOM 106; ALLEN	25 ELO: ADVANCED EXPLORATION OF LIT FOR 9TH GRADERS ROOM 309 IBSON	26 ELO: ALGEBRA II SUPPORT, ROOM 201; SMITH
29: No School	30: OFFICE HOURS SUPPORT, ROOM 115; JOHNSON			

Moby Dick: Herman Melville's novel Moby-Dick is an interesting, philosophical work and is considered by many scholars to be the great American novel. As a group, we will read and discuss the work in weekly increments. The teacher will provide context to further student understanding and appreciation of this unique novel.

Northern Adaptation: Students will observe, monitor and explore the signs of spring happening around campus. Students will gain a deeper understanding and appreciation for the ability to adapt to a four season environment in the north. This includes tracking, birding, tree identification and general discussions about northern biota.

AP Calculus: Students must be enrolled in AP Calculus. Students will do timed practice AP tests on their own time and we will use the ELO time to go over them. *This is not a required component of the course

Advanced Exploration of Literature for 9th graders: This offering will provide 9th graders a chance to choose, read, and discuss complex and challenging works of literature outside of the required reading in Global Studies.

Biology Support: This offering will allow students in Biology to access support if behind or make-up assignments/assessments or if they need more understanding of concepts.

Student Services & Procedures

EMERGENCY CLOSING OF SCHOOL

School cancellations and changes in the school day will be communicated through our "Blackboard Connect" system (phone and/or email), radio, facebook/website, and television. It is important that we make sure that current emergency numbers and email addresses are on file in the event of an emergency. Please make certain to contact the main office with updated information if your contact information changes.

NURSE / ILLNESSES

Students who become ill during the school day (and wish to go home) need to report to the nurse's office in order to be dismissed. If the nurse is unavailable, they should report to the main office. The student will be dismissed for the remainder of the day once the school nurse or administration determines that the student should not remain in school, but no student will be dismissed without the consent of a parent or his/her designee.

Students who are injured or temporarily unable to participate in co-curricular activities or Physical Education should have a doctor's note turned into the front office. The excuse will be routed to the school nurse who will notify all necessary parties, including athletic director, coaches, teachers and student support. The school nurse will contact the parent the same day as the note is received to discuss a plan to be put into place during the period of restrictions. Students whose injury precludes them from writing activity or other classroom experiences should also bring a note to the front office. These notes will also be routed to the nurse for notifying the appropriate staff. Similarly, when the restrictions are done and students are released from the restrictions, the note should go through the front office and nurse as well. Questions regarding doctor orders should be discussed with the school nurse.

Medication Policy

Many children are able to attend regular school because of the effective use of medication in the treatment of chronic disabilities or illnesses.

We believe that it is more desirable for medication to be administered in the home. However, any student who is required to take medication during the regular school day (who have medication administered to sustain and/or preserve life) please to the following:

Provide a written order from a physician detailing the name of the drug, dosage, time interval medication is to be taken and the level of expertise/training necessary to administer the medication, if any. The school nurse needs the:

1. Diagnosis
2. Reason for giving
3. Training required, if any
4. Written permission from the parent or guardian of the pupil requesting that the school district comply with the physician's order. All written permission forms must be kept on file indefinitely.

In addition:

- Medication must be brought to school in the original container or in a container appropriately labeled by the pharmacy or physician.
- Parents should send only an amount equivalent to a school day's requirement unless directed otherwise by the administration.
- An appropriately locked container/cabinet must be provided for the storage of medication.
- All medication will be dispensed by the school nurse, principal or their designee.
- Opportunities must occur for communication with the pupil, parent and physician regarding the efficacy of the medication administered during school hours.

Concussions

The CVSU and its member districts of Echo Valley and Paine Mountain School District, are committed to the health and safety of its students. Concussions are one of the most commonly reported injuries in children and adolescents who participate in athletic and recreational activities. Therefore, in accordance with Vermont State Statute (16 V.S.A. §1431) students will not be permitted to continue to participate in any training session or competition associated with a school athletic team if the coach has reason to believe that the student has sustained a concussion or other head injury during a training session or competition. The student must be examined by and receive written permission to participate in athletic activities from a health care provider licensed and trained in the evaluation and management of concussions and other head injuries.

Student Support Services

The WMHS Student Support staff advocates for academic, career, and social/emotional development for all students and welcomes family, staff, and community collaboration for our students. We are dedicated to a counseling system that works for the students, families, staff, and community providing a wide range of services and programs.

The Student Support Team is available to assist students and families in finding solutions to any issues that affect school life and learning. The Student Support Team is also there to assist students and families to access resources in and out of school. The team supports students with their middle and high school academic planning in order to seek post secondary placement in career and college. Military and college representatives are welcome to visit the campus and that is arranged by the Co-Coordinator of Student Support.

The Co-Coordinator of Student Support will support students by guiding them to resources and support that will help sustain a positive school climate for relevant and purposeful learning. It is the Team's aim to support students to attain skills to manage their social, emotional, and behavioral concerns in order to be "ready to learn" in the classroom as well as promote the development of school-wide programs, models, and expectations.

The School to Home Coordinator supports students and works with families to access school and local resources. This position collaborates with counselors, special education, teachers, alternative school settings, mental health agencies, and many other resources within the state.

The Social Emotional Support & Coach will support students by assisting our school community in the implementation of our universal Positive Behavioral Interventions and Supports system as well supporting their social/emotional growth through providing direct consultation to students, staff and families.

Student Support Services also works closely with the Healthy Youth Program (HYP) through the Youth Services Bureau to support students and families in prevention, intervention, and post-intervention topics related to substance use/abuse.

SECTION 504 OF THE REHABILITATION ACT

WMHS student support services provide assistance in education for any student. WMHS does not discriminate on the basis of handicap, therefore, the 504 Coordinator will work closely with special educators, student support and classroom teachers for Section 504 of the Rehabilitation Act and are available at grievance procedure to address complaints regarding Section 504 of the Rehabilitation Act.

MULTI-TIERED SYSTEMS OF SUPPORT

All students are progress monitored for achievement/learning throughout the school year at WMHS. This means that universal assessment data is used in a problem solving process to set lofty goals for all individual students. Students are then progress monitored based on assessment data every six weeks in order to track whether or not they are making adequate gains in achievement. If students aren't making the expected gains, or if students are flagged for intervention then the data team works together to ensure that a successful intervention plan is implemented. We are committed to ensuring that all students at WMHS are receiving the appropriate interventions and enrichment to reach their greatest potential and to have the academic foundation to successfully pursue a post-secondary pathway of their choosing.

Targeted Supports

Targeted Intervention occurs if a student is flagged as someone who may need extra support in order to fill achievement gaps or to gain prerequisite foundational skills in either reading or math to achieve/access the instruction that is occurring in the classroom.

Intensive Supports

One form of intensive supports occurs through the Special Education programs and services are funded through monies appropriated by federal, state and local monies. They provide the support needed to implement Individual Educational

Plans (IEP) for eligible students. Eligibility is based on the identification of a disability, its adverse effect on a child's educational success and a need for a specialized education. The Special Education Department at WMHS consists of a dedicated team of professionals including five special educators and a speech language pathologist. This group of individuals provides services to children from grades 6-12 and works as a team with classroom teachers and parents in order to meet the needs of students in the most effective way possible. For more information about this program, please contact the principal.

*** Please note that intensive supports doesn't necessarily equal special education.**

UNIVERSAL SYSTEMS OF SUPPORT

WMHS is dedicated to the academic, social and emotional development of all students. Students are taught and encouraged to use self-regulation skills. Students have the opportunity to do so by utilizing the following interventions:

- **Refocus Space:** students should access the Refocus Space within their classroom when they need time to regulate, refocus and be ready to learn. The Refocus Space allows the student a short period to take a break within their classroom. They can check in with their teacher or quietly access this space.
- **Reflective Room:** when a student is unable to regulate within their current environment, they should access the Reflective Room. This is a room that is within the Student Support Center. They must request a Reflective Room Pass from their teacher to access this space.

These interventions provide the opportunity to prompt self-regulation and teach valuable skills to manage anxiety, high energy and support other factors that may be impacting learning. It is imperative that students understand that they are not "in trouble" and these interventions are NOT used as a punishment. It is merely a time for the student to stop what they are doing to self-regulate, refocus, reflect and return to their class prepared to be an engaged learner.

****Please note that teachers can send students to the Refocus Space and the Reflective Room if they identify the student is becoming dysregulated.***

POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS (PBIS) AT WMHS

Positive Behavioral Interventions and Supports (PBIS) is an evidenced-based framework shown to positively impact student achievement, behavior, social development, attendance and overall school climate. Williamstown Middle High School is a certified PBIS school under the VTPBIS Agency of Education. This offers the opportunity for more resources and supports for our students.

Students will be acknowledged by teachers and school staff through the implementation of Blue Devil Bucks. In each space in the school - classrooms, hallways, cafeteria, student support, front office - Expectations will be posted explaining the Blue Devil Expectations for that space. When students follow these Expectations, they are able to earn Blue Devil Bucks.

Students can "purchase" items from the Blue Devil Store during lunch in the cafeteria on Fridays. Items "for sale" include, Blue Devil apparel & gear, Apple/XBOX/Playstation/Google Play/Twin City Bowling/Pump & Pantry Gift Cards, tickets to school events like the Prom, and more.

HEALTHY YOUTH PROGRAM (HYP) - YOUTH SERVICES BUREAU (YSB)

Students who violate the district Drug/Alcohol Policy will be referred for a substance use assessment by a qualified Drug/Alcohol Counselor. Assessment and treatment services are provided by the Healthy Youth Program counselors through the Youth Services Bureau of Washington County. Counselors are available to conduct assessments/provide treatment on campus during the school day or at their local office in Montpelier, VT. Students referred for an assessment will be expected to follow the treatment goals established in the assessment. Students may also refer themselves for confidential counseling.

Parent/School Communication

We believe that it is imperative for parents to have a clear means for communicating with WMHS teachers and administrators. In order to provide the best possible program for all students, we know that teachers and parents need to have current information about academic and behavioral progress of students. When concerns and issues are communicated in a timely manner, we can provide appropriate support and intervention.

- **Concerns about a specific class should be communicated directly to the teacher.** Often issues can be easily resolved by quick and direct communication. It is easiest to reach teachers by email, and usually an answer to the email will be within 24 hours. Contact, messages, and requests for meetings can also be made via the school office.
- **For general concerns and questions,** parents should contact the student's advisor.

BLACKBOARD CONNECT NOTIFICATION

Whenever appropriate, school officials will contact parents using the Blackboard Connect notification system, which sends recorded messages to phone and email contacts. These notices may include reminders about school events, meetings, report cards, and emergency information. Please be sure that your contact information is up to date.

LATE ARRIVALS

When a student arrives at school late, they will report to the main office and sign-in. A pass will be given to the student for admission to class. A note signed by a parent stating the reason for the late arrival is expected at this time. Parents/guardians may also email excuses to Renee Pearce at rpearce@cvsu.org.

EARLY DISMISSAL

Students will be dismissed from school before regular school closing time when a request is made by a parent or guardian. Please present a written request for early dismissal, signed by a parent or guardian, prior to 8:10 a.m. or by sending an email to Renee Pearce at rpearce@cvsu.org. The student will be shown in the attendance program as having an early dismissal and it will indicate the time the student is leaving. When a student leaves, please sign out on the sign-out sheet in the main office.

Attendance

Regular student attendance is essential to the academic success of all students in the Williamstown Schools. Frequent absences from school disrupt the continuity and overall objectives of the instructional process. Furthermore, post-secondary schools, as well as business and industry, require records of attendance. Research and experience clearly show that regular attendance in school is a prerequisite for academic success and personal growth.

The primary responsibility for acceptable student attendance is shared by the students, parents and the school. Therefore, it is imperative that we require students to attend school on a regular basis, not only to assure them of an excellent education but also to instill in our students the importance of commitment, responsibility and self-discipline.

Off Campus Learning Opportunities

Field trips can enhance the curriculum and provide learning experiences not available within the school setting. Some trips are considered to be *curricular/required* field trips and are an essential part of the curriculum or part of a Personal

Learning Plan; others are deemed to be *non-curricular/optional* trips, which are voluntary and not considered to be an integral part of the school curriculum.

1. A teacher planning an off campus learning opportunities, curricular/required or non-curricular/optional, shall timely submit a written request and plan to the principal, who may modify the plan as appropriate. If the trip involves travel beyond 50 miles, the principal shall present the plan to the superintendent for approval. If the trip involves one or more overnights, the plan must also be submitted to the Board for approval. If the plan involves multiple visits to the same location these requirements may be fulfilled with a single plan.
2. The plan shall:
 - a. Describe the goals and educational benefits of the trip.
 - b. Outline the itinerary of the trip, including proposed transportation and accommodation arrangements. If private vehicles are to be used, the teacher must obtain proof of liability insurance and a valid license. The use of private vehicles must be pre approved by the superintendent or designee.
 - c. Detail the number of adult chaperones and other means of ensuring adequate supervision and reasonable safety of participants.
 - d. Describe and justify any criteria for the eligibility of participating students. Students shall not usually be denied the opportunity to participate in curricular/required field trips on academic grounds or for disciplinary reasons unrelated to the field trip.
 - e. Explain how the trip's costs shall be funded. For curricular/required field trips, students and parents shall not be asked to pay a fee, although students may be asked to engage in fundraising activities to contribute to overall trip costs in a manner that equally benefits each student participant. Principals will determine if a field trip is curricular/required. For non-curricular/optional field trips, participating students and their parents may be asked to pay a fee in order to participate, in addition to any fund-raising activities. Any income from fundraising will be used towards overall costs. Principals will develop procedures that ensure any student who does not participate in fundraising activities for **non-curricular field trips** may not be supported by those funds. Students who do not participate in fundraising activities also may not be allowed to participate in the **non- curricular** field trip. Organizers must make efforts to ensure that no student **under the age of eighteen** is denied the opportunity solely because of financial circumstances.
 - f. Propose appropriate alternative arrangements at school or, with parent approval, at home, for any student who is unable to participate. Curricular field trips are considered to be an integral part of the curriculum and students are expected to participate, subject to excusal based on compelling circumstances. Non-curricular field trips are voluntary.
3. Once a plan is approved, it shall be distributed to parents/guardians of eligible students along with authorization forms including medical forms. No student may participate without authorization by a parent or guardian.
4. Multiple trips to an approved off campus learning opportunity will only require additional notification to parents or guardians by the teacher/advisor.
5. As appropriate for the scope of the field trip, the teacher shall provide to parents information such as emergency procedures, names of chaperones, contact information for all overnight accommodations, costs, clothing lists, and similar matters.
6. All participants of curricular/required or non-curricular/optional field trips will comply with all policies, rules and procedures of the Williamstown School District and Central Vermont Supervisory Union.
7. All chaperones are subject to policy 3.7 Volunteers, Work Study Students and Interns, and its corresponding procedures.

Warned: 4/30/12 First Reading: 3/13/12 Second Reading: 5/18/12 Adopted 5/18/12

Warned:1/6/2014 Revised:1/14/2014

Warned 11/2/2017 Revised 11/15/2017

Students Who Are 18 Years of Age

We recognize that students who are 18 and older are legally adults. We expect them to manage their education maturely and responsibly. As students enrolled in the WMHS, older students are required to abide by all the same expectations and rules as other students. (Vermont Statute 16.1122)

Students of legal majority may sign their own permission forms and attendance notes. Parents continue to receive all normal school communications, including notice of permissions and attendance unless a student has chosen to revoke that right.

Transferring from WMHS

If a student is transferring to another school, please make an appointment to see Renee Pearce. Two days prior to departure, the students will obtain a sign-out sheet from the main office to be signed by appropriate faculty and staff indicating that all books, materials, and work have been returned.

Student Activities

OUTSIDE OF THE SCHOOL DAY:

After 3:00pm, students will be with their supervisors for an activity in an authorized area of the building or not in the building if not involved in an activity.

ELIGIBILITY FOR GAME, PRACTICE, CONTEST/PERFORMANCE

- If a student misses any part of the school day preceding a practice or contest/performance they must get approval from the administration in order to participate.
- Participation in a weekend game/performance is not jeopardized by absence from school on Friday. However, a coach or individual team rule may apply that could impact playing time.
- A student who is suspended from school is not permitted to practice, play in a contest/performance, or travel with the team in any capacity until the next full day after the suspension is completed. If it is an in-school suspension then participation can take place once the punishment has been carried out.
- Attendance and promptness at ALL practices are important. Being part of a team, even in those sports that are highly individual in nature is part of the very essence of athletics. Failure to attend or being late to practices or games conveys the unspoken message that your team and your teammates are not as important as the individual who decides not to attend or to be late. Arriving late or missing practice-- in most cases will result in loss of playing time.
- There are times when missed practices or late arrivals are justified (i.e. make-up school work, extra academic help, doctor's appointment, etc.) In such cases, it is the student's responsibility to inform the coach.

ACADEMIC ELIGIBILITY FOR CO-CURRICULAR ACTIVITIES:

Paine Mountain School District recognizes the very valuable role that co-curricular activities play in engaging our students in their own personal development and the vital contributions they make to our larger community. PMSD is committed to ensuring that every student has access to and support in participating in these activities, as a means to increase their leadership abilities, cultivate new relationships, and assume personal responsibility. Students who elect to play sports, participate in student governance, or join a school group, club, or team make a voluntary commitment to these pursuits and earn the privilege of representing their school and community.

At PMSD, we have developed an eligibility system designed to foster perseverance in our students through academic support such as advisory, lab, and afterschool support, rather than punish them by removing opportunity. Our system is as follows:

1. Ongoing progress checks through our online reporting system, JumpRope
2. Activation of support when JumpRope indicates student level of progress is below a 2.01 or a staff member has concerns (extended absence/illness) - [form](#) completed by teacher advisor and notification sent to student, family, athletic administration

- a. The student will develop a plan with their teacher and be required to attend advisory, lab, or afterschool help for two weeks
- b. The student will be permitted to attend and participate in co-curricular activity *as long as they are making progress and attending assigned work times*
- c. If the student is making progress per the plan, they may continue participation
- d. If the student is NOT making progress, the plan will be revisited and they will be suspended from the co-curricular activity for two weeks
 - i. The student may return to participation if at the end of the two weeks they are making progress per their plan

TRAINING RULES

Students are expected to abstain from the use or possession of tobacco/nicotine (smoke and smokeless), alcohol, illegal drugs, drug paraphernalia, and/or using legally prescribed drugs in an illegal fashion beginning with the activity's first practice and ending with its last practice, contest, or performance. Any student involved in any individual event beyond the activity's regular season is expected to abide by these rules (New England competitions, music festivals etc.).

Any violation of the training rules, which is reported to the coach/advisor, athletic director, or administration by a reliable, first-hand witness, will be thoroughly investigated. If the allegation is proven to be true, the following procedure will be implemented:

1. After the first offense during an academic year, the student will be suspended from game participation for a minimum of three weeks (or equivalent of $\frac{1}{4}$ of contests/performances). In addition, they will be required to attend substance abuse counseling. Upon successful implementation of substance abuse counseling the student will be reinstated after the conclusion of their suspension. If an athlete self-reports, which means initiating a meeting with the Activities Director or his/her designee and this meeting takes place before an investigation is started, the first offense would be reduced to two weeks, and a minimum of 2 games/performances (depending on total number of games/performances in the season). A first offense suspension will not carry over to the next year.
2. If a second offense occurs during an academic year, the student will be suspended from game participation for a minimum of five weeks (or equivalent of 10 contests). In addition, they will be required to attend substance abuse counseling. Upon successful implementation of substance abuse counseling the student will be reinstated after the conclusion of their suspension.
3. Should a third offense take place during an academic year the student will be suspended from all interscholastic participation for one calendar year. In addition, they will be required to attend substance abuse counseling. Upon successful implementation of substance abuse counseling the student will be reinstated after the conclusion of their suspension.
4. Attendance is mandatory for both practices and games/performances during the suspension. Failure to be in attendance may result in increased suspension time. The student will also be referred to the targeted/intensive social/emotional team. The coach, parent(s), athletic director, or the athlete him/herself may do this referral.

INTERSCHOLASTIC ATHLETICS

***DUE TO COVID - PLEASE MAKE SURE TO FOLLOW COMMUNICATION COMMUNICATED BY THE ATHLETIC DIRECTOR**

Athletic programs are available for participation and competition on an interscholastic level.

Students participating in these programs need to meet eligibility requirements, and be willing to abide by the school's Athletic Code. No student will be permitted to participate in interscholastic athletics without having on file with the Athletic Director, a statement signed by both student and parent verifying that they are aware of the school's Athletic Code and are willing to abide by its policies, as well as the other required forms.

SCHOOL SOCIAL FUNCTIONS

Social functions for the school year will be scheduled on the Master Calendar in the main office.

Petitions for any school function must be submitted to the main office at least two weeks prior to the date of the scheduled event and approved by the Principal. Special forms must be used and are available in the main office. Specific rules and regulations in effect regarding dances are listed. Sponsoring parties, please read and abide by these rules and regulations.

CO-CURRICULAR / EXTRA-CURRICULAR ACTIVITIES OFFERED

****DUE TO COVID - WE WILL TRY TO OFFER AS MUCH AS WE CAN BUT WE APPRECIATE YOUR UNDERSTANDING THAT WE MAY NOT BE ABLE TO OFFER EVERYTHING WE HAVE IN THE PAST***

Please call the school to find out advisors/coaches/supervisors for each activity. We offer:

- 6-12 – Class Advisors – Each class has a faculty Class Advisor to coordinate class activities, fundraising and meetings
- 7-12 – Sports – Fall, Boys and Girls Soccer, Cross Country Running – Winter, Boys and Girls Basketball, Wrestling – Spring, Boys Baseball and Girls Softball, Golf, Track, some of which may be combined with NMHS (we also work with local schools to compete and participate in other sports that are not offered at WMHS – please ask the Athletic Director for details)
- MS Leadership, HS Leadership, HS National Honor Society, HS Health Careers Club, HS Green Team, HS Yearbook!, MS and HS Theatre, MS and HS Band and Chorus

STUDENT ACTIVITY FUNDS

The Student Activity Fund, which is maintained by the office in conjunction with the treasurers of the school organizations, is essentially a school-operated bank that functions as a service to the varied organizations within the school. The source of all money must be accounted for, as well as expenditures. All treasurers will receive the necessary instructions in regard to the accounting practices at the beginning of the school year. These accounts are audited; therefore, please use the following procedures:

- The Student Activity Fund is to be the only depository for all students' funds.
- All payments for goods and services rendered to any class or organization will be paid by a Student Activity Fund Check. Under no circumstances should a class or organization pay a bill by cash. Money taken at the door for the sale of tickets to any activity may not be used to pay bills.
- Each organization, class or club will maintain an accounting system designed by the administration. The administration will maintain a similar but separate accounting system that will be consistently checked with the student's accounts.
- Since the students raise class funds in cooperation with the parents and townspeople for school purposes, only those funds that are needed should be raised.
- No funds may be withdrawn without the approval of the faculty advisors and the principal. Funds may be used only for a school approved function or activity.
- Each graduating class is to leave an amount of \$100.00 in its account to cover any bill that may be received by the school after the class has graduated. Prior to graduation, each class will designate how this sum should be spent by the administration for the betterment of the school, assuming this money is not absorbed by late bills.
- All funds should be turned in within 48 hours of collection.

School Expectations

BEHAVIOR EXPECTATIONS AND PROCEDURES

Expectations at Williamstown Middle High School are based on our community core values of Respect, Responsibility, and Recognition. It is designed to foster a safe, orderly, and nurturing environment, free from bullying, harassment, and hazing, to foster self-discipline, and to preserve the right for each of us to teach and learn.

Summed up, our school-wide expectations are “**Be respectful, be responsible, and recognize each other’s value to WMHS.**” Creating and maintaining a positive school climate based on our Community Values is everybody’s job. Learning to be a contributing member of the WMHS community is a commitment that everyone is expected to make. The following discipline guidelines were developed for our school community to use for maintaining the principles of our community values.

WMHS, in partnership with families and the community, strives to create a respectful school environment, where each student can become a critical and creative thinker, lifelong learner, and a responsible global citizen. We are committed to a school-wide culture based on respect, responsibility, and recognition.

ACADEMIC HONESTY STATEMENT

Williamstown High School is a community that values learning and honesty. As a community, we require all students to participate in this value system of intellectual integrity. Any student that is found to not be participating will undergo disciplinary action.

Examples of not participating in this value system include plagiarism and cheating. Plagiarism is passing off another person’s work or ideas as your own without giving them credit. It does not matter if the person is another student, a parent, or an unknown author or individual. Cheating is attempting to give or receive answers on an assignment or examination.

ADVISORY PROGRAM

We believe that it is important for every student to have a supportive and understanding relationship with at least one adult at school. The mission of our advisory program is to educate, empower, and advocate for our students by supporting their academic, career, and social growth. Every student has an adult advisor who knows the student individually and who can support, advise, and advocate for the student in many different situations. Throughout the year, students check in with their advisors on a personal level and meet in advisory groups of about 12 students, as well as for scheduled longer periods and special activities.

Among other actions, advisors:

- Help students organize their annual academic plan, in conjunction with the co-coordinator of student support.
- Keep track of students’ academic and social progress, including reviewing all progress and grade reports.
- Refer students for extra educational support and act as advocates for their interests.
- Act as the key school contact for parents.
- Encourage and support school-wide expectations.
- Create a safe space to share and discuss academic and personal/social trends, hot topics, etc. in a community building atmosphere.

EXPECTATIONS FOR OUR SCHOOL ENVIRONMENT

<i>THE BLUE DEVIL WAY – Respect, Responsibility, Recognition</i>						
Expectation	Classroom	Bus	Hallway	Cafeteria	PAL	Library
Respect	*Be polite *Be positive *Wear your mask *Sign-in/out of room *Regularly wash/sanitize hands	*Use quiet voice *Leave no tray(ce) *Keep hands/ feet/ body/ objects to yourself *Wear your mask	*Walk on the right side of hallway *Use quiet voice *Keep hands/feet/ body/objects to yourself *Wear your mask	*Follow directions to be in/out of seat *Use manners *Ask for permission to leave the cafeteria *Wear your mask when not eating	*Put electronics away/off *Listen with voices off *Wear your mask	*Use quiet voice *Leave no Tray(ce) *Appropriate use of materials, equipment, and space *Wear your mask

	<ul style="list-style-type: none"> *Disinfect your space as instructed *Only utilize teacher provided materials/personal materials 			<ul style="list-style-type: none"> *Remain distanced from those still eating *Regularly wash/sanitize hands *Properly dispose of waste in the designated areas 		<ul style="list-style-type: none"> *Sign-in/out of room *Per Librarian
Responsibility	<ul style="list-style-type: none"> *Be prompt *Be prepared *Be productive *Per Teacher Mutual Expectations 	<ul style="list-style-type: none"> *Follow directions *Make sure you have your belongings *Report anything that makes you uncomfortable to an adult *Common Space, Common Courtesy 	<ul style="list-style-type: none"> *Go directly to your destination and get where you need to be *Common Space, Common Courtesy 	<ul style="list-style-type: none"> *Show appropriate line and table behavior *Leave no tray(ce) *Common Space, Common Courtesy 	<ul style="list-style-type: none"> *Exhibit audience behavior—empty hands, good posture, eyes on speaker *Common Space, Common Courtesy 	<ul style="list-style-type: none"> *Follow directions *Make sure you have your belongings *Common Space, Common Courtesy
Recognition	<ul style="list-style-type: none"> *Situational awareness *Personal space *Social Responsibility *Common Space, Common Courtesy 	<ul style="list-style-type: none"> *Situational awareness *Personal space *Social Responsibility 	<ul style="list-style-type: none"> *Situational awareness *Personal space *Social Responsibility 	<ul style="list-style-type: none"> *Situational awareness *Personal space *Social Responsibility 	<ul style="list-style-type: none"> *Appropriate celebration *Situational awareness *Personal space *Social Responsibility 	<ul style="list-style-type: none"> *Per Librarian *Situational awareness *Personal space *Social Responsibility

THE BLUE DEVIL WAY – Respect, Responsibility, Recognition

Expectation	Restrooms	Office/Nurse/ Student Support	After School Activities	Gymnasium/ Fields/Outside	Locker Room	Technology
Respect	<ul style="list-style-type: none"> *Flush when you're done *Honor privacy *Wear your mask *Regularly wash/sanitize hands 	<ul style="list-style-type: none"> *Have a pass to be in the space *Honor privacy *Use quiet voice *Wear your mask *Sign-in/out of room 	<ul style="list-style-type: none"> *Represent The Blue Devil Way, all day, every day *Wear your mask unless told otherwise 	<ul style="list-style-type: none"> *Appropriate footwear and clothing *Appropriate use of materials and equipment *Wear your mask unless outdoors 	<ul style="list-style-type: none"> *Keep your hands to yourself and own property *Lock up your personal belongings 	<ul style="list-style-type: none"> *Follow Acceptable Use Policy (AUP) *Follow cyber safety/integrity guidelines and laws

Responsibility	*Ask for permission before going to the restroom *Return to class promptly *Report anything that makes your uncomfortable to an adult *Common Space, Common Courtesy	*Ask for permission before going to the space *Return to class promptly *Common Space, Common Courtesy	*Follow the expectations of an adult *Common Space, Common Courtesy	*Only be in space when directed to be there *Common Space, Common Courtesy	*Change and leave space, do not loiter *Common Space, Common Courtesy	*Interact in the cyber world as in the physical world *Use your device for school work and communication only *Report anything that makes your uncomfortable to an adult *Common Space, Common Courtesy
Recognition	*Situational awareness *Personal space *Social responsibility	*Situational awareness *Personal space *Social responsibility	*Situational awareness *Personal space *Social responsibility	*Understand the learning environment/ classroom *Personal space *Situational awareness *Social responsibility	*Situational awareness *Personal space *Social Responsibility	*Situational awareness *Personal space *Social responsibility

RESTORATIVE PRACTICE

Part of our restorative process when conflict has happened between students, adults, or a combination of both is to work with all parties on repairing any damage in an effort to move forward - please see this link for more information, <https://www.iirp.edu/restorative-practices/what-is-restorative-practices>.

Restorative Practices:

- Are led by a trained facilitator with the intention of identifying, repairing current harm, and preventing future harm.
- Do not attempt to restore things to how they were before harm took place—it is not possible to erase the past. Through collaborative identification of harms and needs and active responsibility to address them, damage is repaired to the degree possible. Addressing harms and needs and promoting active accountability demonstrates that people in the community are cared for. This enhances one’s sense of safety and helps allow all those affected to move forward without the incident having significant controls over their lives. This is healing.
- Focuses on repairing relationships—rather than the rule that was broken

The restorative process:

- Involves meeting with each individual separately, to both evaluate the readiness of each individual and to review questions that will be addressed ahead of time. The questions are scripted and the same each time we go through this process - it's quite formal to ensure the safety of all of those involved. The questions asked are:

What happened?

What were you thinking at the time?

What have you thought about since?

Who has been affected by what you have done?

What do you think you need to do to make things right?

SCHOOL-WIDE RESPONSES

We Are All Responsible For All Of The Students All Of The Time

Highly recommended interventions that we model to foster communication and lifelong learning:

1. Communication to families by phone calls, emails, or meetings
2. Conferences: Teacher /Student/Parent/ Advisor/Student Support or any or all combinations

Office Intervention Level: When a student is sent out of the classroom and referred to the office:

- Once the student is sent to the office the student will stay in the office until the student has met one of the student support team members (Principal, Coordinator of MTSS, Co-Coordinators of Student Support or School Home Coordinator).
- The student will be asked to return to their scheduled class once they have processed the incident and regained self-regulation.
- The student will be offered an opportunity to participate in a restorative dialogue with the sending teacher prior to the next scheduled seminar.
- Parents/Guardians may be notified by the responding adult.

SUSPENSION

Suspension is used as a tool to provide pause in the event that a student is severely dysregulated and/or has committed an infraction that requires time for healing. A reentry meeting will always be required prior to a student returning when an out of school suspension has occurred.

ALCOHOL AND OTHER DRUGS

All illegal or inappropriate “substances” are prohibited at Williamstown Middle/High School or any school sponsored event. Possession or use will be dealt with promptly and in accordance with school district policy.

BULLYING / HARASSMENT / HAZING PREVENTION

The Williamstown School District believes that students have a right to a safe, orderly, civil, and positive learning environment and that bullying/harassment/hazing has no place and will not be tolerated in its schools.

Williamstown Middle High School is committed to providing a bully-free environment for our students. If you believe your child has been a victim of bullying, harassment, and hazing please contact the school as soon as possible.

DAMAGED / UNRETURNED SCHOOL PROPERTY

Defacing or damaging school property is against our community values (Respect, Responsibility, and Recognition) and is prohibited. All school property must be signed out through the appropriate person and returned in the same condition. If the property is not returned or is damaged, the student and/or parents will be responsible for replacement.

LEAVING SCHOOL GROUNDS

Students are not permitted to leave school grounds between the time they arrive and the end of school day without prior administrative permission. In the event that a student leaves the school without prior permission, it will result in a meeting with the Principal. If the student leaving school grounds is deemed a safety concern for the student or the school community, law enforcement will be contacted.

PROFANITY, OFFENSIVE LANGUAGE, OFFENSIVE BEHAVIOR

Inappropriate language or behavior that is obscene and offensive is a violation of our community values (Respect, Responsibility, and Recognition) and will not be tolerated. Students who violate this expectation will be addressed accordingly.

THEFT

Personal property must be respected at all times. The taking of anything against one's will is prohibited and is considered a serious offense. Students who violate this expectation will be addressed accordingly.

THREATS / ASSAULTS, FIGHTING

Threats, assaults, and fights are against our community values and are prohibited. Hitting, punching, pushing up against, holding someone down or otherwise preventing a person from walking freely are actions that constitute an assault. Any exchange and/or body contact of a violent nature between two or more people will be considered fighting and will lead to appropriate consequences, at times contacting law enforcement.

VANDALISM

Any individual causing loss or damage to the buildings, grounds, equipment, books, materials, and/or other property belonging to the school district or any person, must make restitution for such loss or damage.

SCHOOL BUS EXPECTATIONS - RIDING THE BUS IS A PRIVILEGE, NOT A RIGHT!

****All students are expected to follow COVID protocols while on the bus ← [LINK](#)***

The following rules are for the safety of all. It must be remembered that anything that distracts the bus driver from their primary duty of driving the bus endangers all the people on and around the bus.

1. Be courteous:
 - a. No fighting
 - b. No obscene language or gestures
 - c. No spitting in the bus or out of the windows
 - d. No hitting
 - e. No throwing or otherwise propelling objects of any type, inside or outside of the bus
 - f. Leave others books and belongings along
 2. Do not eat or drink on the bus
 3. No littering. Keep the bus clean
 4. Do not be destructive
 5. Cooperate with the driver
 6. No smoking/vaping
 7. Stay seated
 8. Keep heads, hands and feet inside the bus at all times
 9. Bus driver is authorized to assign seats
 10. Follow any additional safety rules from the school or the driver
- Students should arrive at their bus stop at least 5 minutes before their scheduled pick-up time.
 - Students must sit in their assigned seats on the bus.
 - Students must have a note signed by a parent/guardian and the school if they are getting off at a stop other than their normal one. They should also have a note to get on at a stop other than their normal one, and, whenever possible, it should be cleared with the school in advance, to ensure that they may ride, as some buses run near capacity.
 - If a student is having a problem on the bus, he/she should notify the driver. Problems with other students should be told to the driver at the next stop. If it is an emergency, call it to the driver's attention immediately.

BUS STOP BEHAVIOR

While waiting for or after discharge from the bus, students are expected to maintain the following behavior:

1. No obscene language or gestures to others at the stop or to passing motorists.
2. Do not throw anything at passing vehicles.
3. Stay out of the road.
4. Students should cross the road at the driver's signal, and be able to see the driver at all times while crossing (about 10' in front of the bus.)

STUDENT WALKERS' BEHAVIOR

Students walking to or from the school are expected to maintain the following behavior:

1. No obscene language or gestures to others at the stop or to passing motorists.
2. Do not throw anything at passing vehicles.
3. Stay out of the road.

General Information

ABSENCES - PARENT/GUARDIAN NOTIFICATION OF ABSENTEEISM

Students are asked to have his/her guardian call the school office prior to 8:10 a.m. on days when it is necessary to be absent. Written excuses are to be submitted to the main office within 5 days of the date of absence. Email is an acceptable written notification - rpearce@cvsu.org.

PARENT NOTES: Within five (5) days of returning to school from any absence, each student will bring to the office a written note from his/her parent or guardian regarding the cause and dates of absence.

APPEARANCE AND DRESS

[DRAFT dress code](#)

We will be working with teachers and students to review this updated dress code to ensure it achieves our goal of being equitable and contributing to a safe school environment *for all students*.

CELL PHONES / ELECTRONIC DEVICES

The general expectation is that phones are away - in a backpack or in a bin, or other space provided by the teacher unless the teacher indicates clearly that it is an appropriate time to use them. This expectation includes advisory as well as Extended Learning Opportunity periods.

Failure to meet this expectation will be handled as follows:

- Any warning or reminder will be for the entire class, not individuals
- A teacher may take a phone that is being used during a non-specified time, and keep it for the remainder of the class.
- Further inappropriate use will result in the phone being taken and given to the office for the rest of the day. The teacher will contact home.

Chronic or repeated misuse and failure to follow a reasonable request will result in a referral to the office.

CHANGE OF ADDRESS

Parents are asked to notify the Main Office of any change in address, phone number, email address, custodial or marital status.

ANIMAL DISSECTION

A student in the Williamstown Middle High School has the right to be excused from participating in any lesson, exercise, or assessment requiring the student to dissect an animal, or to observe dissection of an animal or similar activity as part of a course of instruction. A student, parent, or guardian may request a student be excused from participating in or observing the lesson which would include dissection of an animal by notifying the course instructor and principal in writing upon receiving the course syllabus or course description. The school will provide students with alternative experiences by which to learn and assess their knowledge and skills on material required by the course. These alternative experiences may include but not be limited to films, videos, print, and approved internet websites. No student shall be discriminated against based on his or her decision to exercise this right.

FOOD SERVICES

The school cafeteria provides breakfast from 7:45 to 8:10 each morning, and a nutritious lunch at scheduled lunch periods. A student breakfast costs \$2.25 and a student lunch costs \$3.00. For information about Free and Reduced Lunch programs, please contact the school office. Students who bring their own food are encouraged to avoid fatty and sugary foods, carbonated drinks, and caffeine or other artificial energy boosters. The WMHS food service provider is the Abbey Group. ****Please note that all student meals are free again for the 2021-22 SY***

HALL PASSES & LEAVING THE CLASSROOM

Hall passes are used by students when out of class. Students must have a Hall Pass to go to another classroom, bathroom, library, office, student support, and nurse's. All students must sign in/out of a room when they leave and arrive. This is also a COVID protocol required for contact tracing purposes.

INSURANCE

The school system carries a liability policy that generally insures all students, personnel and school visitors in case of injury resulting from an accident when it can be proven that such an accident is the direct result of negligence.

Parents who feel that the provisions of their own family insurance programs are NOT adequate, may purchase a school accident insurance policy. Information and applications are distributed to each student in the fall. Such policies are not sponsored by the school system. In effect, they are contracts between the insurance company and the insured. With such insurance, all claims are made directly to the company. Except in the case of proven negligence, the school system makes no provisions to cover expenses for accident or injury.

LOCKERS

Students will be assigned a locker through the main office only. Students must use a lock purchased from the school. They can purchase a combination lock for \$8.00 at the main office. Please do not put a lock on any locker unless you have been assigned the locker through the main office. Locks found on unassigned lockers will be immediately cut off.

PARKING/MOTORIZED VEHICLES

Students who intend to drive their own vehicles to school must have approval from their parent/guardian and Principal. Students can obtain the appropriate permission form from the main office. They must submit copies of their driver's license, car registration, and current proof of insurance along with the form. Student drivers are authorized to use the parking lot to the left of the building. There are limited student parking spaces available.

MEMORIALS AND DEDICATIONS

Requests for a memorial or a dedication of a building or ground or item must be made in writing to the Board in care of the Superintendent. The Superintendent will bring the request to the appropriate Board for consideration. The request must allow for adequate time for consideration. A majority of the Board must formally approve a request including its location.

The request or proposal may provide:

- Biographical and/or historical information about the individual;
- The location of the building or ground where the memorial will be placed or dedication will occur;
- The reason(s) for establishing the memorial or dedication;
- All available plans or designs for the memorial or dedication;
- A description of any physical impact on the buildings or grounds;
- Description of maintenance and additional costs associated with the memorial or dedication to be incurred by the school district.
- A description (if any) of the impact on existing memorials or dedications;
- A description of the costs and source(s) of funding for the memorial or dedication; and
- Date(s) and time of dedication or memorial.

MATERIALS AND EQUIPMENT

The building administration may determine whether or not the gift of materials and/or equipment is appropriate for the school. In the case of equipment that is outdated, costs money to run or maintain, or needs to be housed in specific spaces, the administrator shall consult with the superintendent as to whether their recommendation is that the gift should be accepted, declined, or brought to the school board for further discussion. Equipment that is accepted shall be inventoried and accounted for as required by statute and district procedures.

RTCC – Randolph Technical Career Center / Central Vermont Career Center / Other Programs

Students who attend programs at RTCC/CVCC and other programs are still Williamstown students. They receive WMHS rights and privileges, are part of WMHS graduating classes, are assigned WMHS advisors, and are held to the same standards and responsibilities.

SENIOR PRIVILEGES

The tradition at Williamstown Middle High School is for our students to earn privileges for their senior year. These privileges also assist our students in the transition to life after high school.

- All seniors are expected to attend Advisory during 1st period.
- Leaving Early:
 - Seniors with 4th period Senior Prep may sign out and leave school after their 3rd period classes - **as long as they are not required by a teacher to stay for an Extended Learning Opportunity**. They will “sign out” at the office before they leave. They may return after the end of the school day for after-school activities.
- Senior Center:
 - Can be used during senior prep.
 - Can be used during lunch.
 - Can be used from 7:45-8:10am
 - Is for seniors use **ONLY!!** Any other students accessing the Senior Center will result in the closure of the Senior Center. ALL Seniors are responsible for that space at ALL times!
 - Should be maintained in a clean and orderly manner. Not respecting this space will result in the closure of the Senior Center. ALL Seniors are responsible for that space at ALL times!

In order to qualify for senior privileges, students:

- 1) Are eligible according to the WMHS eligibility policy.
- 2) Abide by all rules and expectations of WMHS.
- 3) Conduct themselves at all times in a manner fitting a student enrolled at WMHS.

Failure to meet the above criteria will result in withdrawal of individual privileges and/or class privileges. Faculty/staff/administration and class advisor may recommend changes in the privileges throughout the school year as needed.

STUDENT RECORDS

The school maintains several types of records on each student, including but not limited to, academic reports, attendance, health, parental correspondence, speech and language, in-school reports, etc. These records are kept in locked files and maintained at the school. Under the Family and Education Rights and Privacy Act and the Education of the Handicapped Act, you have certain rights concerning these records. School Board Policy 6.1 states that you may have a list of the kinds of records kept as well as the right to review them within a reasonable time, after such request. To request inspection and review or to ask any questions concerning your rights in this matter, contact the main office. For those students transferring to a new school, student records will be forwarded after parental signature is obtained from the new school. According to state law, no records may be hand carried by a student or parent.

By law, both biological parents may review the contents or request copies of their child's permanent record, regardless of the custodial situation. Please call the office if you wish to review your child's file.

NUTRITION AND FUNDRAISING GUIDELINES

**This is currently under review to clarify the policy.*

The Wellness Policy was developed to promote healthy lifelong habits for students and staff in the Williamstown Schools. The policy encourages students and staff to engage in physical activity and to practice good nutrition. It states that “all school activities, including fundraising activities and school celebrations will be consistent with the sound nutrition practices promoted in this policy.” The intent of the above guidelines is not to ban certain foods from being sold or consumed, but to raise awareness about the nutritional quality of foods that are consumed at school and school-sponsored activities.

TECHNOLOGY/ACCEPTABLE USE POLICY (AUP)

WMHS promotes the use of technology as a tool for learning and thinking, preparing our students for the demands of 21st century life. Students have access to the school's electronic resources for the purpose of supporting and enhancing learning. To access these resources, students and parents must agree to and sign the Acceptable Use Policy (AUP).

VOLUNTEERS, WORK-STUDY STUDENTS AND INTERNS

CVSU, in compliance with Federal, State, and Local statutes, ensures that all volunteers, work-study students, and interns are appropriately screened prior to entering into service in the school district and that only volunteers, work-study students and interns, who have been screened and approved by the Principal or Associate Principal may work with students.

Definitions

- Volunteer: A volunteer is an individual not employed by the School District who works on an occasional or regular basis in the school setting to assist the staff. A volunteer also includes but is not limited to chaperones for field trips and dances, head coaching or assistant coaching positions. A volunteer works without compensation or economic benefits.
- Work Study Student: A work-study student receives compensation for work performed at the school as part of a work experience program.
- Intern: An intern is a student working toward a teaching credential who is placed with a teacher at a district school.

VISITORS

**All visitors are expected to comply with COVID Guidance - subject to change as needed.*

Parents of students are welcome at any time. For security reasons, all visitors, including parents and WMHS graduates, are required to check in at the office upon arrival and wear a visitor's pass.

Student visitors are not normally encouraged. A host student must secure written permission from the main office at least one full school day preceding any expected visitation. All student visitors must have a signed permission form in advance. Like other visitors, student visitors wear a visitor's pass while at our school.

Policy & Procedures Information

For more information on policies and resources not listed below please refer to the following website: www.cvsu.org or by accessing this [link](#).

[Proficiency-Based Graduation Policy](#)

[The Prevention of Harassment, Hazing and Bullying of Students](#)

[The Use of Restraint and Seclusion](#) *please see our website for the annual notification containing more details.

[Student Drug and Alcohol Policy](#)

[Weapons Policy](#)

[Student Conduct & Discipline Policy](#)

[Search, Seizure, & Interrogation of Students by School Personnel Policy](#)

[Nutrition & Wellness Policy](#)

[Responsible Computer, Network and Internet Use](#)

Truancy Policy

Warned: 9/2/10 1st Reading: 9/14/10 2nd Reading: 10/12/10 Adopted: 10/12/10

The Vermont State Law on attendance requires that:

T.16V.S.A. sec. 1121. A person having the control of a child between the ages of seven and sixteen years shall cause the child to attend an approved public school, an approved or recognized independent school, or a home study program for the full number of days for which that school is held, unless the child:

1. is mentally or physically unable to attend; or
2. has completed the tenth grade; or
3. is excused by the superintendent or a majority of the school directors as provided in this chapter.

T.16V.S.A. sec. 1122. A person having the control of a child over sixteen years of age who allows such child to become enrolled in a public school, shall cause such child to attend such school continually for the full number of the school days of the term in which he is enrolled, unless such child is mentally or physically unable to continue, or is excused in writing by the superintendent or a majority of the school directors. In case of such enrollment, such person, and the teacher, child, superintendent and the school directors shall be under the laws and subject to the penalties relating to the attendance of children between the ages of seven and sixteen years.

T. 16 V.S.A. sec. 1123. The Superintendent of a public school may excuse, in writing, any pupil from attendance upon such school for a definite time, but not for more than ten consecutive school days and such excuse shall be granted only for emergencies or for absence from town.

A. DEFINITIONS

1. A **truant** student is one who is subject to compulsory school attendance (16 V.S.A. § 1121) and who is absent without valid cause or excuse.
2. **Valid cause or excuses** for absences include illness, observance of a religious holiday, death in the family, family emergency, situations beyond the student's control or other circumstances which cause reasonable concern to the parent or guardian for the health and safety of the student as determined by the administration. All valid causes or excuses must be confirmed in writing.
3. **Planned Absences** – Planned absences are pre-approved absences that allow students to gather advanced assignments from their teachers and to establish a schedule for completing assignments and tests. It is recommended that students use the process in cases such as scheduled surgery, religious holidays, college visits, and family activities that occur while school is in session. Planned absences will be treated as excused absences.
4. Suspensions will be considered excused absences.
5. All other absences will be treated as unexcused absences.

B. ADMINISTRATIVE RESPONSIBILITIES

The Superintendent (Principal) is responsible for developing procedures to guide the implementation of this policy. The procedures will address the following issues and may include others as well:

- A. Written Excuses: Must be submitted to the Main Office within 5 days of the date of absence.
- B. Tardiness: It is the student's responsibility to be respectful of both their own education and that of others. With this in mind, students must be on time to school and class each day. Excessive tardiness to school will result in a referral to the Principal; excessive tardiness to class will result in consequences assigned by the teacher(s).
- C. Notification of Parent/Guardian: Attendance is taken in each class. The Main Office will call the parent/guardian of students who are absent without reason (eg. phone call from parent, planned absence).

- D. Signing Out of School: Students under the age of 18 must have a parent/guardian sign them out of school if they wish to leave during school hours.
- E. Excessive Absenteeism: Students who are absent more than 2 days per month without a legitimate excuse will be referred to the Educational Support Team.
- F. Homebound and Hospitalized Students: A student who is required to be out of school for an extended period of time due to health issues will be referred to the Education Support Team to develop a plan to maintain her/his educational progress.
- G. Early Dismissals: Students under the age of 18 must have a note from a parent/guardian to be dismissed before the end of the school day. Notes must be handed to Mrs. Pearce at the start of the day; Mrs. Pearce will issue a pass at that time.
- H. Homework Assignments: Students who arrange a planned absence are required to fill out the appropriate form and get all assignments prior to being out.
- I. Making Up Work: Students who are absent are responsible for all assignments, work, and/or project deadlines. Students will have two days for each day absent to make up class work. Work submitted after that time will not be accepted.

C. EXCESSIVE ABSENCES/TARDIES

Consequences for tardiness to class and excessive absences are the responsibility of the classroom teacher and may include detentions. Repeated, chronic tardiness and absenteeism will result in referral to the EST.

Field Trips

Williamstown School District

Revised: 11/15/2017

Off Campus Learning Opportunities

Field trips can enhance the curriculum and provide learning experiences not available within the school setting. Some trips are considered to be curricular/required field trips and are an essential part of the curriculum or part of a Personal Learning Plan; others are deemed to be non-curricular/optional trips, which are voluntary and not considered to be an integral part of the school curriculum.

1. A teacher planning off campus learning opportunities, curricular/required or non-curricular/optional, shall timely submit a written request and plan to the principal, who may modify the plan as appropriate. If the trip involves travel beyond 50 miles, the principal shall present the plan to the superintendent for approval. If the trip involves one or more overnights, the plan must also be submitted to the Board for approval. If the plan involves multiple visits to the same location these requirements may be fulfilled with a single plan.

2. The plan shall:

- a. Describe the goals and educational benefits of the trip.
- b. Outline the itinerary of the trip, including proposed transportation and accommodation arrangements. If private vehicles are to be used, the teacher must obtain proof of liability insurance and a valid license. The use of private vehicles must be pre approved by the superintendent or designee.
- c. Detail the number of adult chaperones and other means of ensuring adequate supervision and reasonable safety of participants.
- d. Describe and justify any criteria for the eligibility of participating students. Students shall not usually be denied the opportunity to participate in curricular/required field trips on academic grounds or for disciplinary reasons unrelated to the field trip.
- e. Explain how the trip's costs shall be funded. For curricular/required field trips, students and parents shall not be asked to pay a fee, although students may be asked to engage in fundraising activities to

contribute to overall trip costs in a manner that equally benefits each student participant. Principals will determine if a field trip is curricular/required. For non-curricular/optional field trips, participating students and their parents may be asked to pay a fee in order to participate, in addition to any fund-raising activities. Any income from fundraising will be used towards overall costs. Principals will develop procedures that ensure any student who does not participate in fundraising activities for non-curricular field trips may not be supported by those funds. Students who do not participate in fundraising activities also may not be allowed to participate in the non- curricular field trip. Organizers must make efforts to ensure that no student under the age of eighteen is denied the opportunity only because of financial circumstances.

f. Propose appropriate alternative arrangements at school or, with parent approval, at home, for any student who is unable to participate. Curricular field trips are considered to be an integral part of the curriculum and students are expected to participate, subject to excusal based on compelling circumstances. Non-curricular field trips are voluntary.

3. Once a plan is approved, it shall be distributed to parents/guardians of eligible students along with authorization forms including medical forms. No student may participate without authorization by a parent or guardian.

a. Multiple trips to an approved off campus learning opportunity will only require additional notification to parents or guardians by the teacher/advisor.

DIRECTORY INFORMATION POLICY/PROCEDURE

Directory Information

The CVSU and its member districts designate the following information as directory information:

- Student's name, mailing address, birthday (month and day only), dates of enrollment
- Parent or legal guardian's name and mailing address
- Student's grade level classification
- Student's participation in recognized school activities and sports
- Weight and height of members of athletic teams
- Student's diplomas, certificates, awards and honors received

The CVSU and its member districts will release directory information **without** prior written consent unless the parent or eligible student informs the principal or superintendent in writing that any or all of the information designated above should **not** be released without prior consent.

The building principals will be the custodian of all educational records in their given schools. The Superintendent has overall responsibility for education records throughout the district and for assuring that adequate systems are in place to maintain such records and to provide access to them in accordance with state and federal law. The Superintendent is responsible for developing procedures to assure the consistent implementation of this policy. The procedures shall comply with all federal and state laws and regulations governing access to and the collection, maintenance, disclosure and destruction of education records.

Definitions

All terms used in this policy, and the procedures developed for the implementation of this policy, shall be defined, where applicable, as those terms are defined in the Family Educational Rights and Privacy Act and in the federal regulations promulgated pursuant to that act. [1]

[1] 12 U.S.C. §1232g; 34 C.F.R. §99.3

CVSU: Warned: 09/18/13 1st Reading: 6/2/2015 2nd Reading:6/30/2015 Adopted:6/30/2015

Orange: Warned:8/5/2015 1st Reading: 9/3/2015 2nd Reading:10/7/2015 **Adopted:10/7/2015**

Williamstown: Warned:8/5/2015 1st Reading: 8/11/2015 2nd Reading 9/8/2015_ Adopted: 9/8/2015

Washington: Warned:8/5/2015 1st Reading: 8/18/2015 2nd Reading:9/15/2015 Adopted:9/15/2015

A reminder to complete the Educational Records Permission to Release information form that is sent home on an annual basis.

[COVID Protocols](#)