

BETHEL ELEMENTARY
WHITCOMB JR.-SR. HIGH SCHOOL

BETHEL, VERMONT
ESTABLISHED 1886

Student – Parent
Handbook
2016-2017

Education is not preparation of life; education is life itself. – John Dewey

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MESSAGE FROM THE PRINCIPALS

Welcome to the 2016-2017 school year.

As your school leaders we look forward to working with you and your families. As your school principals we are excited to continue to lead our school on our journey of excellence.

This year Bethel and Whitcomb Schools have joined together with Chelsea PK-12, Newton Elementary, South Royalton PK-12, Rochester PK-12, Stockbridge Elementary, Sharon Elementary, Tunbridge Elementary School's to create the new White River Valley Supervisory Union. We will all work from the same strategic plan and policies.

As we have formed our new WRVSU over the past year the Vermont State Motto of *Freedom and Unity* has guided our work. Interpreting this to mean we work in Unity to carry out the mission of the WRVSU, with the *Freedom* to continue be individual and unique schools with our own traditions and practices.

We hope you find the handbook helpful. You will find school policies, procedures and practices. The policy section is not the entire policy manual. We have included polices we believe are important to the everyday work and learning at the Bethel-Whitcomb Schools.

We ask that you review the handbook with your child(ren) and sign and return all of the forms in the first day packet. While the handbook addresses most of the information needed to answer questions about the school expectations please do not hesitate to contact the school for a more detailed explanation for any issue.

You can also find a digital version of the handbook on the school website www.bethelschools.org

We ask that you continue to stay involved in your children's education, some ideas – read and encourage reading, assist and check with homework, provide time and space for studying, and continue to help us with your child's academic, social and emotional growth. Your help in the education of your children is essential in each child's success at school.

We will continue to build upon the successes at the Bethel-Whitcomb Schools including, and of course not limited to the Positive Behavior Intervention and Supports Program – PBIS, raising academic and social expectations for all students. We have adopted and will implement researched and proven mathematics and literacy programs in our elementary school. We will also continue to personalize learning for all students PK-12.

Whitcomb High Jr. & Sr. School will continue to use our strong classroom academic programming, Teacher Advisory program, Flexible Pathways, Personal Learning Plans, Community Based-Learning and Proficiency Based Graduation Requirements as we prepare our students for 21st Century learning, work and citizenship.

The students are why we are here at Bethel Elementary and Whitcomb Jr. /Sr. High School we look forward to working together to serve our school and help every student grow.

Owen Bradley
Principal

Andra Bowen
Assistant Principal

POLICY OF NON-DISCRIMINATION AND AFFIRMATIVE ACTION

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

NOTICE OF NON-DISCRIMINATION

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

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

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

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

VISION STATEMENT

The Bethel School District will be the premier provider of education in our region, set the standard for innovation in education, and fully prepare each student to achieve personal, academic and professional success.

MISSION STATEMENT

The Bethel School District promotes excellence in education by providing innovative, diverse, and challenging educational opportunities for each student. A quality education is delivered in an atmosphere of mutual respect and support among students, faculty, staff, families and community members, allowing students to develop to their fullest potential both academically and socially.

SCHOOL BOARD DIRECTORS

Mrs. Nancy Cyphers	6 Bicentennial Lane Bethel, VT 05032	Home: 234-9607 ncyphers@wrvsu.org
Mr. Dave Eddy Chair & RTCC Representative	1564 Christian Hill Road Bethel, VT 05032	Home: 234-9602 deddy@wrvsu.org
Mrs. Tamela Ennis	66 Stearns Drive Bethel, VT 05032	Home: 234-9695 tennis@wrvsu.org
Mrs. Lisa Floyd	137 Pleasant Street Bethel, VT 05032	Home: 234-9791 lfloyd@wrvsu.org
Mr. Todd Sears	643 Campbell Road Bethel, VT 05032	Home: 234-2136 tsears@wrvsu.org

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

CENTRAL OFFICE ADMINISTRATION

Telephone: 763-8840 Fax: 763-3235

Web Address: www.wrvsu.org

Mr. Bruce Labs, Superintendent blabs@wrvsu.org

Mrs. Deborah Matthews, Coordinator of Support Services dmatthews@wrvsu.org

SCHOOL

ADMINISTRATION, FACULTY, STAFF

Telephone: Elementary 234-6607 High School 234-9966
Fax: Elementary 234-5783 High School 234-5779
Web Address: www.bethelschools.org

Mr. Owen Bradley, K-12 Principal ext. 202
Mrs. Andra Bowen, K-12 Assistant Principal ext. 257
Mrs. Janet Brown, High School Administrative Assistant ext. 201
Mrs. Yvonne McKenna, Elementary Administrative Assistant ext. 242
Mrs. Nicole LaMothe, Jr.-Sr. High School Counselor ext. 204
Mrs. Katie Orr, Elementary School Counselor ext. 241
Mrs. Danielle Isham, School Nurse ext. 238
Ms. Lindy Stetson, Athletic Director ext. 218

Faculty/Staff

Mrs. Adrienne Abbott	Educational Assistant
Mrs. Lisa Abbott	Food Service
Mrs. Carolyn Barber	Educational Assistant
Mrs. Shannon Bonsignore	Choral/General Music K-12
Mrs. Patty Bordanaro	Educational Assistant
Mrs. Heather Boulanger	Kindergarten
Ms. Ami Beaudoin	Grades 1-2
Mr. Eric Braun	Grades 3/4
Ms. Lisa Burg	High School Mathematics
Mrs. Sue Clarke	Elementary Special Education
Mrs. Veronica Collins-Lowe	Educational Assistant
Mrs. Stephanie Cronan	Title I Reading and Math
Mrs. Karol Delia	Grades 5/6
Mrs. Linda Dean-Orr	Speech-Language Pathologist
Mrs. Felicia Dieffenbach	Physical Education PK-6/ Title 1
Mrs. Elizabeth Dziejch	Grades 1/2
Mrs. Christine Fitch	High School Science
Mr. Tim Fitzgerald	High School English/Language Arts
Mrs. Heather Gibson	Elementary Special Education
Mrs. Sandy Gilderdale	Director of Food Service
Mr. Chris Gray	Custodial Services
Mrs. Mindybeth Gutzwiller-Pike	Title 1 Reading and Math
Ms. Marj Hamel	Educational Assistant
Ms. Teri Haines	Grades 5/6

Faculty/Staff (continued)

Mr. John Hubble	Plant Manager
Ms. Siobhan Kelly	High School English/Language Arts
Ms. Marie Kittel	High School Social Studies
Mrs. Carrie Kohl	Instrumental Music
Mrs. Catherine Mazzola	High School World Languages
Ms. Emily Miller	High School Science
Mrs. Debra Olsen-Coffey	Assistant Librarian/Media Coordinator
Mr. Tim Perreault	High School Physical Education/Driver Ms.
Melissa Purdy	High School Health/ Outdoor Education
Mrs. Jaime Rainville	Grades 3/4
Ms. Aria Robinson	MTSS Coordinator/ Student Support
Mrs. Suzanne Rogers	Educational Assistant
Mrs. Donna Rogler	Food Service
Mrs. Stephanie Russ	Grades 1/2
Mrs. Deborah Scott	Grades 3/4
Mrs. Laurie Smith	PK-6 Health
Ms. Lindy Stetson	Social Studies/ Athletic Director
Ms. Malia Timmerman	Art PreK-12
Mrs. Karen Turner	Half-Day Pre-School
Mr. Andrew West	High School Mathematics
Mrs. Janet Whitaker	Librarian/Media Coordinator
Mrs. Marilyn White	High School Special Education
Mr. Wendell Wills	Custodial Services
Ms. Erica Young	Full-Day Pre-School

SCHOOL ENTRY SYSTEM PROCEDURES

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

Our front doors speaker/buzzer/video monitoring system allows us to proactively improve the safety and security of students and staff by locking all doors after classes begin. Under this system, visitors may gain entrance by pressing a buzzer mounted on the wall outside the building, beside the doors in the Bethel Elementary, Whitcomb High School, and the half-day preschool entrances.

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

1. Do not hold the front entrance door open for others. Every person coming to a school should access the buzzer system separately; this provides the office staff with an awareness of who is entering the school building.
2. Go directly to the office. If requested please be prepared to show identification to staff to sign in. Please sign into the Visitor's Log and get a visitors badge.
3. All visitors will wear a badge so all school personnel are aware you have signed in.

4. Visit only those places in the school related to your purpose for being in the building. For example, if you are at a school to visit your child's classroom, please do not visit other classrooms, hallways, or stop in the cafeteria or other areas of the school that are not related to your intended visit.
5. Bringing your child's belongings such as shoes, lunches, homework, etc. will be left in the appropriate office and we will happily deliver them to your child.

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

SCHOOL HOURS

Bethel Elementary School and Whitcomb High School includes prekindergarten through twelfth grade. School begins at 8:00 a.m. and ends at 2:52 p.m. The school office is open during the school year Monday through Friday from 7:00 a.m. to 4:00 p.m.

ATTENDANCE

State Statute §4321 of the General Laws of Vermont requires a minimum of 175 days of regular school attendance by persons under the age of sixteen. Specific legislation notwithstanding, the administration and faculty of Bethel Elementary School and Whitcomb Jr.-Sr. High School believe that regular school attendance is necessary in order to maximize student achievement and the overall learning experience.

Tardy/ Absence

It is our shared responsibility to be sure that every student is safe and accounted for on every school day. Students are expected to arrive at school no later than 7:55 a.m. Students arriving after 8:00 a.m. are considered late and will be marked tardy. Parents and guardians are asked to call the school secretary (elementary 234-6607; high school 234-9966) between 7:45 a.m. and 8:30 a.m. if their child will be tardy or absent for the day. If your child arrives late or will be leaving early they must bring a note from home and sign the in/out log provided at the office. A SPECIFIC written explanation of absence must be submitted to the school office within two (2) days of a student's return to school.

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

Students who miss school for more than half a day will not be allowed to participate in any school sponsored activities during that day or evening. Exceptions to this standard such as medical/dental appointments, and emergency situations must be cleared through the school administration or designee.

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

Absences will be classified as follows:

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

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

Truancy Protocol

This truancy protocol utilizes a team approach, if necessary, to explore with the student and family what obstacles are hindering school attendance. An individualized plan may be developed to increase school attendance. Follow-up steps may be set to assess if the plan is working for the student and the family. Records are kept in school files of all contacts related to this protocol made with the family of the student.

Attendance Team Membership

The protocol initially relies on school staff to ensure attendance. If needed at a later stage, staff from state and community agencies, as well as parent liaison supports will assist.

Absences – Both Excused and Unexcused from School or Class K-12

- Three absences For 1/2 year courses, the truancy process begins with communication to the family and a teacher conference with the student.
- Five absences For full year courses and elementary students, the truancy process begins with communication issued to the family and a teacher conference with the student.
- Seven absences The truancy process continues for full year courses and elementary students, with communication to the family and a request for doctor’s note(s) for any future absences and teacher conference with the student. A parent meeting may be requested with appropriate school personnel. In addition, for half year courses, an official attendance review is initiated.
- Ten absences The truancy process continues with a letter issued to the family. If appropriate, a student/parent conference is scheduled with administration, teachers and representatives from outside agencies and programs to review attendance.
- Twenty absences The truancy process continues with a letter issued to family. At this time, a referral may be made to the Department of Students and Families (DCF). A final review of absences will be made with administrator, teachers and representatives from outside agencies and programs. Loss of credit will be determined.

Dependent on the DCF Assessment	Affidavit goes to Windsor County State’s Attorney.
Dependent on the State’s Attorney’s Assessment	The State’s Attorney makes the decision whether the case should go to Windsor County Family Court or District Court.
Dependent on the Court’s Decision	The District Court has the option to give the family a \$1000 fine or develop another alternative sanction, which could mean the family is court-ordered to be involved with DCF.

Make-Up Work Opportunities

It is the student’s responsibility to meet with teachers to make up all the assigned work. Failure to make up work may result in zeros from worked missed, if deemed appropriate by the teacher.

STUDENT DROP OFF

The bus lane will be used by buses only. In order to keep a smooth flow of traffic we ask all parents, whether dropping off or accompanying student(s) into the building, to park in a parking spot. Prekindergarten parents will drop off and pick up children that are in half-day preschool classroom on the back side of the school near the classroom doors. Please drive slowly 5-10 MPH and always be aware of children while driving on the school property.

DISMISSAL

All elementary students are dismissed at 2:50 and high school students are dismissed at 2:52. Elementary students who are being picked up will be dismissed to the lobby. The teacher on duty will have the sign out sheet so that each student can be signed out by a parent, guardian, or designated person. Walkers should leave by way of the walkway and walk down either side of the driveway in order to avoid walking in the parking lot.

GUIDING PRINCIPLES

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

- Safety
- Respect
- Responsibility

STUDENT DISCIPLINE STANDARD

Philosophy

All students, parents, faculty and administration of Bethel Elementary and Whitcomb Jr./Sr. High School will strive for each student being provided the best possible learning environment. Each student is responsible for participating positively in regular and extracurricular school activities.

I. Minor Misbehaviors

Minor misbehaviors do not put the safety of students or adults at risk. Minor misbehavers disrupt students' attention to classwork or activities. If multiple minor misbehaviors occur, they may be considered major misbehaviors.

II. Major Misbehaviors

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

If major misbehaviors occur, students may be issued a detention, a suspension, and/or parents may be called in to attend an educational support team meeting (EST) or a coordinated services planning meeting (CSP).

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

Samples of student behavioral choices that may result in detentions:

6. Any behavior or violation of school rules that disrupts the positive learning environment of our school community.
7. Unapproved absence from any scheduled school activity (including cutting a class) without parent(s)/legal guardian(s)' or school permission.
8. Inappropriate behavior.
9. Disrespect to any adults.

III. Infractions Resulting in Suspension

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

1. Use, possession, or being under the influence of alcohol or nonprescription drugs on school property or in connection with any school-sponsored activity (school board policy) will result in a mandatory three-day suspension on the first offense. It will result in a five-day suspension on the second offense and an immediate and indefinite suspension on the third offense with referral to the School Board. (As per the policy on Drug & Alcohol
2. Use of tobacco or tobacco products, in any form, on school grounds.
3. Fighting and physical or sexual assault, abuse or harassment of another student or school personnel on school grounds.
4. Founded harassment or bullying.
5. Theft of school property or the personal property of another student or school personnel. Student and/or parents must replace or pay for stolen article(s).
6. Vandalism or willful destruction of school property or the property of another student or school personnel. Student and/or parents must replace or pay for the damaged article.
7. Failure to comply with a reasonable request by administrators, faculty or staff.
8. Behaviors that compromise or potentially compromise the health, safety and/or general welfare of the school community.
9. Verbal abuse or use of profanity in an abusive manner toward another student, school personnel, or any individual on school grounds.
10. Possession of weapons, look alike weapons and other devices deemed to be potentially harmful to students, school personnel or property and/or the use of a threat of use of such weapons or devices toward an individual. Police and other appropriate personnel may become involved. Bringing firearms, knives or other weapons on to school grounds is a violation of state law and board policy. The school will take action to the full extent allowed by law.
11. Truancy – being out of school without parent(s)/legal guardian(s) permission.
12. Leaving school grounds without permission of administration or designee and parent and/or guardian or designee.
13. Failure to serve a “second notice” behavioral detention.
14. More than three detentions in any single academic marking period.
15. Forging of permission slips, absence notes, school document.

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

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

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

When a student is suspended for any of these offenses, parents will be notified immediately by phone, if possible, and in writing. The administration will meet with the student(s) involved. All student rights to due process will be protected and enforced. The administration reserves the right to contact all appropriate personnel, including police, as the disciplinary situation warrants, and will pursue all necessary courses of action to promote the health, safety, and welfare of the school community.

School suspensions are considered school-related absences from class (see also Minimum School Attendance Policy and Make-up policy).

Guidelines for In-School Suspension

1. The suspension will be served in a room designated as the assigned In-School-Suspension Room, monitored by a supervisor, on the date and time assigned by the administration. The dates assigned are not negotiable.
2. The suspension will be served from 8 a.m. to 2:52 p.m. Entry into the ISS room will not be granted after the first period bell. Failure to report, on time, will result in a penalty (ie. detention, sent home, etc.) and reassignment of the original suspension.
3. Students are responsible for bringing all books, assignments, and school-related materials/supplies with them before entering the ISS room. There will be no locker visits.
4. Teachers will be informed of the students serving in-school-suspension. Teachers will provide school work/assignments for their students.
5. Electronics need approval from one of the principals in the ISS room.
6. Cell phones are to be turned off and given to the ISS supervisor upon entering the room.

7. Student serving in-school suspensions cannot leave the ISS room unless accompanied by a faculty or staff member. Bathroom breaks are granted as needed, and all students will leave the ISS room escorted by the supervisor.
8. Lunch will be eaten in the ISS room.
9. Students will conduct themselves in an appropriate fashion during the entire suspension. Normal classroom behavior is expected. Failure to comply with any of the ISS rules could result in further discipline action. Students must satisfactorily complete the suspension before they may return to classes. An absence for any reason will not excuse the suspension.

ACADEMIC INTEGRITY

Cheating Participation in any activity in which a student misrepresents actual achievement in a course will be viewed as cheating. When a teacher has reason to believe a student or group of students is behaving in such a manner, the teacher will share that conclusion with the student, the parent or guardian, the counselor, and administration.

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

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

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

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

CONDUCT AT SCHOOL FUNCTIONS

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

RULES FOR DANCES

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

1. No elementary students will be allowed at Whitcomb Jr./Sr. High School dances. Exceptions will be made for junior high dances with permission of the principal.

2. No re-entering the building will be permitted once you have left the dance.
3. No loitering in the lobby or parking lot. When you leave the dance, you must leave the school grounds.
4. Students will not be admitted after 8:30 p.m. unless prior permission has been given by the administration. The Prom would be an exception if the participants are approved by the class advisors at the time of entrance.
5. At least two (2) parents will be chaperones for all dances. At least three (3) teachers will be chaperones for all dances. There must be a town constable present at all dances.
6. Dance committees must make arrangements with class advisors and/or custodians for clean-up following the dance.
7. Hours:
 - a. Class or organization-sponsored dances will be held from 7-10 p.m.
 - b. Proms are exceptions; however, a reasonable time will be not to exceed four (4) hours and 12 midnight.
8. It is expected you will be in school the entire day of the evening the dance is scheduled in order to attend.
9. No junior high students shall be in attendance at the Prom or other exclusive senior high dances.
10. Students wishing to have a guest at a dance must obtain a signed dance admit slip from the office by 3 p.m. the day before the dance.
11. When attending a school dance, students must sign in, along with their guest, and provide a telephone number where parent(s)/legal guardian(s) can be reached during the time of the dance. Any student wishing to leave the dance more than one-half hour ($\frac{1}{2}$ hour) prior to the scheduled end of the dance must have a school chaperone contact the parent/legal guardian by phone and obtain permission for that to occur. A note signed by a parent/legal guardian granting permission for a student and/or guest to leave more than $\frac{1}{2}$ hour prior to the scheduled end of a dance will be accepted in lieu of a phone call.

DELAYED OPENING, CLOSING INFORMATION AND ACTIVITY CANCELLATION

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

EMERGENCY PROCEDURES

Emergency procedures will be explained by each teacher for his/her classroom at the beginning of the year and reviewed throughout of the school year. One of the three statewide terms for emergency procedures; “Clear the Halls, “Secure the Building” and “Evacuate the Building” will be practiced monthly in order to keep our skills sharp and so that everyone knows their role should we ever need to enact the actual emergency procedures.

During an emergency, students will be expected to:

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

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

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

SCHOOL & COMMUNITY COMPACT

School Responsibilities:

1. to encourage a lifelong interest in learning.
2. to teach academic skills in reading, literacy, writing, math, science, and social studies.
1. to appreciate individual learning styles.
2. to develop independence and responsibility.
3. to have students learn to get along with others.
4. to develop communication skills.
5. to teach students to learn to make decisions and choices.
6. to foster problem solving skills.
7. to develop technology skills by using computers and other electronic devices.
8. to understand and appreciate other cultures and individual differences.
9. to become aware of world issues and the influences on all of us.
10. to understand our responsibility to respect and preserve the natural environment.
11. to develop an appreciation of music and art.
12. to have students learn about good health, including personal health, and alcohol and drug awareness.
13. to develop physical fitness skills.
14. to learn good sportsmanship.

Student Responsibilities:

1. to come to school ready to learn and work hard.
2. to bring necessary materials, completed assignments, and homework.
3. to know and follow school and class rules.
4. to communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
5. to limit TV watching and instead, study or read every day after school.
6. to respect the school, classmates, staff, and families.

Parent/ Guardian Responsibilities:

1. to provide a quiet time and place for homework, and monitor TV viewing.
2. to read to my child or encourage my child to read every day.
3. to ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
4. to regularly monitor my child's progress in school.
5. to participate at school in activities such as school decision making, volunteering, and/or attending parent-teacher conferences.
6. to communicate the importance of education and learning to my child.
7. to respect the school, staff, students, and families.

PARENTAL CONCERN PROCEDURE

We strongly encourage parents to be involved in your child's education. As such, we welcome you to communicate with us on a regular basis.

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

1. Have a discussion with your child so you plainly understand what the concern is.
2. Contact the teacher involved for a discussion of the problem; teacher contact numbers are listed in the front of this handbook.

If no solution can be reached -

3. Contact a school administrator at 234-9966 or 234-6607 and obradley@wrvsu.org or abowen@wrvsu.org.

If no solution can be reached -

4. Contact Superintendent Bruce Labs by calling Kristy White at the WRVSU 763-8840.

If no solution can be reached -

5. Contact School Board chair Dave Eddy at 234-9602 or deddy@wrvsu.org.

VISITORS

At Bethel Elementary and Whitcomb Jr.-Sr. High School we welcome and encourage parents to visit. Each visitor must report to the office for authorization before visiting and sign in to obtain a visitor tag to wear. Visitor tags must be visible at all times. Each visitor will sign out when s/he is ready to leave the school.

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

Jr.-Sr. High School students who plan on having a student visitor must complete a visitor request form 24 hours in advance of the requested visit. Visitor request forms can be found in the high school office.

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

VOLUNTEERS/BACKGROUND CHECKS

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

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

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

Background Check Process:

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

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

CAFETERIA

Bethel Elementary and Whitcomb Jr.-Sr. High School serves breakfast, a healthy snack and lunch to students. All students have an account in the cafeteria with their own account number that they put into the keypad at the time of service. This year students are encouraged to have money deposited into their accounts at the beginning of the school year in order to receive snack milk, breakfast, or lunch on the first day and beyond. Regular deposits should be made to their meal account. A print out of your child or children's account(s) is available to you upon request.

One breakfast, lunch, or milk can be charged; after that a peanut butter and jelly sandwich, a piece of fruit, and a milk will be served to the student until the balance of the charges are paid in full. These meals will also need to be paid for. For help in managing the cost of your children's school meals we offer free and reduced pricing. The requirements for eligibility have been changed to include more families please ask Janet Brown to learn more.

Forms for reduced price and free meals are sent home in the first day of school packet and are available in each office throughout the year. All information on the free or reduced application is kept confidential. Eligibility is determined by the amount of money earned in the household and the number of people living in the household. Please take advantage of this program if you qualify.

Breakfast 7:40 - 8:00 a.m.

Bagels and/or cereal with juice and milk are available. In addition, we have the following a-la-carte menu:

Monday	Tuesday	Wednesday	Thursday	Friday
Scrambled Eggs & Bacon	French Toast & Sausage	Yogurt & Muffins	Pancakes & Bacon	Sausage, Egg & Cheese Sandwich

Breakfast will not be served on late start days.

Breakfast is \$2.00. Anyone eligible for free or reduced priced school meals may eat breakfast for FREE.

Lunch 11:40 - 1:00 p.m.

A lunch menu is sent home each month with elementary school children, high school students can pick a copy of the menu up in the school office or cafeteria. The menu is also posted on our web page.

An Elementary Student Lunch is \$2.65. A High School Student Lunch is \$2.75. Any student who is eligible for reduced rate gets lunch FREE. Adult lunches are \$3.50.

Students are expected to:

- Wait in the serving line quietly.
- Treat themselves and others with respect at all times.
- Sit at tables and eat breakfast/lunch quietly and remain seated until they are dismissed.
- Leave the table and the floor/ground near them clean and free of litter both inside and outside.
- Clean up after themselves, which includes wiping the tables before leaving the cafeteria.
- Pay for breakfast/lunch before or when they receive it.

LEGAL PARENTAL/GUARDIAN CUSTODY


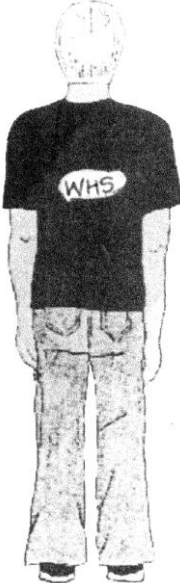
If a parent or guardian has legal custody of a child, she/he must present evidence of that fact to be kept on file at the school. Copies of any legal documents, such as a restraining order, or custody order, should be given to the office.

DRESS CODE

A respectful appearance is required for students at all times. This same expectation is in place for all school sponsored activities.

Students cannot wear:

- Garments with inappropriate language or designs, such as, but not limited to, drugs, alcohol, tobacco, sexual connotation and that which would violate one's civil rights.
 - Clothing, including shoes, that is a safety hazard or causes interference with the educational process.
 - Clothing that allows a student's underwear/ buttocks to show.
 - Clothing that is ripped or tattered in a blatant manner.
 - Shirts that allow midriff to show in a normal standing position and or a neckline that shows cleavage.
 - Sunglasses.
- Jewelry that can scratch people, walls or furniture

	<p>DRESS CODE Sausage, bacon, or</p> <p>No hats/bandanas.</p> <p>Straps at least 1" wide.</p> <p>No cleavage or underwear showing.</p> <p>Logos, messages, and artwork are appropriate.</p> <p>Darkened areas must be covered by material that is not see through.</p> <p>No gaps between shirt and pants or skirt.</p> <p>Skirts and shorts are long enough to meet fingertips with arms down at the sides.</p> <p>Shoes or sandals are covering bottom of feet at all times.</p>	
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Violations of the dress code standards will be addressed with the student being required to change. If the student does not have something appropriate to change into and the school does not have appropriate alternative dress, the student's parents will be contacted and requested to bring appropriate clothing to school.

INAPPROPRIATE PUBLIC DISPLAYS OF AFFECTION (PDA)

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

PERSONAL ELECTRONIC DEVICE POLICY

It is the expectation of the Whitcomb Jr./Sr. High School students to use electronic devices appropriately. Students shall be fully responsible for their electronic devices. The use of electronic devices shall be permitted in the lobby, hallways, cafeteria, and study halls. Electronic devices shall be permitted in the classrooms for educational purposes at the discretion of the teacher while in the classrooms. When listening to electronic devices, headphones must be worn and kept at an appropriate volume. Cell phones should be on vibrate at all the times to respect the rights of others. Students shall not use their electronic devices as an excuse for being tardy to classes. Electronic devices shall not be used to cheat on assignments, tests, or other graded academic materials. Students shall not leave the classrooms in order to use electronic devices unless authorization is granted by the teacher.

The use of technologies is not a right but, a privilege. If students disrespect the policy or misuse technology in any way, disciplinary actions will be as followed:

1. Warning
2. Teacher or administration shall confiscate the technology until the end of the class a detention may be issued.
3. Teacher or administration shall confiscate the technology until the end of the school day and parent(s)/guardian(s) shall be notified a detention may be issued.
4. Teacher or administration shall confiscate the technology until parent(s)/guardian(s) of the student is able to pick up the technology and the student shall serve a detention
5. Student shall lose all technology privileges on school grounds until privileges are reinstated by the administration

The Bethel School District, its faculty, and its staff are not liable for any personal electronic devices that are lost, stolen, or damaged. If such events occur, they shall be handled through the administration.

BETHEL SCHOOL DISTRICT COMPUTER NETWORK ACCEPTABLE USE AGREEMENT

Success in education, employment, and civic involvement increasingly demands the ability to effectively use technology. Access to the district's information technology resources will be provided to students who agree to act in a considerate and responsible manner. Students and their parents must read the following guidelines, sign the form, and return it to the office before network access will be granted.

Student Technology Guidelines

1. Students are to use network resources for educational purposes only. Access to the district's computer network is a privilege.
2. Students are to cite all work that is taken from the internet or electronic sources. Staff will help those students who are unsure about documenting these sources. Plagiarism, in any form, will not be tolerated.

- 3.** Junior and senior high school students must have permission from a classroom teacher when using network resources in public areas such as the library and computer lab. Elementary students will be supervised by faculty and/or staff while using the computers. Students are not allowed to use computers in areas where there is no adult supervision.
- 4.** Students are not to access internet sites that are pornographic, violent, or obscene. Sites which are accidentally accessed should be reported immediately to the supervising teacher or another adult. All internet activity will be filtered and monitored.
- 5.** Students are not to access personal e-mail accounts or instant messaging programs while using the school network. Social networking sites such as *Snap Chat*, *YikYak* and *Facebook* are not permitted.
- 6.** Students are not allowed in chat rooms, message boards, blogs, or other public forums where anonymous messages or personal information may be posted.
- 7.** Students are not to use network resources to send or display offensive messages or pictures, use obscene language, or harass/insult others.
- 8.** Students are not to intentionally waste resources including, but not limited to, paper, ink, or network space.
- 9.** Students are not to trespass into another network user's work, files, or folders. Students are not permitted under any circumstance to access the local root drive or operating system files on any computer. Students are not allowed to access any administrative files or folders. Students are not permitted to access any network shares unless approval has been granted by the Technology Coordinator.
- 10.** Students are not to share their passwords or use another student's password to access the network.
- 11.** Students are not to download and/or install software on any computer. Students are not allowed to alter or modify any computer hardware or software configuration.
- 12.** Students are not to play computer games, applications, and/or audio/video CD-ROMs that are not part of an established curriculum.
- 13.** Students are responsible for the appropriate use of the school's technology. Vandalism of equipment, software, or files may require cost reimbursement by the network user.
- 14.** Students may not use any network resources for commercial or political activities.

Violations of the above guidelines will result in the loss of computer access. Additional disciplinary action may be warranted as noted in the school handbook.

Revised: 08/19/2016

HEALTH SERVICES

THE ROLE OF THE SCHOOL NURSE

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

The School Nurse serves as a direct link between health care providers, families and community agencies to assure access and continuity of health care for the students. The primary goal of the school nurse is to maintain the health, safety, and wellness of the entire school community in order to maximize the ability to learn.

SCREENINGS

In order to address potential health problems that are barriers to learning or symptoms of underlying medical conditions, the school nurse often engages in screening activities. Screenings may include vision, hearing, postural, height/weight (body mass index), lice, or blood pressure depending on the concerns or referrals. The annual mandated hearing and vision screenings from the Vermont Department of Health are as follows:

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

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

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

EMERGENCY FORM

At the beginning of each school year, parents/guardians are asked to fill out a confidential Emergency Form for each child. It is very important to fill out all. (This is now located on the back of the Student Census.)

IMMUNIZATIONS

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

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

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

MEDICATIONS IN SCHOOL

If your child is prescribed a medication that is to be given once or twice a day, please give it at home unless there are extenuating circumstances. The school nurse will administer medication in compliance with the following State regulations:

Prescription Medications:

1. A signed prescription medication form from a physician must be provided to the school nurse detailing the student's name, the name of the medication, the dosage, the time to be given and the reason for giving the medication. A parent/guardian should sign this form as well, which gives the school nurse permission to comply with the physician's order. A new medication form is needed every school year for any prescription medication that has been given previously to a student including Inhalers for asthma or Epi-Pens for allergic reactions. These forms are available at the physician's office and in the school nurse's office as well.
2. Medication must be in a container labeled by the pharmacy or the physician. It is extremely important that you request a second labeled medicine container from the pharmacy so that one may be kept at school and one kept at home.
3. Delivery of all medications to the school nurse is the responsibility of the parent/guardian or a designated adult. This is in order to protect every student from accidental ingestion and to prevent the medication from being misplaced or lost. Any medication which is not picked up at the end of the year will be destroyed.
4. In 2008, Act No. 175 was passed in Vermont "permitting students with life-threatening allergies or asthma to possess and self-administer emergency medication at school, on school grounds, at school-sponsored activities, on school-provided transportation and during school-related programs." Parents/Guardians need to provide written permission for their child to carry emergency medication and either an Emergency Care Plan (for life-threatening allergies) or a Vermont Asthma Action Plan (for asthmatics) from the physician. Student's labeled Inhalers, student's labeled Epi-Pens and Benadryl (for allergic reactions) are always sent in the First Aid Kits on all field trips in both the Elementary School and the Jr./Sr. High School.

5. Inhalers for Asthma

All students who have an Inhaler need to have a prescription medication and permission form and a Vermont Asthma Action Plan filled out by their health care provider at the beginning of every school year. All Inhalers need to be labeled with the student's name. As a rule, the Inhalers for the Elementary students are kept in the nurse's office.

6. Epi-Pens for Allergic Reactions

All students who have an Epi-Pen for a life-threatening allergy need a prescription medication and permission form and an Emergency Care Plan filled out by their health care provider at the beginning of every school year. All Epi-Pens need to be labeled with the student's name. As a rule, the Epi-Pens for the Elementary students are kept in the nurse's office.

Non-Prescription Medication:

1. There is a section on the Emergency Form that asks parents/guardians for permission to administer non-prescription medications.

ILLNESS/INJURY

1. Students should remain at home if they have a fever (over 100 degrees), a persistent cough, an undiagnosed rash or other symptoms of a contagious disease, had a high fever the previous day, or have nausea/ vomiting. Please inform the secretary as early as possible if your child will be absent for the school day and the reason for the absence.
2. If an illness or injury will cause a prolonged absence from school or from the Physical Education class, please have their physician write a note for the main office with the diagnosis, the treatment and if applicable, the anticipated duration of restricted activity. A copy of this note will be given to the physical education teacher and the school nurse who will place it in the student's health record for future reference. Please remember that a second note from the physician will be needed when your child is able to resume the Physical Education class/sports.
3. Parents/Guardians are asked to notify the school nurse if your child has been diagnosed with a communicable. Some examples of communicable diseases or conditions are: Chickenpox (varicella), Mononucleosis, Pertussis (Whooping Cough), Strep Infection, Ringworm, Conjunctivitis (pink eye), Scabies, Impetigo, Measles, Mumps, Influenza, Fifth Disease, and Lice. Students who have been put on antibiotic therapy for a Strep throat may not return to school until they have had 4 complete doses.
4. If a student becomes ill or injured at school, a parent/guardian will be notified to transport the student home. If a parent/guardian cannot be reached, then the next contact on the Emergency Card will be notified.
5. In the case of an emergency when a physician's care is deemed necessary and a parent/guardian cannot be reached, the school nurse will call the White River Ambulance. Every year Parents/Guardians are asked to sign the emergency treatment section of the Emergency Form that allows the Gifford Medical Center to treat the student without the parent/guardian present.

NOTICES/POSTERS/PETITIONS

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

TRANSPORTATION PROCEDURES

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

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

It is the primary goal of this service to provide safe transportation to and from a pick-up/drop-off point near the student's primary residence to either one of the school buildings contained within the Bethel-Whitcomb School campus and/or Randolph Technical Career Center.

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

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

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

To get off at a different destination than normal drivers must be given a pass from the school office to do this. The school office will only issue the pass if there is a note or call from a parent. This applies to all levels, elementary through high school. Any student who boards a bus other than their regular bus without a pass will be transported back to school.

DRIVING AND PARKING ON SCHOOL GROUNDS

It is expected all vehicles will operate with great caution and abide by the 10 MPH speed limit when on school grounds. Drivers who do not cooperate may lose the privilege of driving and/or parking on school grounds and/or to school related functions. Police involvement will be requested if necessary.

Parking is a privilege, not a right. All drivers, including students, are asked to park in spaces indicated for parking purposes. The fire and emergency lanes must be respected and kept free from unauthorized vehicles at all times. Please avoid parking on the grass, in the blue handicapped parking spaces, emergency lanes or in front of the fire hydrant.

Drivers of cars that are parked outside of a legal space will be warned with further consequences as deemed appropriate by the administration.

TOBACCO PROHIBITION

All tobacco use is prohibited on school grounds, in the school building, and at school functions by state law.

ANIMALS IN SCHOOL

Animals should not be brought to school. Under certain circumstances, special consideration may be made. Before any animal is brought to school, the owner must receive permission from the school administrator, and a plan will be developed. Service animals are the exception to this rule.

BICYCLES AND SKATEBOARDS

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

STUDENT CUMULATIVE RECORDS

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

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

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

LOST AND FOUND

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

LEAVING THE SCHOOL BUILDING/ GROUNDS WITHOUT PERMISSION

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

MANDATED REPORTING

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

EDUCATIONAL SUPPORT

Bethel Elementary and Whitcomb Jr. –Sr. High School offers extra support to students, teachers, and parents when special needs exist in educational, social, or emotional areas. Circumstances which affect learning, health, and/or behavior are studied and evaluated. Teams of support staff are formed around students with special needs. Requests for support services can be made by teachers, parents, or students. Requests should be made to the classroom teacher.

What is the Educational Support System?

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

What is the Educational Support Team?

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

Who can make referrals?

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

What is the referral process?

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

What will the EST Plan do for my child?

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

Have Educational Support Systems replaced Special Education?

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

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

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

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

Will any community agencies be involved with my child?

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

SECTION 504 OF THE FEDERAL REHABILITATION ACT, 1973

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

COORDINATED SERVICES PLAN – ACT 264 PROCESS

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

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

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

CHILD FIND

Bethel Schools have an obligation to provide a free and appropriate public education to handicapped children. If you know of any handicapped child between the ages of birth and 21 who is not receiving services through our schools, please contact the superintendent's office.

SPECIAL EDUCATION SERVICES

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

What difficulties may require special education?

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

How does a student become special education eligible?

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

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

Are related services and special education the same thing?

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

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

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

What is an individualized education plan?

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

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

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

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

LIBRARY MEDIA CENTER

The school library media centers offer students reference materials, books, magazines, and computer access.

Norms of appropriate behavior are expected in both libraries. Failure to meet those behavioral expectations could result in temporary or permanent loss of library privileges as well as action taken through the School Discipline Policy.

K-6 students visit the library once a week with their homeroom class for the purpose of checking out books, listening to stories, developing literature appreciation, and library and research skills. In addition, the library is open to all students from 8:00–8:30 am for returning and checking out books. Children may also visit the library throughout the day with teacher permission.

K-2 students may check out one book at a time. Students in grades 3-6 may check out two books at a time, provided they have no overdue books. Teachers may make arrangements with the librarian if additional materials are needed for class work.

Books are checked out for one week and may be renewed for an additional week, provided no one has requested the book. Students may not sign out materials for anyone else. Books are stamped with the due date and students are expected to return materials to the library in good condition and on time.

Students may not check out books if they have overdue books. Students receive notices of overdue books each week in order to remind them to return these books to school. If the books are not returned, overdue notices will be sent to parents via mail or email. Please assist your child in returning books on time and in finding lost books. Families will be billed for lost and damaged library materials.

Computers are used for a variety of purposes such as word processing and research. Arrangements are made by the student's classroom teacher and librarian to use the computers.

The High School library is open daily from 7:45 a.m. to 3:00 p.m. when school is in session. Students may go to the library to carry out research, sign out books, use a computer, or study. It is not to be used as a lounge or snack bar. Students coming to the library from another class must have a pass. Norms of appropriate behavior in the media center are expected and will be communicated to you by the media coordinator. Failure to meet those behavioral expectations could result in temporary or permanent loss of media center privileges as well as action taken through the School Discipline Policy. If special arrangements are made with the media coordinator, the media center hours may be extended beyond 3:15 p.m. Passes to the Media Center are to be obtained prior to the beginning of period 1 class on any given day.

In the WHS library, books are checked out for 2 weeks at a time. Students in grades 7–12 may check out up to three books at a time, provided they have no overdue books. Students receive notices of overdue books each week in order to remind them to return these books to school. If the books are not returned, overdue notices will be sent to parents. Students may not check out books if they have overdue books. Families will be billed for lost and damaged library materials.

REPORT CARDS AND CONFERENCES

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

KINDERGARTEN ENTRANCE POLICY

Students living in Bethel are eligible to enter kindergarten at the beginning of the school year if they turn 5 on or before August 31 of that year. However, it is a good idea to consult a child's preschool teacher and kindergarten teacher regarding the child's developmental readiness for school. Every child must present evidence of a physical examination, the necessary immunizations, and a birth certificate before entering kindergarten.

HOMEWORK

The purpose of homework is to provide practice for work previously covered in school and to teach responsibility.

You can help your child with homework by providing a quiet work area free from distraction, and by establishing a consistent routine and time for studying. You may choose to help your child with specific assignments, but please don't do the assignment for your child. If your child is unable to complete an assignment because he/she doesn't understand it, or there is an emergency situation, please write a note to your child's teacher. If you see a consistent lack of understanding, please contact your child's teacher.

PARTY INVITATIONS

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

SNACK

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

RECESS

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

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

Students are expected to arrive at school dressed appropriately for the weather. Hats, mittens, snow pants, and boots should be worn in the winter. We will be going outside for recess unless it is raining or the temperature drops below zero.

PLAYGROUND RULES

Playground

Stay within specified boundaries of the playground.

Throwing stones, rocks, woodchips, snow or ice is not allowed.

No skateboards or hard balls may be used.

Rough play is not allowed.

Students should not tease or make fun of others.

Students are expected to clean up after themselves.

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

Equipment

Use all equipment safely.

Share all equipment and play areas.

Games

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

Tag games should involve a touch and not a push.

FIELD TRIPS

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

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

Transportation for field trips will be by bus when possible. When parents are asked to drive their cars, the school must have a copy of their insurance card and driver's license. When parents drive, you will be told who is driving your child.

CLASS PLACEMENT PROCEEDURE

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

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

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

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

SPECIALS CLASSES

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

Music: Students are scheduled for music twice a week. Music is taught in the music room. Instrumental lessons are available by choice to fourth-, fifth- and sixth-grade students. Fourth-graders are introduced to the instrumental program in January.

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

Library: The School Library-Media Center offers students reference materials, books, magazines, and computer access.

Students visit the library at least once a week with their homeroom class for the purpose of checking out books, listening to stories, developing literature appreciation, and library and research skills. In addition, the library is open to all students from 8-8:30 a.m. for returning and taking out books. Students may also visit the library throughout the day.

Students may check out one book at a time. Students in grades 4-6 may take out additional materials needed for class work, provided they have no overdue books.

Books are checked out for one week and may be renewed for an additional week, provided no one has requested the book. Students may not sign out materials for anyone else. Books are stamped with the due date and must be returned in the book return box next to the librarian's desk.

Students may not check out books if they have overdue books. Students receive notices of overdue books each week to remind them to return these books to school. If books are not returned, overdue notices are sent to parents. Please assist your child in returning books on time and in finding lost books. Families will be billed for lost and damaged library materials. Each year, many books are not returned and must be replaced. This is an expense we would like to eliminate.

Computers are used for a variety of purposes, such as word processing and research. Arrangements are made by the student's classroom teacher and librarian to use the computers.

Counseling: Counseling is an important part of our school program. The elementary school counselor is available to assist students with their problems, questions, and concerns about friends, school, and personal issues. She counsels students individually and in groups, as well as teaches social skills in the classroom. Parents are encouraged to contact her to discuss issues involving their children/students and to become familiar with the programs and services available for students and parents.

TITLE I READING

The Title I program provides tutorial support in reading and language arts to supplement regular class instruction. This service is provided by a reading specialist and a reading teacher under the guidance of the Title I coordinator. Students are tutored individually or in small groups, either in their classroom or in the Title I reading space.

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

Students are recommended for this program by the classroom teacher and the Educational Support Team (EST). A child is assessed to determine eligibility for the program. Parents are contacted by the classroom teacher or Title I teacher before their child is assessed or scheduled for services. Parents are encouraged to observe reading sessions or request a conference.

SCHOOL COUNSELING PROGRAM — MISSION AND PHILOSOPHY

The mission of the school counseling program is to promote positive self-worth and competence in all Whitcomb Jr./Sr. High School children in order to foster their healthy personal, educational, and social development.

To accomplish our mission, the school counseling staff believes that the program must:

1. consult with faculty, staff, parents, and community members to coordinate resources and provide services to meet the needs of each child.
2. be an integral part of the educational environment, and be planned and managed to provide a developmentally appropriate curriculum for all children.

3. support a positive school atmosphere so that school is an emotionally healthy place for all children and staff.
4. maintain an ongoing program of needs assessment and evaluation, with appropriate program modifications.
5. include individual and group counseling, class instruction and activities, coordination, and consultation components.
6. provide opportunities to help students understand and feel good about themselves, and develop a positive self-concept.
7. enable students to learn to solve problems, make appropriate decisions, develop coping skills, take responsible risks, handle life transitions, utilize effective organizational skills, and develop responsibility for their behaviors and resultant outcomes.
8. help students develop appropriate social skills such as assertiveness, friendship making, and effective communication in order to get along with and understand others.
9. enable students to develop, organize and revise their personal, educational, and career goals.
10. foster students' educational success.

SCHOOL COUNSELING OFFICE

The school counseling office and school counseling services are available to all students. The office operates under an open-door policy. Students and parents/guardians are welcome at any time to consult with the school counselor regarding personal, academic, college, and career issues.

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

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

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

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

Career development is another emphasis of the school counseling program. Through the Dictionary of Occupational Titles, Job Description File, and other career reference materials, students can become more knowledgeable about various careers, job opportunities and salaries. Much of this material is also incorporated in the classroom by Whitcomb Jr./Sr. High School faculty and staff. Other resources are available in the school library.

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

SCHEDULE CHANGE PROCEDURE

Students should select courses with extreme care to avoid unnecessary schedule changes. Information is always provided by the school to help students make good choices. Once a schedule is completed, changes will be permitted only with the approval of the administration or his designee.

Procedure for Course Changes:

1. Students are permitted to add and drop courses during the first seven (7) days of school or semester known as the "Add-Drop Period". Course change indicators: W (Withdraw Passing), or WF (Withdraw Failing), depending on current grades, at the time of dropping, will be recorded permanently on a student's record if they drop a course after this date. Students receiving a WF will have that credit calculated in their cumulative grade point average.
 - a. Exceptions include service learning, volunteering, co-op, independent study, student internships, and students who have had school administration permission/approval to have a special program.
 - b. In addition, a faculty member may initiate a change if, in the faculty member's opinion, a student is inappropriately placed.

- Students must first obtain an add-drop form from the school counselor. Next, students must obtain preliminary approval from the teacher into whose course(s) he/she is entering before obtaining approval to withdraw from the teacher whose class(es) he/she is leaving. Teachers indicate preliminary approval by signing the add-drop form. To complete the approval process, parents and the school counselor sign the add-drop form. Students will not be dropped from or added to a teacher's rank book until all paperwork has been appropriately signed and a schedule change clearance is presented from the counseling office.

After the close of the Add-Drop Period, no withdrawals will be permitted. See exceptions above.

- Parental permission must accompany all student schedule changes.
- The administration has the discretion to remove a student from a course at any time for just cause. The administration and counseling department will make arrangements for changes.

GRADUATION REQUIREMENTS

Whitcomb Jr./Sr. High School will grant a diploma to a student who has completed all academic requirements as described below, and all other non-academic requirements as stated in school district policy. The administration reserves the right, in consultation with the counseling department, to determine which courses fulfill specific requirements if a question arises.

English - minimum of 4 ½ credits, 1 credit taken in each year (½ credit given for passing the State Assessment)	Social Studies - minimum of 3 credits, including 1 credit in Humanities/US History and 1 credit in European History
Science - minimum of 3 credits, including 1 credit in Biology	Math - minimum of 3 ½ credits (½ credit given for passing the State Assessment)
Physical Education/Health - 2 credits	The Arts – minimum of 1 credit (visual arts or music)
Senior Project - 1 credit	On Your Own - ½ credit (May be taken in 10th grade if planning to attend RTCC or VAST)
Electives - 4 credits	Community Service – see next page for details

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

Seniors who do not meet graduation requirements will not receive a diploma and may not be allowed to participate in graduation exercises.

SENIOR PROJECT

Every senior student at WHS produces a senior project as part of his/her graduation requirements. This is a year-long research effort on a topic the student chooses. Specific guidelines for the project are distributed to students toward the end their junior year. Note: Every WHS senior attending RTCC produces a senior “Tech Project” as part of his/her graduation requirements. This project, accompanying paper, and presentation fulfill the WHS graduation requirement.

COMMUNITY SERVICE

Whitcomb Jr./Sr. High School requires students to fulfill a community service requirement in order to graduate. Students must complete 40 hours of community service to fulfill the graduation requirement. The community service requirement must be completed and logged before January 1 of a student's senior year. The requirement must be fulfilled on an independent basis during weekends, vacation periods, after school, evenings, or during the school day at a time approved by the administration. Students may not receive income or tips from the service experience, nor may they earn high school credit. Whenever possible, service experiences should fulfill needs that would not otherwise be met. Questions regarding the appropriateness of the service should be directed to the administration.

RTCC GRADUATION REQUIREMENTS

4 English
3 Math
3 Science (including 1 Biology)
3 History (including 1 U.S. History)
1 1/2 P.E./Health
1 Art
5 Elective credits

EARLY GRADUATION POLICY

A Whitcomb High School diploma is designed to be earned in four years. It is recommended that students use this time to take full advantage of all educational and extra-curricular opportunities available to them at Whitcomb in order to fully prepare for their post-secondary experience.

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

Meet with the principal to request a school board hearing.

Obtain recommendations from their parent(s)/legal guardian(s) and three recommendations from faculty members stating why they believe it would be to the student's benefit to graduate early.

The student shall present written documentation of the above to the school board, including references, along with the justification for their request to graduate early.

The principal will make a recommendation to the school board with respect to each request for early graduation.

GRADUATION HONORS

A student must be enrolled at Whitcomb Jr./Sr. High School at least one entire year before the date of computing grades and have taken at least six (6) Whitcomb Jr./Sr. High School credits in order to be eligible for Valedictorian or Salutatorian honors. Class rank for determining Valedictorian and Salutatorian honors will be computed at the end of the third marking period of the senior year.

GRADUATION REHEARSAL/ACTIVITIES

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

FLEXIBLE PATHWAYS

Whitcomb Requirements to attend Randolph Technical Career Center (RTCC) and the Vermont Academy of Science and Technology (VAST)

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

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

1. Junior – 10.5 core academic credits: 2 English, 1 Math*, 1 U.S. History, 1 World History (European or similar approved course), 1 Science*, 1 Biology, 2 Physical Education/Health, 1 Art/Music and .5 On Your Own.
2. Senior (required for VAST) – 16.5 core academic credits: 3 English, 2 Math*, 1 U.S. History, 1 World History (European or similar approved course), 1 Social Studies*, 1 Science*, 1 Biology, 2 Physical Education/Health, 1 Art/Music, .5 On Your Own, and 3 Electives.

*Math or science credit may be embedded in an RTCC program; U.S. History or Civics may also be completed at RTCC. Students attending VAST are encouraged to have exhausted all high-level coursework available at Whitcomb as an indication of preparedness to complete college-level classes.

^α VAST is one example of an Early College Program.

College Courses for Credit → Dual Enrollment

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

Students must complete Vermont Technical College (VTC) or college courses with a C (70) or better to have them count for Whitcomb High School credit. For a voucher to pay for a college course, it must count as credit towards graduation. Students electing to take college courses who are not fulfilling graduation requirements will receive high school credit for courses successfully completed, but grades will not be averaged into their cumulative GPA. Students taking college courses who are fulfilling graduation requirements will have the grade averaged into their cumulative GPA.

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

Motivated junior and senior students may access free college courses through the Dual Enrollment Program at any Vermont college (Bennington College, Burlington College, Castleton State College, Champlain College, College of St. Joseph, Community College of Vermont, Goddard College, Green Mountain College, Johnson State College, Landmark College, Lyndon State College, Marlboro College, New England Culinary Institute, Norwich University and the University of Vermont.) Students accepted into this program may take one course for free each year during their final two years before graduation. Students wishing to take additional course work must obtain approval through the administration. Students must purchase or rent their own textbooks and are responsible for other fees that may be required by the colleges. Learn more about dual enrollment by visiting www.vtdualenrollment.org.

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

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

Introduction to College Studies is a free course available each semester (and summer) through the Community College of Vermont. This course provides high school students with an introduction to the college experience and the opportunity to explore the skills and expectations required at the college level. Students work on goal setting, time management, stress management, study skills, communication skills, and learning to seek and use information resources. This course is also an opportunity to gain valuable information about the college application process, college financial aid, and personal financial management. This course is generally offered for a 13-week session, with classes meeting one afternoon each week for two hours. Successful completion of this course makes students more prepared for college-level work and results in a half-credit of Whitcomb High School elective credit.

INDEPENDENT STUDY

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

STUDENT INTERNSHIPS

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

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

VIRTUAL LEARNING

In an effort to offer expanded course offerings to students, Whitcomb Jr./Sr. High School is a member of the online educational community Vermont Virtual Learning Cooperative (VTVLC). VTVLC courses are available to a limited number of students each semester, with preference given to seniors and juniors. Sophomores will be considered on a space-available basis. Learn more about VTVLC by visiting www.vtvlc.org. Interested students should talk with their school counselor about this or other online learning opportunities.

CREDIT FOR SUMMER AND NIGHT SCHOOL COURSES

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

TRANSLATION OF LETTER GRADES

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

A+ = 98	B+ = 88	C+ = 78	D = 70
A = 95	B = 85	C = 75	F = 0 - 69 no credit
A- = 92	B- = 82	C- = 72	I = Incomplete

HIGH SCHOOL COURSE CREDITS

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

A student at Whitcomb Jr./Sr. High School must take the equivalent of six (6) full-year courses each year in the freshman, sophomore, and junior years and five (5) courses in the senior year to maintain full-time status and be eligible for participation in extra-curricular activities. (See also Eligibility Policy beginning on page 49.)

FAILED COURSE/SUMMER REMEDIATION POLICY

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

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

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

TRANSFER CREDITS

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

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

EXCHANGE CREDIT

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

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

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

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

MINIMUM REQUIREMENTS TO BE ELIGIBLE FOR HONOR ROLL

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

HONOR ROLL STANDINGS

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

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

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

NATIONAL HONOR SOCIETY

Selection Procedure

1. A council of five faculty members approved by the principal chooses the candidates to be invited into membership.
2. The council reviews Student Activity Information Forms submitted by students in grades 10, 11, and 12 whose academic averages are 88 or above.
3. The council can consult faculty members for input, but the council alone decides who shall be invited into membership.
4. The council reviews student information for outstanding evidence of the qualities of character, leadership, and service. Examples of guidelines for these criteria are:

Character:

- * takes criticism willingly and accepts recommendations graciously
- * consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability)

Leadership:

- * is resourceful in proposing new problems, applying principles, and making suggestions
- * demonstrates leadership in promoting school activities

Service:

* is willing to uphold scholarship and maintain a loyal school attitude

* participates in some outside activity: Girl Scouts, Boy Scouts, church groups, volunteer services for the aged, poor or disadvantaged, family duties

The above are only a few examples of guidelines for each category, not a complete list.

5. The council makes clear to new members that actions questionable under any of the four categories can result in a warning; flagrant violations of school rules or civil law can result in immediate dismissal without warning. There is no re-admission into the society. A student whose academic cumulative average falls below 88 will be placed on probation for one marking period. A second consecutive marking period of a cumulative average of 88 or below will result in dismissal from the National Honor Society. An appeal to the administration may be undertaken. Administration decisions are final.
6. The council stresses that membership in the Society is a privilege, not a right.

ATHLETIC/EXTRACURRICULAR ACTIVITIES STANDARDS/NORMS & CONTRACT

Whitcomb Jr./Sr. High School subscribes to high expectations for its student athletes and those students who participate in extracurricular school activities. Your decision to participate in a Whitcomb Jr./Sr. High School athletic team/activity is your personal choice. Once this decision is made, you become a member of the team/activity and a representative of the school and its surrounding community. As such, you are held to a high standard, represented by the following expectations/regulations. These expectations/regulations take precedence over individual decisions and should be reviewed carefully.

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

Before students can participate in an extracurricular activity or sport, they and their parents/guardians must read and sign the contract outlined below, agreeing to follow the stated policies of Whitcomb Jr./Sr. High School and Whitcomb Athletics. Please do not rip this agreement out of the handbook; copies will be handed out by the athletic director at your mandatory meetings at the beginning of each season.

Communication Information

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

1. The Bethel Schools website (www.bethelschools.org) has, under the Jr./Sr. High School athletics tab, schedule calendars for both the gymnasium and the athletic fields. In addition, each in-season sports team has its game schedule posted.
2. Follow Whitcomb Athletics on Facebook by liking the Bethel Schools page.
3. The large bulletin board in the gymnasium also posts the current in-season sports schedule, practice schedules and other general information.

4. The athletic director can be contacted for information at 234-9966, ext. 218.
5. Contacting the athletic director by email lstetson@wrvsu.org and asking to be included in the cancellation email chain can keep you in the know about schedule changes.
6. Usually (last-minute situations can develop), game cancellations are announced by 2 p.m. on game day. At that point, contact the athletic director or school Administrative Assistant Janet Brown to stay up-to-date about that evening's events.
7. The Whitcomb Boosters generally supply handout schedules at local merchants. Be aware that game schedules can be and are changed to accommodate school events (both Whitcomb and our opponents), and weather forecasts can become inaccurate. It is always best to use one of the previous six informational means.

Sports Physicals

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

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

Communication of Athletic Concerns

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

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

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

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

Student Enrollment Requirements

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

Concussion Awareness Policy

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

Athletes and parents are required to visit our website, www.bethelschools.org, click on the High School Athletics tab and then on the Sports Medicine link, and review the attached information before signing the school handbook form which is in the first day packet. If you do not have Internet access, please review the same material as it is posted on the bulletin board in the gymnasium. In addition, you may contact the athletic director (234-9966, ext. 218), who can give you copies of these forms. Athletes and their parents are required to acknowledge this information before signing the school handbook form which is in the first-day packet.

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

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

Proper Dress for Game Days

Members of an athletic team or extracurricular activity will appear neatly and appropriately dressed on their arrival for a game or to be transported to a game. Whitcomb Athletics expects all student athletes to understand they represent not only themselves, but Whitcomb High School and its surrounding community.

You are a role model. Pride in yourself and your school begins with how you present yourself to your peers, adults, community members, and opponents. Being prepared and taking these responsibilities seriously elevate a student athlete's performance, not just in competition but in life experiences and opportunities. The same standard applies to all students who participate in extracurricular activities. Student athletes arriving in tattered clothing, T-shirts and/or revealing clothes will be asked to change and, if need be, to return home to change before participating or joining the team. Coaches' or the athletic director's decisions to dress in similar appropriate team-building attire may take precedent over these guidelines.

Character and Personal Conduct

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

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

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

Social Media

Students are encouraged to always exercise the utmost caution when participating in any form of social media or online communications.

Please remember when participating in online interactions that your posts reflect the entire Whitcomb Jr./Sr. High community, and as such, are subject to the same behavioral standards as presented in the classroom and school.

Students may not use social media sites to publish disparaging or harassing remarks about teammates, other students, coaches, athletic or academic contest rivals, etc. Reports of these events will be investigated; if a situation warrants, suspension (either temporary or permanent) from a team can be expected.

Students posting of inappropriate images, involving yourself and teammates, including but not limited to drugs, alcohol, partying, hazing, etc. on social media, will be investigated; if a situation warrants, suspension (either temporary or permanent) from a team can be expected.

Alcohol, Drug and Peer-Pressure Situations

Any student who is a member of a Whitcomb Jr./Sr. High School athletic team or who participates in extracurricular school activities will not use or possess drugs, alcohol, or tobacco at any time while in season. Students who do so will lose eligibility for the remainder of the season. A student who has been accused, but who chooses to challenge the accusation, may continue to participate in practices but may not sit on the bench or participate in games until the dispute is resolved.

Student athletes should not attend any party or activity where illegal activities are taking place (including, but not limited to, the use of drugs and alcohol). It is a student's decision whether to remain at a location where his or her life or conduct can come into question. This choice is viewed as a decision by student athletes, as representatives of Whitcomb High School and its surrounding communities, to remain or remove themselves from a bad situation.

Attendance and Excusals

Students who miss school for more than half a day will not be allowed to participate in any school-sponsored activities during that day or evening. Exceptions to this standard/norm, such as medical/dental appointments and emergency situations, must be cleared through the school administration or designee.

Any unexcused absence from a practice will cause the participant to be suspended from the next game or meet. The respective coach/advisor will determine the validity and adequacy of reasons for the absence.

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

To summarize: no practice, no play. Come to life ready to participate!

In-Season Commitment

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

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

Uniforms and Equipment

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

Transportation for Athletics

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

Player Cuts and "Playing Time"

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

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

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

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

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

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

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

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

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

Weekly Extracurricular Eligibility Agreement

Teachers and supervisory staff will submit weekly eligibility through Web2School by 3 p.m. on Thursday. The teacher giving an ineligibility will communicate with the student, parents and athletic director/extracurricular advisor. The athletic director will communicate with the coaches. This process will be used to determine eligibility for athletics and senior privileges. If the reason for ineligibility is behavioral, this could include field trips, dances, and any other school-related activity.

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

1. Chronic tardiness that results in disciplinary action by the administration.
2. The student will have participated appropriately so that no official disciplinary form has been written to the administration.
3. The student will have turned in homework — ON TIME — including meeting deadlines for his/her senior project.
4. The student will have turned in make-up work — ON TIME.
5. The student will maintain a passing average of 70 or higher in his or her classes.

The athletic director will review weekly eligibility forms. Students not meeting all five (5) criteria listed above will be ineligible for one week.

For athletics, all ineligible players/participants will dress for home games and sit with their team. They will not be allowed to travel to away games. Ineligible players will not participate in games. All ineligible athletes will report to practice with their missing assignments and homework, and will sit in a coach's designated location to finish work and assignments. They will be allowed to observe the practice if there is an opportunity to do so. Any athlete who becomes ineligible due to behavior will be required to attend practice and sit in an area designated by the coach to observe practice. Ineligible athletes who become a distraction during a practice will be removed from the team roster. If a student athlete becomes ineligible, either academically or for behavioral issues, for more than two weeks during the season, his/her roster status will be terminated.

Student athletes are just that. Their academics are viewed as a priority by Whitcomb Athletics, not as a sidebar. A student needing additional academic assistance from either a teacher or tutor will, upon notifying his or her coach, be excused from attending practice to focus on academic issues.

Sportsmanship

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

LEARNING ZONE

The Learning Zone is designed to provide students with about 45 minutes of uninterrupted academic time for academic support, participation in the band and/or choral ensembles, and other learning opportunities.

STANDARDS REGARDING STUDENTS WHO ARE 18 YEARS OLD

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

ADULT STATUS PROGRAM

PART I: Name of student: _____

I, the above named student, having reached the age of maturity (eighteen years of age), hereby notify all involved parties that I request to participate in the Adult Status Program at Whitcomb Jr./Sr. High School.

In accordance with Vermont and federal laws, I will assume responsibility for signing my own attendance notes, permission slips, discipline reports, and all other school documents requiring a parent(s)/legal guardian(s) signature.

In accordance with federal regulations, I understand that communication between Whitcomb Jr./Sr. High School and my parent(s)/legal guardian(s) will continue and is not changed by my adult status, unless I am an independent student as defined by the Internal Revenue Code. As an independent student, I may request that Whitcomb Jr./Sr. High School not communicate with my parents regarding my education or information contained in my educational records.

I hereby request to participate in the Whitcomb Jr./Sr. High School Adult Status Program as outlined above and certify that (please check one):

- My parent(s)/legal guardian(s) claimed me as a dependent on their latest federal income tax return. Because I am a dependent student, the Whitcomb Jr./Sr. High School will continue to communicate with my parents regarding my education or information contained in my educational records.

- My parent(s)/legal guardian(s) did not claim me as a dependent on their latest federal income tax return. Because I am an independent student, the Whitcomb Jr./Sr. High School (please circle one) may/may not continue to communicate with my parent(s)/legal guardian(s) regarding my education or information contained in my educational records.

Signature of Student: _____ Date: _____

PART II: To be completed by parent(s)/legal guardian(s)

I understand that my son/daughter (circle one) has requested to participate in the Whitcomb Jr./Sr. High School Adult Status Program as outlined above and certify that he/she (check one):

- was claimed by me as a dependent on my latest federal income tax return.
- was not claimed by me as a dependent on my latest federal income tax return.

Signature of Parent/Legal Guardian(s): _____ Date: _____

Return completed form to the high school office.

PASS SYSTEM

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

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

LOCKERS

Lockers are school property made available for student use. Each student at Whitcomb Jr./Sr. High School is assigned a corridor locker at the beginning of each school year. Students in grades 10 through 12 will be assigned the new lockers that have combination locks built in. Students must not change locker assignments unless approval is obtained from the administration.

To maintain good security, lockers are to be locked at all times, and nothing should be left on the hallway floor. The school is not responsible for items stolen from lockers. In addition, students are expected not to deface or damage their lockers, no stickers. Purposeful damage or defacement of school lockers shall be treated as vandalism and students will be held responsible. Students should inspect their lockers on a daily basis and report any damage or defacement to the administration immediately. If you observe other students damaging or defacing school lockers or other school property, report it to the administration immediately.

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

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

SUPPLIES

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

RANDOLPH TECHNICAL CAREER CENTER (RTCC) STUDENTS

All RTCC students are expected to attend TA (Teacher Advisory) each morning.

Upon returning to Whitcomb from RTCC, these students if waiting to transfer to their regular school bus should remain in assigned areas.

STUDENT VICTIMS OF VIOLENT OFFENSE AT SCHOOL

The Bethel School District strives to keep all children safe and preclude violence at school. Under federal law, any student who has been a victim of a violent criminal offense on the grounds of any public school has the right to transfer to another school within the “Local Education Agency.” For the Bethel Schools, the Local Education Agency is the White River Valley Supervisory Union, which includes the following schools: Bethel Elementary, Rochester Elementary School, Rochester High School, Stockbridge Central School and Whitcomb Jr./Sr. High School.

POLICY ON PREVENTION OF HARASSMENT OF STUDENTS

I. Purposes

The Bethel School District is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect. This policy addresses incident(s) and/or conduct that occur on school property, on a school bus or at a school sponsored activity, or incident(s) and/or conduct that do not occur on school property, on a school bus or at a school-sponsored activity but where direct harm to the welfare of the school can be demonstrated, or the conduct can be shown to pose a clear and substantial interference with another student’s equal access to educational programs.

Harassment is a form of unlawful discrimination that will not be tolerated. It is the policy of the district to prohibit the unlawful harassment of students based on race, creed, color, national origin, marital status, disability, sex, sexual orientation, and gender identity, to the extent required by law. In addition, retaliation is a form of unlawful discrimination that will not be tolerated. Consistent with these purposes, annually,¹ each school shall select two or more designated employees to receive complaints and shall publicize their availability in any publication of the district that sets forth the comprehensive rules, procedures, and standards of conduct for the school.²

It is the intent of the district to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this harassment policy is to prohibit conduct or communication that is directed at a person's protected characteristics as defined below, and that is likely to substantially disrupt the educational learning process and/or access to educational resources, or create a hostile learning environment.

The district shall promptly and effectively address all complaints of harassment in accordance with the procedures established by this policy. In cases where harassment is substantiated, the school shall take prompt and appropriate remedial action reasonably calculated to stop the harassment. Such action may include a wide range of responses from education to serious discipline. Such serious discipline may include termination for employees and, for students, expulsion or removal from school property. Nothing herein shall be construed to prohibit punishment of a person for conduct that, although it does not rise to the level of harassment as defined herein, otherwise violates one or more of the school’s other disciplinary policies or codes of conduct.

¹ See 16 V.S.A. §565(c)(1).

² See Appendix A

II. Definitions

A. **“Harassment”** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation, or gender identity³ that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student’s educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.

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

- (1) Sexual harassment,⁴ which means conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual or physical conduct of a sexual nature when one or both of the following occur:
 1. Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status or progress; or
 2. submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student
- (2) Racial harassment, which means conduct directed at the characteristics of a student’s or a student’s family member’s actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.
- (3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student’s or a student’s family member’s actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

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

³ Effective July 1, 2007, 1 V.S.A. §144 defines “gender identity” as “an individual’s actual or perceived gender identity, or gender-related characteristics intrinsically related to an individual’s gender or gender-identity, regardless of the individual’s assigned sex at birth.”

⁴ This statutory definition of sexual harassment describes only the “quid pro quo” form of sexual harassment that can occur between an adult and student. However, sexual harassment may also include student to student conduct as well as conduct that creates a hostile environment.

- C. **“Complainant”** means a student who has filed an oral or written complaint with a school employee or a student who is the target of alleged harassment in a report made by another person.
- D. **“Designated employee”** means an employee who has been designated by the school to receive complaints of harassment pursuant to subdivision 16 V.S.A. §565(c)(1).
- E. **“Employee”** includes any person employed directly by or retained through a contract with the District/Independent School, an agent of the school, a school board member/member of the board of trustees, a student teacher, an intern or a school volunteer. For purposes of this policy, “agent of the school” includes supervisory union staff.
- F. **“Notice”** means a written complaint or oral information that harassment may have occurred that has been provided to a designated employee from another employee, the student allegedly subjected to the harassment, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred.⁵
- G. **“Retaliation”** is any adverse action by any person against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.
- H. **“School administrator”** means a superintendent, principal/head of school/technical center director or his/her designee.

III. Reporting Student Harassment

- A. Student reporting: Any student who believes s/he has been harassed under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute harassment, should promptly report the conduct to a designated employee or any other school employee.
- B. School employee reporting: Any school employee who witnesses conduct that s/he reasonably believes might constitute harassment shall take reasonable action to stop the conduct and prevent its recurrence, and immediately report it to a designated employee. Any school employee who overhears or directly receives information about conduct that might constitute harassment shall immediately report the information to a designated employee. If one of the designated employees is the person alleged to be engaged in the conduct complained of, the complaint shall be immediately filed with the other designated employee or the school administrator.

⁵ See 16 V.S.A. §14(c)(3).

- C. Other reporting: Any other person who witnesses conduct s/he reasonably believes might constitute student harassment under this policy should promptly report the conduct to a designated employee.
- D. Documentation of the report: If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a harassment complaint form, including the time, place, and nature of the alleged conduct, and the identity of the complainant, alleged perpetrator, and any witnesses.
- E. False Complaint: Any person who knowingly makes a false accusation regarding harassment may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of harassment when the person has a good-faith belief that harassment occurred or is occurring.

IV. Procedures Following a Report

- A. Notification:⁶ Upon receipt of a complaint of harassment, the designated employee shall immediately inform the school administrator of the complaint. In addition, the designated employee shall immediately provide a copy of this harassment policy to the complainant and accused individual. If either the complainant or the accused individual is under the age of 18, his or her parent(s) or guardian(s) shall be: (1) promptly notified that a complaint of harassment has been filed and provided with a copy of this policy; (2) notified if an alternative dispute resolution method will be offered and, if it occurs, of the outcome of any such attempt; and (3) notified in writing of the results of the complaint investigation. All notification letters shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. A school administrator may seek waiver of confidentiality rights of the accused in order to inform the complainant of any disciplinary action taken in cases where the school determined that harassment or other misconduct occurred.
- B. Investigation:⁷ Unless special circumstances are present and documented, such as reports to the Department for Children and Families (DCF) or police, the school administrator shall, no later than one school day after the filing of a complaint with a designated employee, initiate or cause to be initiated an investigation of the allegations. The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation.

⁶ See 16 V.S.A. §14(a).

⁷ See 16 V.S.A. §565(b)(1)(E).

No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the school administrator. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes harassment. When the initial determination concludes that an accused student has engaged in harassment, the school administrator shall use his or her discretion to decide the appropriate disciplinary and/or remedial action. In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies.

All levels of internal review⁸ of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the District/Independent School, be completed within 30 calendar days after the review is requested.

- C. Action on a substantiated complaint: If, after investigation, the school finds that the alleged conduct occurred and that it constitutes harassment, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the harassment and prevent any recurrence of harassment. Such action may include warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee.
- D. Alternative dispute resolution:⁹ At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints. The following should be considered before pursuing alternative dispute resolution methods: (1) the nature of the accusations, (2) the age of the complainant and the accused individual, (3) the agreement of the complainant, and (4) other relevant factors such as any disability of the target or accused individual, safety issues, the relationship between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual. If an alternative dispute resolution is either not appropriate or is unsuccessful, the school administrator shall initiate or cause to be initiated an investigation of the allegations in accordance with the timelines established in this policy.
- E. Appeal: A person determined to be in violation of this policy and subjected to disciplinary action under it may appeal the determination and/or the disciplinary action(s) taken in the same manner as with other disciplinary actions, in accordance with the District's/Independent School's discipline policy, applicable statutes, or collective bargaining agreements.

⁸ An "internal review" is any procedure provided by the school through policy or practice and is not the same as an "independent review" as described below.

⁹ See 16 V.S.A. §565(b)(1)(C).

- F. **Independent Review:**¹⁰ A complainant may request an independent review if s/he: (1) believes the school did not correctly analyze the complaint and failed to conduct an investigation of the incident because the school believed the alleged conduct did not constitute possible harassment, (2) is dissatisfied with the final determination following an investigation as to whether harassment occurred, or (3) believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem. The complainant shall make such a request in writing to the superintendent of schools/head of school. Upon such request, the superintendent shall promptly initiate an independent review by a neutral person as described in 16 V.S.A. expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school's investigation. On completion of the independent review, the reviewer shall advise the complainant and school officials in writing: (1) as to the sufficiency of the school's investigation, its determination, and/or the steps taken by the school to correct any harassment found to have occurred, and (2) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the commissioner. The reviewer shall advise the student of other remedies¹¹ that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the District. The District may request an independent review at any stage of the process.
- G. **Retaliation:** It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated.

V. Confidentiality and Record Keeping

- A. The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the District's/Independent School's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.
- B. The superintendent or school administrator shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District/Independent School in a confidential file accessible only to authorized persons. All investigation records, including but not limited to the complaint form, interview notes, additional evidence, and the investigative report, shall be kept for at least six years after the investigation is completed.

¹⁰ See 16 V.S.A. §565(f).

¹¹ Such as those identified in Section VIII of this policy

VI. Reporting to Other Agencies

When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. §4911, et seq. must report the allegation to the commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A 6901 et. seq.

If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under the State Board of Education Rules for licensing action, the principal shall report the alleged conduct to the superintendent and the superintendent shall report the alleged conduct to the commissioner. If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under the State Board of Education rules for licensing action, the head of school is encouraged to report the alleged conduct to the commissioner.

Nothing in this policy shall preclude anyone from reporting any incidents and/or conduct that may be considered a criminal act to law enforcement officials.

VII. Dissemination of Information, Training, and Data Reporting

A. Dissemination of Information.¹² Annually, prior to the commencement of curricular and co-curricular activities, the district shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and employees. Notice to students shall be in age-appropriate language and include examples of harassment. At a minimum, this notice shall appear in any publication of the district that sets forth the comprehensive rules, procedures and standards of conduct for the district.

B. Training.¹³ The school administrator shall use her/his discretion in developing age-appropriate methods of discussing the meaning and substance of this policy with students to help prevent harassment. The school administrator shall implement training for school staff within the context of professional development to enable staff to recognize, prevent and respond to harassment.

C. Data Gathering. Public school districts shall provide the Vermont Department of Education with data requested by the commissioner.

12 See 16 V.S.A. §565(d).

13 See 16 V.S.A. §565(d).

VIII. Alternative Complaint Process

In addition to, or as an alternative to, filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission
14-16 Baldwin S.
Montpelier, VT 05633-6301
800-416-2010 or 802-828-2480 (voice)
877-294-9200 (tty)
802-828-2481 (fax)
Email: human.rights@state.vt.us

Office for Civil Rights, Boston Office U.S. Department of Education, 8th Floor
5 Post Office Square
Boston, MA 02109-3921
617-289-0111 (voice) 877-521-2172 (tdd)
617-289-0150 (fax) Email: OCR.Boston@ed.gov

Legal References:

Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 et seq.;
Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d;
Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§1681 et seq.;
Family Education Rights Privacy Act; 20 U.S.C. 1232g;
Public Accommodations, 9 V.S.A. §§4500 et seq;
Education, Classifications and Definitions, 16 V.S.A. §11a (26);
Education, Harassment, Notice and Response, 16 V.S.A. §14;
Education, 16 V.S.A. 140(a)(1);
Education, 16 V.S.A. §140(a)(1); Education, 16 V.S.A. §166(e);
Education, Harassment and Hazing Prevention Policy, 16 V.S.A. §565;
Education, Discipline, 16 V.S.A. §1161a;
Education, Suspension or Expulsion of Pupils, 16 V.S.A. §1162;
Education, Professional Educators, 16 V.S.A. 1698 - 1709
Child Abuse, 33 V.S.A. §§4911 et seq.
Adult Protective Services, 33 V.S.A. §6901 et seq., all as they may be amended from time to time.
Washington v. Pierce, 179 VT 318 (2005)

APPENDIX A

Designated Employees

The following employees of Bethel Elementary School and Whitcomb Jr./Sr. High School have been designated by the district to receive harassment complaints pursuant to this policy and 16 V.S.A. §565(c)(1):

Name: Owen Bradley
Title: Principal
Contact information: Bethel Elementary/Whitcomb Jr./Sr. High School
273 Pleasant St.
Bethel, VT 05032
802-234-9966, ext. 202
Email: obradley@wrvsu.org

Name: Andra Bowen
Title: Assistant Principal
Contact information: Bethel Elementary/Whitcomb Jr./Sr. High School
273 Pleasant St.
Bethel, VT 05032
802-234-6607, ext. 257
Email: abowen@wrvsu.org

Name: Nicole LaMothe
Title: School Counselor
Contact information: Whitcomb Jr./Sr. High School
273 Pleasant St.
Bethel, VT 05032
802-234-9966, ext. 204
Email: nlamothe@wrvsu.org

Name: Katie Orr
Title: School Counselor
Contact information: Bethel Elementary
273 Pleasant Street
Bethel, VT 05032
802-234-6607, ext. 241
Email: korr@wrvsu.org

**VERMONT DEPARTMENT OF EDUCATION
MODEL BULLYING PREVENTION PLAN**

I. Introduction

As a result of Act 117 of 2004, An Act Relating to Bullying Prevention Policies, the following is intended as an insert to the Vermont Department of Education Guidelines for Discipline Plan Development (June 2003) for use in addressing bullying in schools. Bullying is a form of dangerous and disrespectful behavior that will not be permitted or tolerated. Bullying may involve a range of misconduct that, based on the severity, will warrant a measured response of corrective action and/or discipline. Behaviors that do not rise to the level of bullying, as defined below, still may be subject to intervention and/or discipline under another section of the discipline plan or a discipline policy.

II. Definition

Bullying means any overt act or combination of such acts directed against a student by another student or group of students and which:

- (a) occurs during the school day on school property, on a school bus, or at a school sponsored activity;
- (b) is intended to ridicule, humiliate, or intimidate the student; and
- (c) is repeated over time.

III. Notice of Prohibition Against Bullying and Anti-Bullying Interventions

The Bethel School District recognizes that students should have a safe, orderly, civil and positive learning environment and that bullying has no place and will not be tolerated in its schools. The Bethel School District shall:

- (a) Include the prohibition against bullying in the student or school handbook and in other ways make students aware of the prohibition against bullying, the penalties for engaging in bullying, and the procedures for reporting bullying.
- (b) Develop strategies for school staff to prevent and intervene in bullying.

IV. Reporting, Investigating, and Notifying Parents of Bullying Reports

To address bullying, the Bethel School District:

- (a) Encourages students to report personally or anonymously to teachers and school administrators' acts of bullying.² The Bethel School District has established the following methods for such reporting:
 - (1) Personal Reporting: *Mr. Owen Bradley, Mrs. Andra Bowen, Mrs. Nicole LaMothe or Mrs. Katie Orr, 273 Pleasant S., Bethel VT 05032, or phone 234-9966 or 234-6607.*
- (b) Encourages parents or guardians of students to file written reports of suspected bullying. See (a) above.
- (c) Requires teachers and other school staff who witness acts of bullying or receive student reports of bullying to promptly notify Owen Bradley, Mrs. Andra Bowen, Mrs. Nicole LaMothe or Ms. Katie Orr.

- (1) Conduct that might otherwise be considered bullying but *does not* occur during the school day, on school property, on a school bus, or at a school-sponsored event still may be subject to disciplinary action pursuant to 16 V.S.A. §§1161(a) and 1162; however, such misconduct would not meet the definition of bullying.
- (2) Any student, who knowingly makes false accusations regarding bullying, may be subject to disciplinary action.
- (d) Requires Mr. Owen Bradley, Mrs. Andra Bowen, Mrs. Nicole LaMothe, and Mrs. Katie Orr to accept and review all reports of bullying, including anonymous reports. If after initial inquiry, an anonymous or oral report appears to warrant further investigation, school districts shall promptly continue with an investigation. School administrators shall investigate any written reports.
- (e) As with any other disciplinary action, requires school staff to notify the parent or guardian of a student who commits a verified act of bullying of the response of the school staff and consequences that may result from further acts of bullying.
- (f) To the extent permitted under the Family Educational Rights and Privacy Act, (FERPA), requires school staff to notify the parent or guardian of a student who is a target of bullying of the action taken to prevent any further acts of bullying.³

V. Data Gathering

The Bethel School District delegates the responsibility of data collection to: Owen Bradley. He shall collect data on the number of reported incidents of bullying and the number of incidents that have been verified, and to make such data available to the Commissioner of the Vermont Department of Education and to the public. See the Department's Safe Schools Web page (www.state.vt.us/educ/new/html/pgm_safeschools.html#data) for further information on data gathering. FERPA is a federal law designed to protect the confidentiality of student records, and the school district must comply with this law, as well as a similar state law. When the school administrator contacts a parent about the school district's response to a bullying incident, he/she may discuss information about an investigation and corrective action taken, but only to the extent that it may be done without disclosing information about any students other than the student subjected to the bullying.

QUESTIONING OR INTERVIEWING OF STUDENTS BY POLICE OFFICERS

If, while school is in session, a student is interrogated by an officer of the law, it shall be only with parents' consent and either a parent or responsible representative from the school shall be present during the course of interrogation.

TEACHER QUALIFICATIONS

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

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

HOMELESS STUDENTS

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

RIGHT TO CONSTITUTIONALLY PROTECTED PRAYER & RELIGIOUS BELIEFS AND PRACTICES

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

PROVISION OF INFORMATION TO MILITARY RECRUITERS

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

16. HIV/AIDS

- 16.1. The safety and health of students and school employees will be protected recognizing the rights of students and employees with HIV; the importance of maintaining confidentiality regarding the medical condition of any individual; the importance of an educational environment free of significant risks to health; and the necessity for HIV education and training for the school community and the community-at-large.
- 16.2. The district will not discriminate on the basis of an employee's HIV infection or association with another person with HIV infection. No applicant shall be denied employment and no employee shall be prevented from continued employment on the basis of having or being perceived as having HIV. In accordance with the Americans with Disabilities Act of 1990, an employee with HIV infection is welcome to continue working as long as he or she is able to perform the essential functions of the position, with reasonable accommodations if necessary.
- 16.3. A student with HIV infection has the same right to attend school and receive services as any other student and will be subject to the same rules and policies as any student without HIV. Except as deemed appropriate to accommodate students with disabilities, HIV infection shall not factor into decisions concerning class assignments, privileges, or participation in any school-sponsored activity.

- 16.4. The administration will establish procedures for students with chronic health problems disabilities to determine on a case-by-case basis the educational placement of a student known to be infected with HIV. Respecting students' and families' privacy rights, school authorities may consult with the student's parent or guardian, seek waiver from parent/guardian to consult with the student's physician, and reassess the placement if there is a change in the student's need for accommodations or services.
- 16.5. Nondiscrimination
- 16.5.1. The district is committed to providing a learning environment and workplace free of discrimination. School staff members will strive to maintain a respectful school climate and not allow physical or verbal harassment against a student or staff member based on their HIV positive status. This includes conduct directed against a person living with HIV infection, a person perceived as having HIV infection or a student or employee's family member's actual or perceived status as HIV positive.
- 16.5.2. The district shall not discriminate against an applicant, prospective or current student on the basis of a person's having a positive test result from an HIV-related diagnostic test.
- 16.6. Confidentiality of HIV-related Information and Testing
- 16.6.1. The district will protect the student's and family's privacy rights consistent with state and federal law pursuant to the Student Records Policy and Employment Records Policy.
- 16.6.2. No school official shall require HIV-related testing of any employee applicant, current employee or prospective or current student for any purpose.
- 16.6.3. Students' parents/guardians, or applicants/employees are not required to disclose HIV status to any school personnel.
- 16.6.4. Service providers, including those dispensing medication, will maintain student confidentiality. Unless for the limited purpose of an exception of state law, federal law, the Student Records policy, or the Employee Records policy that applies, school personnel shall not disclose any HIV-related information about a prospective or current school personnel or students to anyone except in accordance with the terms of a written consent. The administration shall develop a written consent form (see Appendix A) which provides for a description of information to be disclosed, to whom it may be disclosed, its specified time limitation, and the specific purpose for the disclosure. The district shall not discriminate against any individual who does not provide written consent.
- 16.6.5. All health records, notes, and other documents that reference a person's HIV status will be kept confidential. Access to these confidential records is limited to those named in written permission from the person or parent/guardian and to emergency medical personnel.
- 16.7. HIV is a blood-borne pathogen. Therefore, infection control for HIV is to be addressed in the same manner as for any other blood-borne pathogen.
- 16.7.1. The district shall comply with applicable Vermont Occupational Safety and Health Administration (VOSHA) rules in order to protect employees who are reasonably anticipated to be exposed to blood-borne pathogens as part of their regular job duties.
- 16.7.2. The administration shall determine those employees (by job class and possibly by task or procedure) who are reasonably anticipated to have occupational exposure to blood or other potentially infectious materials as part of their duties. These employees will be protected in strict accordance with the provisions of the Blood borne Pathogens Standards.
- 16.7.3. A written Exposure Control Plan concerning blood borne pathogens, which includes the use of universal precautions, shall be developed, maintained and followed.
- 16.8. Curriculum, Instruction and Extra-Curricular Activities
- 16.8.1. The district shall provide systematic and extensive elementary and secondary

- comprehensive health education including education on HIV infection, other sexually transmitted diseases as well as other communicable diseases, and the prevention of disease.
- 16.8.2. Participation in physical education classes, athletic programs, competitive sports, and recess is not conditioned on a person's HIV status. School authorities will make reasonable accommodations to allow students living with HIV infection to participate in school-sponsored physical activities.
- 16.8.3. Parents will be provided with information and opportunities intended to improve their abilities to work with their children at home and in school, and to build partnerships between homes and schools.

17. Community Relations

- 17.1. The administration will develop a community relations program that will involve students and staff.
- 17.2. The district will support the community use of school facilities in ways that complement regular school activities. The administration will establish criteria for the use of school facilities by community members and will maintain procedures relating to the use of facilities for non-school related activities. Authorization to use school facilities will not imply endorsement or approval of any group or activity
- 17.3. The district will encourage and support the involvement of parents and/or guardians in their children's education.
- 17.3.1. The administration shall develop and implement programs and procedures to encourage the involvement of parents.
- 17.3.2. Parents will be informed about their children's educational programs, instructional methods and objectives, and notified directly of any significant changes.
- 17.3.3. Parents will be provided with opportunities to become informed about program design, operation and evaluation, and to communicate with educators on these subjects.
- 17.3.4. Parents will be encouraged to observe instructional activities, attend program meetings, discuss concerns with educators, and participate in program.

23. Education Records

- 23.1. The district will keep accurate and appropriate education records for students as part of a sound educational program and will act as trustee of this information, maintaining these records for educational purposes to serve the best interests of its students.
- 23.1.1. The principle of confidentiality underlies all policies and procedures for the collection, maintenance, disclosure and destruction of education records.
- 23.1.2. The administration will be the custodian of all education records and will ensure adequate systems are in place to maintain such records.
- 23.1.3. The administration 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.
- 23.1.4. Education records will be made available for review by students and parents. Students and parents will be encouraged to regularly review education records and every effort will be made by the district to allow unobstructed access to these records including an online review if the parents chose to use that option.

25. Tobacco Prohibition

- 25.1. The district prohibits the use of tobacco on school grounds in accordance with state law.
- 25.1.1. This ban extends to any student, employee or visitor to the school, and applies at all times, whether or not school is in session. Furthermore, students are prohibited from possessing tobacco products at all times while under the supervision of school staff or at school sponsored activities.
- 25.1.2. The administration shall develop rules and regulations that are necessary to implement this policy and, at a minimum, will include provisions ensuring that tobacco products are confiscated when found in the possession of students and that referrals to law enforcement agencies are made when appropriate.

26. Use of Alcohol and Drugs by Students

- 26.1. No student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property or at any school sponsored activity away from or within the school.
- 26.2. The district will make appropriate referrals in cases of substance abuse. Substance abuse is the ingestion of drugs and or alcohol in such a way that it interferes with a person's ability to perform physically, intellectually, emotionally, or socially.
- 26.3. The administration shall work with appropriate staff members to develop and conduct an alcohol and drug abuse educational program on a sequential basis from early childhood through grade 12 as required by Vermont law. The program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan. The Federal Safe and Drug-Free Schools and Communities Act will be considered in the development of the alcohol and drug abuse educational program.
- 26.4. In dealing with substance abuse cases, every effort will be made to promote responsible decision-making by the student involved and other students who are aware of another student's use or abuse. The focus will be to encourage appropriate medical and/or psychological intervention by trained professionals. The administration shall annually designate a member of the substance abuse team to be responsible for providing information to students and parents or guardians about outside agencies that provide substance abuse prevention services and to encourage the use of their services and programs when appropriate.
- 26.5. The district may enter into a cooperative agreement with an outside agency to establish a Student Assistance Program. Students, under the age of eighteen, who have been referred or who refer themselves to the Student Assistance Program counselor may be seen individually by the counselor for purposes of substance abuse screening and consultation.
- 26.5.1. It will be the goal of the Student Assistance Program to encourage the student to involve his/her parents or guardians at the earliest point in time.
- 26.5.2. No student under the age of 18 will be referred to an outside agency for substance abuse treatment without parental consent, unless the student is 12 or over and found by a licensed physician to be dependent upon regulated drugs or an alcoholic.
- 26.6. Parental consent will not be required for student participation in group programs conducted within the schools which are educational in nature and designed to impart information and/or assist students in improving their sense of self-esteem. Such groups may be conducted only by trained professionals contracted by the schools to perform such service, or by trained school staff who have been approved by the school administration to conduct such groups.
- 26.7. The administration shall form a Substance Abuse Team that shall screen students who refer

themselves and students who are referred by staff for suspected drug and/or alcohol use and/or abuse problems. The membership of the team and the procedures to be used by the team will be developed by the administration and disseminated in writing to the building faculty and staff. The team will determine the need for further screening, education, counseling or referral for treatment in each case referred to it.

- 26.8. The administration will work with appropriate staff to provide training necessary to ensure that teachers and health and guidance personnel are prepared to competently teach or provide other services required in the school's alcohol and drug abuse prevention education program. Training will be designed to meet the requirements of State Board Rule. The training will include a component explaining procedures that require immediate notification of the school administration by school staff of any violation of law, including the illegal possession or distribution of drugs or alcohol.
- 26.9. The administration will work with school staff and community members to design and implement a program to inform the community about substance abuse issues and the programs and supports provided by the school to educate students about the dangers of alcohol and drug abuse and to assist students who are abusing alcohol or drugs.

The administration shall ensure that parents and students are given copies of the standards of conduct and disciplinary sanctions contained in this policy and accompanying procedures, and are notified that compliance with the standards of conduct is mandatory. Notice to students will, at a minimum, be provided through inclusion of these standards and sanctions in the student handbook distributed to all students at the beginning of each school year.

28. Hazing

- 28.1. Hazing in connection with any school sponsored activity or program is prohibited. The administration shall develop administrative rules and procedures as needed to enforce this policy and to comply with state law.
- 28.2. Definitions
- 28.2.1. Hazing means any act committed on or off school grounds by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the district; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts.
- 28.2.2. Hazing shall not include any activity or conduct that furthers the legitimate curricular, extracurricular, or military training program goals provided that the goals are approved by the administration and provided that the activity or conduct furthers those goals in a manner that is appropriate, contemplated by the district, and normal and customary for similar public school programs.
- 28.2.3. Organization means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students of the district, and which is affiliated with the district.
- 28.2.4. Pledging means any action or activity related to becoming a member of an organization.
- 28.3. Reporting of hazing

- 28.3.1. Students who have reason to believe that an incident of hazing might or did occur may report such belief to any coach of an extracurricular team, teacher, school nurse, guidance counselor, or school administrator. Staff members who have received such a report from a student, or who otherwise have reason to believe that an incident of hazing might or did occur, shall report the incident to the administration of the school, or, in the event of the unavailability of the administration, to another person designated by the administration to receive reports of hazing. The report may be written or oral. If the report is made orally, the receiver shall make a written record of the report.
- 28.3.2. It is possible that an incident of hazing might also fall within the definition of abuse, neglect, or exploitation as those terms are defined in 33 V.S.A. §4912(2) and 33 V.S.A. §§6902(1), (7) and (9). Reporting a suspected incident of hazing to the Administration does not relieve the reporter of any obligations additionally to report such suspicions to the Commissioner of the Vermont Department for Children and Families as set forth in 33 V.S.A. §4914 or to the Commissioner of the Department of Aging and Disabilities as set forth in 33 V.S.A. §6904.
- 28.3.3. Incidents of hazing that the administration determines may constitute violations of criminal laws shall be reported by the Administration to appropriate law enforcement agencies.

29. Firearms and Destructive Devices

- 29.1. The district will provide for the possible expulsion of students who bring firearms or destructive devices to or possess firearms or destructive devices at school.
- 29.2. For the purposes of this policy, the terms “firearm,” “destructive device,” “school” and “expelled” shall be consistent with definitions required by state and federal law.
- 29.2.1. Firearm means a firearm as defined in Section 921 of Title 18 of the United States Code and 13 V.S.A. §4016, including:
 - 29.2.1.1. any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
 - 29.2.1.2. the frame or receiver of any such weapon;
 - 29.2.1.3. any firearm muffler or firearm silencer; or
 - 29.2.1.4. any destructive device. Such term does not include an antique firearm. A firearm that is lawfully stored inside a locked vehicle on school property, or if it is for activities approved and authorized by the district shall not be considered a firearm for purposes of this policy if the appropriate safeguards to ensure safety as adopted by the district are followed.
- 29.2.2. Destructive Device means:
 - 29.2.2.1. any explosive, incendiary, or poison gas, including a bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or similar device.
 - 29.2.2.2. any weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has a barrel with a bore of more than one-half inch in diameter.
 - 29.2.2.3. any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediate preceding examples, and from which a destructive device may be readily assembled.
- 29.2.3. Expelled means, unless modified by the board pursuant to board policy, the termination for at least a calendar year of educational services to a student.
- 29.3. A student who brings a firearm or destructive device to school, or who possesses a firearm

or destructive device at school, shall be brought by the administration to the school board for an expulsion hearing.

- 29.3.1. A student found by the board after a hearing to have brought a firearm or destructive device to school, or to have possessed a firearm or destructive device at school, shall be expelled for at least one calendar year.
- 29.3.2. The board may modify the expulsion on a case by case basis when it finds circumstances such as, but not limited to:
 - 29.3.2.1. The student was unaware that he or she had brought a firearm to school.
 - 29.3.2.2. The student did not intend to use the firearm to threaten or endanger others.
 - 29.3.2.3. The student is disabled and the misconduct is related to the disability.
 - 29.3.2.4. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.
- 29.3.3. At the discretion of the board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.
- 29.4. An expulsion hearing conducted under this policy shall afford due process as required by law and as developed by the administration or his or her designee.
 - 29.4.1. The administration shall refer to appropriate law enforcement agency any student who brings a firearm or destructive device to, or possesses a firearm or destructive device at, a school under the control and supervision of the district. The administration may also report any incident subject to this policy to the Department of Social and Rehabilitative Services.
 - 29.4.2. Items that are not firearms or destructive devices as defined in this policy may be prohibited by the district's policies or procedures on student conduct or discipline.
 - 29.4.3. The administration shall annually provide the commissioner of education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled and the type of firearms involved.

WHITE RIVER VALLEY SUPERVISORY UNION **WELLNESS POLICY**

Values statement:

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

Policy statement:

It is the policy of the White River Valley Supervisory Union to establish guidelines to promote student wellness and healthy behaviors throughout each school district. This policy ensures compliance with the federal Healthy, Hunger Free Kids Act of 2010. The policy has been developed in consultation with food service programs, health and physical education teachers, nurses and guidance counselors, administrators, employee wellness liaisons, facilities staff, parents, and community members who represent the 10 domains of the Whole School, Whole Community, Whole Child (WSCC)¹ wellness model. The WSCC model has been utilized to promote a comprehensive, collaborative approach to health and learning in each school.

Definitions:

HEALTH – a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.²

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

A. Health and Nutrition Education

1. The school district shall provide health education programs in grades k-12 as required by state law and regulations of the State Board of Education. Health education shall include, but not be limited to, information about nutrition, first aid, CPR, alcohol, tobacco, and other drugs, safety, benefits of exercise, bullying, violence, and harassment prevention, human development, sex education, disease and injury prevention³, and social and emotional education. Students will learn about the importance of good health for both short and long term well-being and will develop health-related skills such as accessing valid information, analyzing influences, assessing risks, setting goals, advocating for ones' self, and communicating clearly⁴.
2. Nutrition and other health education programs shall be conducted by appropriately trained staff members, including Farm to School volunteers, where applicable.
3. To the extent practicable, nutrition and other health education shall be integrated into core curricular areas and students shall be exposed to health information that is consistent across disciplines and throughout the school.
4. The food service program shall serve as a key partner in nutrition education by working closely with teachers and leading activities that may include taste tests, recipes using food from school gardens, and monthly nutrition themes.
5. Staff and volunteers are strongly encouraged to model healthy habits.

B. Physical Education and Activity

1. The district shall provide physical education classes led by a licensed physical educator for all students as required by Vermont's Education Quality Standards⁵.

2. In accordance with Vermont's Education Quality Standards, each school shall offer options for students in grades k-12 to participate in at least 30 minutes of physical activity within or outside of the school day. The district shall provide physical activity opportunities for students through recess periods in appropriate grades or through other activities before or after school including interscholastic athletics, physical activity clubs, or intramural sports.
3. Recess shall not be withheld from a student as a consequence for missed work or poor behavior, except in cases where a student's presence at recess is deemed unsafe or detrimental to the child's well-being or the well-being of others.⁶
4. The district will work to minimize interruptions to physical education classes. This includes holding to a minimum the number of non-physical education activities in physical education facilities during regular class times.
5. The after school program will provide and encourage daily periods of physical activity for all participants.⁷

C. Health Services

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

D. Nutrition Services

Related to the Foodservice Program

1. No foods of minimal nutritional value, as defined by the USDA's Smart Snacks in Schools requirements, shall be sold to students from midnight until thirty minutes after the completion of the school day.
2. The sale of foods during meal periods in food service areas shall be allowed only if all income from the sale, including the sale of approved foods and drinks from vending machines, accrues to the benefit of the school, the school food service program, or the student organization sponsoring the sale.

3. Districts shall ensure that foods offered at school other than through the National School Lunch and Breakfast program, including foods sold through vending machines, shall comply with Healthy, Hunger Free Kids Act of 2015 and the Smart Snacks in Schools (note: see references for exclusions).⁸
4. The school district shall ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to sections (a) and (b) of section 10 of the Child Nutrition Act and section 9(f)(1) and 17a of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.⁹
5. The district will provide nutritious snacks to all school-sponsored afterschool programs through the National School Lunch Program. Schools will provide suppers through the Child and Adult Care Food Program when appropriate due to the length of the afterschool program.
6. The school district shall provide a clean and safe meal environment for students as well as adequate space for serving and eating school meals.
7. The district shall provide professional development opportunities based on USDA guidelines for food service and other staff members in areas of nutrition and wellness.
8. The school district will provide potable drinking water in all cafeterias, including a back up source of water in the event of a loss of electricity.

Not Specifically Related to the Foodservice Program

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

E. Counseling, Psychological, and Social Services

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

F. Health Promotion for Staff

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

G. Family/Community Involvement

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

H. Implementation

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

References

1. “Whole School, Whole Community, Whole Child Model,” available at www.cdc.gov/healthyyouth/wsc
- 2.
3. Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June, 1946; sig (Official Records of the World Health Organization, no. 2, p. 100), available at www.who.int
- 4.
5. Vermont Statute Title 16, Chapter 001, Subchapter 7 § 131
- 6.
7. National Health Education Standards, available at <http://www.cdc.gov/healthyschools/sher/standards/index.htm>
- 8.
9. Vermont Education Quality Standards, available at education.vermont.gov
- 10.
11. American Academy of Pediatrics Council on School Health: “The Crucial Role of Recess in School.” Available at pediatrics.aapublications.org
- 12.
13. The National Alliance for Nutrition and Activity, NANA. www.schoolwellnesspolicies.org
- 14.
15. “Smart Snacks in School Standards,” available at www.fns.usda.gov
- 16.
17. The Richard B. Russell National School Lunch Act, available at www.fns.usda.gov/richard-b-russell-national-school-lunch-act