



COLCHESTER HIGH SCHOOL

*"Equity and Excellence in a Climate of Respect,
Responsibility, and Pride"*

MISSION STATEMENT: The mission of the Colchester School District—proud of its respect for individual needs and its commitment to integrated learning—is to ensure that all students will develop the academic proficiency, social skills, and character to be fulfilled, responsible, and involved citizens; we will accomplish this by providing diverse, challenging educational experiences in partnership with families and the community.

CHS CORE BELIEFS: The Laker community is guided by the following set of Core Beliefs:

We engage in **diverse learning experiences** rooted in relationships, relevance, rigor, and shared responsibility.

We **work together** to build on one another's strengths and perspectives.

We cultivate a **strong and connected community** that respects and celebrates all Lakers.

We demonstrate **respect and compassion** for ourselves, one another, and our school.

We create **safe spaces** where all Lakers can thrive.

We empower all Lakers to use their voice, pursue their aspirations, and be **active and engaged** members of our community.

CHS ESSENTIAL EXPECTATIONS: All students at CHS are challenged with a wide-range of expectations across all the individual courses they take. In addition to content and discipline specific proficiencies, the faculty and administration have identified four **Essential Expectations** that reflect skills believed to be at the heart of all learning. Identifying Essential Expectations enables teachers to coordinate and focus their efforts in order to create coherence and connectedness for students.

These are the four essential expectations that guide teaching and learning at CHS:

Learn: Continuously and Mindfully

The CHS graduate applies the skills and habits of mind that foster lifelong learning and personal growth.

Think: Creatively and Critically

The CHS graduate demonstrates critical and creative thinking across multiple modalities (artistically, verbally, graphically, numerically, textually, physically).

Communicate: Thoughtfully and Effectively

The CHS graduate communicates complex thoughts and ideas effectively in a variety of ways (artistically, verbally, graphically, numerically, textually, physically).

Act: Responsibly and Ethically

The CHS graduate acts as a responsible citizen, makes connections, and engages with the local and global community.

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ACADEMICS

COMMITMENT TO FOUR YEARS OF HIGH SCHOOL: Colchester High School believes that four years of high school are important for the social, emotional, and academic development of all students. The CHS Leadership Team, in consultation with the School Counseling Department, believes that students who graduate after only three years of high school may lack the social, emotional, and academic maturity to be fully successful in their pursuits after high school. In addition, information provided by post-secondary admissions counselors indicates that a student who graduates after three years is disadvantaged in the college admissions process. Past practices in this high school confirm that graduation after three years is not in the best interest of the student. Based on previous experience, the School Counseling Department supports the following:

- Students should use the fourth year of high school to explore courses that are both challenging and deepen individual interests. Students should take advantage of the many Advanced Placement courses as well as CHS's involvement in the Vermont Dual Enrollment program, online classes, and a variety of course offerings.
- Our experience is that post-secondary schools are seeking students who participate in four years of challenging high school level courses. In addition, a student's access to financial aid may be impacted by early graduation.
- Students should continue to participate fully in co-curricular activities.
- Students should explore outside opportunities for growth, such as internships or job shadowing for "Options" credit.

HOMEBASE & AT: All high-performing schools intentionally structure their program to ensure that each student is connected with at least one faculty member. For accreditation purposes, The New England Association of Schools and Colleges requires all schools to have: *A formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.*

The primary goals of Homebase and AT are to provide opportunities for students to connect with their advisor and Homebase community and to access enrichment, reassessment, and support from their teachers. Colchester High School is committed to academic excellence for all students. HB/AT supports this by fostering community and providing time for mentoring, access to teachers and School Counseling Curriculum, as well as time for Library study, physical activity in the gym or weight room, and access to co-curricular clubs.

HB/AT Program Structure: The CHS class schedule is structured to include a daily 30-minute HB/AT block five days per week from 9:09-9:39.

Mod 2 - Schedule

Monday - Homebase

Meet in Homebase locations to build relationships and schedule weekly AT appointments with Homebase teachers.

Tuesday-Friday - AT

Attend AT bookings where small groups of students meet with scheduled teachers for support, assessment, targeted review, community building or special topic exploration.

On Mondays, students meet in their Homebase locations with their advisors to build community and to schedule Academic or Activity Time with teachers for the week. **Students are expected to know and to follow their weekly AT schedule** available to them in Adaptive Scheduler in PowerSchool.

All students - grades 9-12 - are required to attend Homebase and AT. Students earn a P-100 or F-0 based on their attendance. **AT is credit bearing and appears on transcripts.** Should a student need to be absent from HB/AT Mod 2, families are asked to call to notify the Attendance Office. Students should be advised that **CHS does not support on-going dismissal during Mod 2.**

GREEN HOUSE AND BLUE HOUSE: During their four years at Colchester High School, students will have a somewhat different experience in their first two years from that of their junior and senior years. The designation “**Green House**” is used to refer to grades 9 and 10. In those grades students often are taught integrated content in a teamed setting. At this time, this is true of the humanities—English and Social Studies. Students in the humanities teams are required to complete a number of gateway tasks before they exit the Green House. The term “**Blue House**” refers to students in grades 11 and 12. The Blue House is a time for students to identify areas of interest and pursue them in more depth. Students are encouraged to look at a variety of diverse course options including vocational centers, advanced placement classes, and internships.

CHS PERSONAL LEARNING PLANS (PLP): At Colchester High School we believe that a strong connection between future planning and what students are currently doing in academic classes is imperative in order to create life, career, and work-ready students. All students at Colchester High School will develop a Personal Learning Plan (PLP) that will evolve grades 9-12.

CHS PLPs are two-fold: the **Naviance PLP** and **Advisory PLP**.

Naviance PLP - Students develop their Naviance PLP with the help of their school counselor during AT and track and store their learning in the computer software Naviance. The Naviance PLP is a tool which students use to set, track, and reflect upon goals and achievements and a mechanism to develop future plans and consider career interests.

Advisory PLP - Students develop Advisory PLPs with the support of their Homebase advisor. Advisory PLPs allow students to set and achieve short-term and long-term goals and to celebrate and share things they do in and outside the classroom related to our CHS Essential Expectations and Core Beliefs.

ALTERNATIVES IN THE SENIOR YEAR: As stated above, we believe that a strong and purposeful course of study in the senior year is essential to the success of our graduates. The National Commission on the Senior Year has confirmed this belief and has challenged high schools to raise the bar for seniors.

A student may pursue an independent and alternative course of study in their senior year. Students who elect this option must be self-directed learners. To this end, students should be prepared to fully research, present and defend their project as proposed. Families who support this option are advised that the students may experience adverse effects in the college admissions process. Year-long courses are not available to students who plan to attend classes for one semester only.

In order to pursue this option, the student and parents must follow these steps:

STARTING IN A STUDENT’S JUNIOR YEAR:

- The student meets with their school counselor to review their four-year plan, academic record, and post-secondary goals. The school counselor will advise the student appropriately. If the school counselor supports further exploration of this option, they will provide the student an application form and set up a meeting with the student and their family. If the school counselor advises the student against the option, the family may request a meeting to discuss the four-year plan.
- The student and the family will meet with the school counselor to review the plan.
- The counselor and student will present the student’s plan to the CHS administrative team or principal’s designee. The Committee will review the plan and make a final decision. The student and family may request a meeting, facilitated by their school counselor, with the principal prior to the meeting of the committee.
- Students will be required, as a part of their plan, to find a CHS adult who will be the mentor of their plan. The mentee and mentor will be required to meet, at a minimum, monthly to document and record the student’s

progress. These meetings and identified mentors must be recorded in the student's plan.

- All seniors approved for this option are responsible for meeting all graduation requirements and for implementing the plan as approved.
- All students approved for this option will be required to journal and reflect in their Personal Learning Plan (PLP) throughout the year.

ACT 77 - FLEXIBLE PATHWAYS TO GRADUATION:

Colchester High School is committed to offering students multiple avenues toward earning a high school diploma. Personalized Learning Plans will guide students' choices in the discovery and attainment of their high school goals. Students may benefit from taking advantage of some of the options below as they create their course schedule. Students who would like to participate in an option not listed should contact their school counselor.

INDEPENDENT STUDY: CHS Students may earn credits through Independent Study. Students work directly with a sponsor teacher to earn academic credit rather than attend a traditional class. The amount of credit earned will be determined when the independent study contract is written. All independent study requests must originate in School Counseling. The following is an outline of the independent study process:

1. Student discusses independent study with their counselor. If the counselor agrees, a written request for independent study is made to the School Counseling Team Leader.
2. School Counseling Team Leader presents the request to the Administrative Team. If approved, the School Counseling Team Leader meets with the appropriate Team Leader.
3. Team Leader meets with teachers to find a match. Team Leader notifies School Counseling Team Leader of outcome of teacher meeting.
4. School Counseling Team Leader notifies counselor. If a teacher match is found, the counselor will schedule a meeting with the student, teacher, and Team Leader to write an independent study contract.
5. **NO COURSE REQUIRED FOR GRADUATION may be taken as an independent study.** Independent Study taken for elective credit must be pre-approved by CHS Administration.
6. All students approved for this option will be required to journal and reflect in their PLP throughout the year.

OUTSIDE COURSES: Colchester High School may grant credit for academic work in approved programs outside of school. Such programs must be **pre-approved** by School Counseling and the administration. All credit for night school courses is granted through the Options Program. Students should see the school counselor to arrange this credit. Summer school credit is arranged through the director of summer school. Students may not, under any circumstances, use

night school credit or credit from summer school (other than CHS summer school) to complete the gateway requirements resulting from an incomplete/failure in Humanities.

COLLEGE COURSES (I.E. DUAL ENROLLMENT): CHS students may enroll in college-level courses for elective credit through special programs (i.e., College Connections). Credit received as a result of successful completion of such a course is recorded by the college. Prior to enrollment in the course, a student who wishes to earn credit toward high school graduation must obtain approval from School Counseling and document this in their PLP. It is the student's responsibility to present a copy of the final grade/credit to their counselor. The course name, grade/mark, and college credit will be recorded on the student's permanent record along with the name of the institution at which the course was taken. If the student has received approval for high school credit, it will be on the basis of a 1-semester, three-hour college course equaling 0.5 high school elective credit, or content credit with prior approval from School Counseling.

VIRTUAL HIGH SCHOOL: CHS students may enroll in Virtual High School to take high school courses not offered at CHS. Credit received as a result of the successful completion of a VHS course is recorded on the student's CHS transcript. Courses fill extremely fast; please see your school counselor to enroll.

TARGET GRADUATION: Target Graduation is a standards based graduation alternative for students who seek a CHS diploma and are in need of recovering core credits. Eligible students are often behind grade level in terms of credits. Upon admission, the student and Target Grad coordinator develop a plan to meet the standards in the targeted content areas. This program is completely self-paced, and there is no guarantee that the student will be able to graduate in the year in which they enter the program.

OPTIONS PROGRAM: The Options Program offers students the opportunity to earn up to two elective credits for work, volunteer services in the school, independent study, night school, and community service. Applications will only be considered within the current school year. All students approved for this option will be required to journal and reflect in their PLP throughout the year.

18-YEAR OLD POLICY: It is recognized that many students will reach the age of majority while enrolled at Colchester High School. It is also apparent that most families wish to remain in close contact with their student's progress at school. Therefore, it will be school procedure to continue to communicate information related to school through families, unless the school is specifically notified in writing by the family that this is not their desire. Students who are 18 must still abide by all school rules including our school attendance policies.

GRADUATION REQUIREMENTS: Students must earn 24.5 credits including the following required credits for graduation:

- 4.0 English (Essential Writings)
- 3.5 Social Studies (American History, Senior Seminar)
- 3.5 Mathematics (Algebra, Geometry)
- 3.5 Science (ESS, Biology, Chemistry, Physics)
- 1.0 Fine Arts
- 0.5 Health
- 1.5 Physical Education
- 7.0 Electives

For additional information please refer to the Program of Studies, which can be found on the CHS website.

It is the student's responsibility to be knowledgeable of the CHS Graduation Requirements, to monitor progress toward meeting them, and to assure that all of their academic records are accurate and complete. It is the School Counseling Department's responsibility to maintain students' academic records in accordance with FERPA, State Law, and the policy and procedures of the Colchester School District, and to assure that no student is graduated without meeting all CHS requirements.

NOTE: Based on the CHS graduation requirements, all students must pursue their fourth credit of English in their fourth year. Additional English credits earned in any given year may be used for elective credit only. Only fourth year seniors may enroll in Seminar. **Students will not receive partial credit for year-long courses.**

GRADING SYSTEM: Each teacher must make it clear to all students exactly what grading system is being used in the classroom and what the expectations are. A written statement will be given to each student. Students and families are encouraged to refer to course syllabi as well as the *CHS Handbook for Teaching and Learning* linked on the school website.

In general, the grading system is as follows:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69
A 93- 96	B 83-86	C 73-76	D 63-66
A- 90- 92	B- 80-82	C- 70-72	D- 60-62
F 59 (and below)			

There are four marking periods each year. Students and families are encouraged to use PowerSchool to monitor academic progress in all classes a student is enrolled.

In addition to the grades shown above, the following grades may also be used:

I - Incomplete: This indicates that certain work had not been completed when the period ended, although the teacher expects it soon. This is different from an “F” which indicates poor quality or undone work, which is long overdue with no provision for make-up.

Withdrawal: If a student withdraws from a course after add/drop, the grade will be recorded according to the following policy:

- **WF** - Withdrawn Failing: failing at the time of withdrawal. WF results in no credit for the class.
- **WP** - Withdrawn Passing: passing at the time of withdrawal. WP results in no credit for the class.
- **WAP** – Withdrawn Attendance Passing: withdrawn due to attendance, passing at time of withdrawal. WAP results in no credit for the class.
- **WAF** - Withdrawn Attendance Failing: withdrawn due to attendance. WAF results in no credit for the class.

TRANSFERRING GRADES: The School Counseling office will award credit based on grades received on prior school(s) transcripts.

PROCEDURE FOR APPEAL OF A COURSE GRADE:

1. **Step One:** Student and/or the family speak with the teacher to address the grade in question. The issue is resolved. If necessary, the teacher informs the School Counseling registrar to make a grade change.
2. **Step Two:** Student and/or family is not satisfied with the resolution of the issue. The parent refers the issue to the school counselor who facilitates a meeting with the student, the family, and the teacher. Everyone arrives at a mutually agreeable conclusion. If necessary, the school counselor makes a grade change.
3. **Step Three:** The issue is not resolved at step two. The school counselor refers the issue to the principal or the principal's designee. The principal (or designee) gathers information from the family, student, teacher, and counselor and makes a final decision. At this level it is the responsibility of the family to present information to support the appropriateness of adjusting the final grade. The teacher is expected to document the criteria used to arrive at the grade.

ACCESS TO STUDENT PROGRESS INFORMATION: Families can access their student’s grades, attendance, and course information through PowerSchool. **Please contact the School Counseling registrar at (802) 264-5713 with questions about accessing PowerSchool.** Families are encouraged to attend the annual open house in September and family conferences in October and March. Information on these events is in the Laker View (sent via Parent Square) and

posted on the CHS website. Families are encouraged to contact the CHS School Counseling office to set up a family-teacher conference at any point during the school year.

HONOR ROLL: Honor Roll is published four times a year. Students earning a 3.7 GPA with no grade lower than a "B" will be placed on the High Honor Roll. Students earning a 3.0 GPA with no grade lower than a "C" will be placed on the Honor Roll. Students receiving a grade of "I" will not be eligible for Honor Roll.

ACADEMIC DISTINCTION: Student academic recognition at CHS will be designated by levels of achievement. CHS will report Latin Honors when we publish the Honor Roll. Latin Honors are based on eight semesters. CHS will note at graduation based on the following three levels:

- **Summa Cum Laude** for those earning a 4.1 GPA or higher;
- **Magna Cum Laude** for students earning a 3.8 GPA or higher;
- **Cum Laude** for students earning a 3.5 GPA or higher.

CHS does not round when determining designation. Also, **CHS does not calculate specific class rank.** CHS reports the range of a class' GPA, thus allowing our students and college admissions officers to best understand our grading patterns and how we compute GPA. In some unique cases, where an award, scholarship or special recognition requires the reporting of rank, the Principal may confidentially report this statistic to an external agency. Requests for such an exception should be made to the Principal.

Student graduation speaker(s) will be determined by the Principal after the end of the third quarter.

MID-YEAR AND FINAL EXAMS: All teachers (including advanced placement) are required to give an examination or conduct a comparable culminating activity or assessment during the designated exam period.

NOTE: UNLESS THE STUDENT IS EXEMPT FROM THE EXAM, THE STUDENT MUST TAKE THE FINAL EXAM IN ORDER TO RECEIVE CREDIT IN THE COURSE.

EXAM EXEMPTIONS: Seniors completing a course with a 90% average or better are exempt from the final exam for that course (calculated using S1 for a semester 1 course; S2 for a semester 2 course; or Y1 for a year-long course). This exemption applies to exams given at the scheduled time and does not apply to a long-term alternative to an exam involving class time.

Juniors enrolled in courses with seniors are never exempt regardless of their grade in the class.

TEACHER CONTACT/APPOINTMENT: CHS teachers do not have voicemail. If families need assistance, please contact the front office at 264-5700. In addition, families are invited to contact teachers through email. The email addresses are published on the school's website or may be obtained through the Principal's administrative assistant at 264-5701.

ACADEMIC HONESTY: We expect students to demonstrate academic honesty. All students are advised that there is a penalty for **cheating and plagiarism**. Any student who cheats in any way, will be referred to the Administration and the student's family will be notified. Students with questions about citing references in work should seek assistance from a teacher or librarian. Cheating or plagiarism may disqualify any student from NHS eligibility.

PLAGIARISM: According to The American Heritage College Dictionary, plagiarism is a form of lying. Within the academic and professional worlds, plagiarism is always a serious offense. Kinds of plagiarism according to Writers Inc. are as follows:

- Word-for-word plagiarism: when a writer repeats the exact words of a source without supplying the necessary credit.
- Paraphrase plagiarism: when a writer says basically the same thing as the original source with just a few words changed.
- Idea plagiarism: when a writer uses the ideas of another when those ideas are not common knowledge.

Remember that the Internet presents a tempting and readily accessible source of information. However, you must credit your Internet source as fully as a written text, a video, or an interview. The use of an Internet source in any of the three ways referenced above constitutes plagiarism and is considered cheating. **A student who provides his work or the work of others for the purpose of plagiarizing is also guilty of cheating.**

HOMEWORK: Work outside of class time is the student's responsibility and an opportunity to refine their learning dispositions. Teachers will provide regular homework in alignment with the district [Homework Policy](#). Families and students can review teacher expectations through PowerSchool.

Because Colchester High School is on an alternating A/B day schedule, it is generally not necessary to request homework for a 1 day absence. When a student is absent from school for two or more days, students and families should email teachers and check class websites for current assignments. Students and families may also request homework assignments through the CHS Main Office - 264-5700.

STUDY HALL: Students in grades 9-11 are assigned to structured study halls in a classroom setting. All study halls, including the cafeteria study are intended to be respectful and responsible places where students engage in learning.

Attendance in the cafeteria and structured study halls will be taken at the beginning of each mod. **Students are responsible for verifying that the teacher has recorded their attendance.** Students with permission to go to the library or to see a specific teacher must request a signed pass after attendance has been taken. All students must have a signed pass before they leave. Seniors with a senior privilege card must have it checked.

Seniors in cafe study must remain in the cafeteria during the entire period unless they have senior privileges, otherwise, they must obtain permission to sign out to the School Counseling office, the library, or to a teacher's classroom. They may go to a la carte and return with their food to the cafeteria but may not congregate or remain in the hallways. The teacher on duty in cafeteria study will monitor other students in the hallways and require that they present a signed pass.

LIBRARY: The mission of the library is to ensure that students become effective users of ideas and information and to promote independent lifelong learning. The library staff promotes the enjoyment of reading and collaborates with teachers to support learning, providing instruction in research, information literacy, and technology skills.

The library is a place for study, reading, research, and learning with a relaxed but respectful atmosphere. Students in the library are expected to be reading or doing school work and to respect everyone's right to accomplish work and study goals. Individual students that are not arriving with a class need to have a pass to be in the library and must sign in when they arrive and sign out when they leave; they also need to get permission from library staff if they must leave the library for any reason before their final sign-out. During AT, the library staff works with small groups of students, assisting with a variety of academic needs and creating a safe and supportive environment.

Students must care for and return all library materials. Failure to return overdue materials or meet library responsibilities may result in loss of library privileges. All overdue materials must be returned prior to midterm and final examinations. In June, bills will be mailed for overdue, missing and/or lost materials. Materials should be returned and bills paid before the start of the next school year.

COMPUTERS AT CHS: We are a 1:1 school. Upon enrollment, students and their families will be asked to sign the CHS Acceptable Use Policy and 1:1 Device Contract through Infosnap. Upon completion students are granted access to the CSD network for school purposes. All electronic devices must be used in

accordance with the CHS Acceptable Use Policy. Families must contact the Principal in writing if they wish to restrict their student's access.

DRIVER EDUCATION: Enrollment in Driver's Education is limited. CHS students are enrolled according to their birthday, then according to the flexibility in class schedule. Students must be 15 years of age, possess a valid learner's permit and participate in the enrollment process through School Counseling. **Please note, only CHS students who have exceeded course criteria and who have completed Driver Education at CHS may take their driver's test with a CHS Driver's Education teacher.** For specific questions and detailed information please read the CHS Program of Studies, which can be found on the CHS Website.

SCHOOL COUNSELING APPOINTMENTS: Call the School Counseling registrar at 264-5713 to arrange an appointment with a school counselor.

SCHEDULE CHANGE PROCEDURE: Students are required to follow the procedures and timeline outlined for adding and/or dropping a class.

Add/Drop a Course: ANY STUDENT SEEKING TO MAKE A CLASS CHANGE MUST DO SO DURING THE DESIGNATED ADD/DROP PERIOD IN AUGUST AND JANUARY. In the event that there is a concern or issue, students and their families must contact the counselor to discuss the reasons for the requested schedule change. Only the counselor may enter a schedule change. **The student is expected to remain in the original class until the change is made and to attend the added class or study hall the next time it meets** (also see withdrawal procedures). Failure in the class is not considered a just reason to drop the course. The fact that the class is not needed to graduate is not sufficient reason to drop the class either. CHS believes that under most circumstances the student will benefit from remaining in an academic setting. Appropriate accommodations might include converting to pass/fail or developing a contract to improve the student's academic/behavioral performance. **No change will be made based on teacher preference.**

Level Change: Within the first two weeks of the class the sending and receiving teacher may recommend a level change. The counselor will communicate with the family and the student and the change will be made or a meeting will be held to discuss the level change. After that initial period of time, a level change will not be made unless there is a compelling reason to do so. The process will involve a meeting with teachers, the school counselor, family, student, and principal or assistant principal. The same process will be used if the student/parent does not agree with the current teacher's recommendation for the coming school year. The school counselor does not have the authority to override the recommendation. The process outlined above will be used to resolve the issue to everyone's satisfaction.

STUDENT SUPPORT

SCHOOL COUNSELING/STUDENT SERVICES: The school counseling program at Colchester High School offers a broad range of services to students and their families, including personal, academic, career, and college counseling. The school counselors provide an important link between students, parents, and teachers as students make course selections and plan their years at CHS. The CHS website and resource library in the school counseling area contains information regarding VSAC, scholarships, financial aid, vocational outlook, and post-secondary educational options. Students will also find a large and up-to-date selection of college catalogs and applications for the PSAT, SAT I and II, and ACT. The VSAC outreach counselor provides weekly services for CHS students and periodic evening meetings for parents. Another important role of the school counseling program is academic, social and emotional support and intervention on behalf of students. Counselors receive both academic and conduct reports regarding their students. The assistant principals, planning room specialist, and other staff involved with student conduct consult with school counselors as part of our practice.

MATH LAB: Math Lab is open daily during school hours to give students assistance in mathematical processes related to their math and science classes.

WRITERS' WORKSHOP: The Writers' Workshop is open during school hours to offer writing assistance to students. Students may use the workshop space for a number of purposes, including to pursue their own independent writing or to obtain assistance with the pieces in their Literary Portfolio.

HOMEWORK CLUB: Homework Club is open before school every day of the week and is staffed by our library assistant. Students are encouraged to drop in for support in organization and with homework assignments.

ENGLISH LANGUAGE LEARNERS: New students whose family indicate that English is not the primary language in the home will be tested by the ELL instructor to help with placement in academic classes. If the student is in need of ELL services, an individual plan will be developed for that student in consultation with the classroom teachers. Students may earn up to two (2) graduation credits for ELL, with the approval of the principal. All ELL students must complete American Studies.

ACT 117 EDUCATIONAL SUPPORT TEAM: By Vermont statute schools are required to develop a comprehensive instructional support system in which an Educational Support Team meets regularly to discuss referrals and develop instructional strategies appropriate to the referral concerns. This team accesses instructional support resources to meet the needs of students. At CHS the Educational Support Team (EST) meets weekly and as needed to address the

referrals made by teachers and the administration. The team is composed of the nurse, school counselors, a special educator, a teacher or teachers including planning room, members of the student support team, and CHS administration. At times, when appropriate, families and students join an EST meeting specific to that student. In those cases, a member of EST will contact the family to schedule the meeting.

STUDENT MENTORS: With the recommendation of the CHS EST, students may be offered upperclassmen support in an area of academic challenge. Mentors are trained and supervised by CHS faculty in supporting students in targeted areas of need during AT.

SECTION 504: Parents may contact the CHS Director of Student Support Services for more information regarding section 504 eligibility. Students who have a medical condition that, according to a physician, prevents him/her from attending school, may be eligible for accommodations under section 504.

SPECIAL EDUCATION: Parents may contact the CHS Director of Student Support Services, a school counselor, or an administrator for more information regarding the evaluation and eligibility process. CHS provides a continuum of services for students in special education.

STUDENT AIDES: Routinely the main office, the school counseling office, and the nurse's office use student aides to assist in their daily operations. No more than one aide may be on duty in each of these locations at any given time. At the discretion of the site supervisor, the number of aides may be increased in the main office. **Note: Teachers who use student aides must register them with School Counseling.**

CHS PARTNERSHIPS

Project Checkpoint: Checkpoint is a *screening and brief intervention program* designed for students found in violation of the school's substance use policy. Checkpoint is an option for students to fulfill school policy requirements while also:

- Building skills
- Learning new strategies
- Becoming more informed
- Increasing self-awareness of their thoughts, feelings, and behaviors

Checkpoint begins with a screening interview followed by 3 weekly sessions. These sessions address a variety of topics, including:

- Decision-making and problem-solving
- Stress reduction and coping skills
- Power, self-control, accountability, and responsibility

- Personal assets inventory, resiliency skills, and healthy supports
- Planning for setbacks, unhealthy influence, and high-risk situations

Changes:

Through weekly group and individualized skill-building services, Changes offers ongoing support for any student who is struggling with life stressors. Changes helps students make healthier decisions and address challenges in their lives.

Community Connections:

Through quarterly group meetings, Community Connections offers families the ability to connect with one another around the joys and challenges of raising adolescents under the skilled facilitation of a staff member. In addition families learn and hear of resources available in the community.

ATTENDANCE

It is the shared belief at Colchester High School that students are responsible for their learning. Students are expected to manage their time effectively in order to be present and on time for class in order to work with their teachers and classmates. The following guidelines are offered for absences and tardies.

ABSENCES: Please report your student's absence to the Attendance Office as early as possible, and no later than 8:00AM (264-5711). Disciplinary issues pertaining to attendance are directed to an assistant principal.

STUDENT CONTACT DURING SCHOOL DAY: To leave a message for your student during the school day, contact the main office at 264-5700.

ATTENDANCE: Colchester High School believes that regular school attendance by its students is necessary in order for them to obtain an adequate understanding of the instruction and material presented by the teachers. If a student is to receive credit for a course offered by the school, it is essential that he/she/they maintain an adequate level of attendance in that course.

ATTENDANCE NOTIFICATION:

Students and their families will be notified by the teacher when attendance is interfering with a student's academic performance in a specific class. Teachers will partner with school counselors and families to understand a student's absences and how best to support them while maintaining high academic standards.

Students and families will receive Attendance Notification Letters from CSD/CHS quarterly to indicate the total number of missed classes excused and unexcused.

Students and families should be advised that CHS is proficiency based and committed to maintaining high academic standards for all students. Students that miss significant class time may have difficulty understanding the material and demonstrating the knowledge and skill needed to earn course credit.

TARDINESS: A student is considered and marked tardy if they arrive late to class regardless of how many minutes they are late. Teachers are asked to leave a note in PowerSchool to indicate the approximate number of minutes a student is tardy for follow up and record keeping purposes.

Students are responsible for knowing and following the bell schedule and respectfully arriving to class on time.

Tardiness to class is initially dealt with through teacher-assigned detention and communication with students and families. Students who are chronically tardy may be subject to the following consequences:

- Planning Room lunch detention
- Admin after school detention
- School counselor, teacher, student, family meeting

FALSIFICATION: The school depends on family communication around attendance. Although we operate on trust, if there are any concerns, we may call to verify notes or a call in, excusing a student. Students found using false or forged notes or impersonating a family member during a call-in will have unexcused absences in those classes missed and may face disciplinary action. Students may expect similar consequences for altering attendance slips, forging passes, add/drop slips, permission slips or any school documents. Please note that CHS does not accept text messages as a form of dismissal.

FAMILY VACATION PROTOCOL: The school calendar includes three scheduled vacation periods in the months of December, February, and April. **Absences due to personal vacations while school is in session are defined as family vacation days (FV) according to the school's attendance policy and are discouraged.** While school is in session, a student who misses school due to a family vacation must complete a CHS "Procedures for Extended Vacations" form. After securing the required signatures, the student should give the form to the attendance secretary who will mark these days in PowerSchool.

EARLY DISMISSAL/LATE ARRIVAL (FOR ONE DAY): Students may arrive late, or be dismissed prior to normal school closing, for one of the following reasons: medical and dental appointments; death or illness in the family; approved religious holidays; other reasons judged necessary by the family and approved by administration. A student seeking to be dismissed for one of the reasons above must bring a note to the attendance secretary from

her/his/their parent or guardian. The parent's note will be filed and permission to leave will be recorded. Students leaving school without permission prior to the end of the school day will be considered absent and referred to admin for possible disciplinary consequences. One-day permission to arrive late or leave early is never intended to serve as a substitute for extended permission to alter a student's school day. **Permission for ongoing early dismissal/late arrival requires an application, a schedule change, and administrative approval.**

EARLY DISMISSAL/LATE ARRIVAL (EXTENDED TIME PERIOD): Colchester High School does not support early dismissal/late arrival on an ongoing basis. Early dismissal and/or late arrival will be granted on a case-by-case basis. In order to be considered, the student must meet the criteria outlined on the application form. At no time may a note from the student's family alone be used to grant an ongoing late arrival or early dismissal. Early Dismissal/Late Arrival is not intended to take the place of senior privilege for students who have lost their senior privilege status.

CLASS CUTS: The class cut policy is based on the belief that students should be physically present in their scheduled classes. This consequence applies to students who are in school and who fail to attend a scheduled class.

Note: Absences for any reason, including cuts, may result in disciplinary action.

TRUANCY: Colchester High School monitors students' absences. A certified letter will be sent home that requests a mandatory truancy meeting with the family or guardian, administration, truant officer, and other essential adults, if deemed necessary by CHS administration. A truancy plan is then developed and closely monitored. If the truancy plan is not followed and the family or guardian will not work with the plan, the school district and the truancy officer will file a letter and an affidavit with the State's Attorney and a detention hearing will be scheduled in Family Court. These interventions are intended to ensure that the student is attending school on a regular basis so they can receive the full benefits of their education.

ATTENDANCE FOR 18-YEAR OLD STUDENTS: Students who are 18 must still abide by all school rules including our school attendance policies. **18-year olds may not sign attendance excuses for themselves;** a family member must still contact the Attendance Office.

SENIOR PRIVILEGE: Seniors may be eligible for senior privilege/open campus after certain requirements have been met. These requirements may change from year to year. In all cases the senior students and their families must meet with administration at an evening meeting, to review senior expectations and privileges. Families and students must sign a contract. Until the senior privilege approval process is complete, seniors must follow all rules and

guidelines in effect for underclassmen. There are no exceptions to this requirement. Seniors must have completed 17 credits and have completed 3 years of high school. **Seniors must maintain good standing or will not be eligible for senior privilege/open campus during one or more quarters. Behavioral infractions will directly impact senior privilege as well. Seniors must attend scheduled AT appointments** (this includes Monday Homebase and any teacher pre-booked AT days) **to maintain their senior privileges.**

ATTENDANCE DURING MID-YEAR AND FINAL EXAMS: During midterm and final exams, the high school will conduct open campus sessions. Students will be required to attend only those periods when they are scheduled for an examination. Students are expected to be on time and to bring all necessary materials to exam rooms. Students will be required to attend an exam period for a minimum of 1.5 and a maximum of two hours. Students leaving exams after the minimum 1.5 hours will proceed quietly to the cafeteria or gymnasium. Students are also allowed to leave the building. However, students are not allowed to go to their lockers during the two-hour exam period. Students arriving late for an exam will not be permitted to enter the exam area without the permission of the designated administrator.

NOTE: The family of a student who is absent during an examination day must make telephone or personal contact with the designated administrator or designee before the student is allowed to take a make-up exam. Once the principal (or designee) approves the make-up exam it is the student's responsibility to arrange a time with the teacher(s). Unless noted otherwise, buses will run at normally scheduled times. Students must provide their own transportation when arriving late or leaving early on exam days. **Missing the bus, oversleeping, forgetting, etc. will not be accepted as a reason for missing an exam.**

GRADUATION PRACTICE ATTENDANCE: All graduating seniors are required to attend practices and functions during graduation week as a prerequisite to participating in the graduation ceremony. In the case of extenuating circumstances, the principal reserves the right to make a ruling regarding this requirement. A senior may choose not to participate in the graduation ceremony. The diploma will be mailed to the student after the event. All outstanding debts to the school must be paid in full prior to participation in the graduation ceremony or receipt of the diploma. Students who have not met all requirements will not be permitted to participate in the ceremony and will receive a diploma through the mail.

ENROLLMENT

RESIDENCY: The Colchester School Board is responsible for ensuring the education of pupils who are residents in the Colchester School District. If you are interested in attending CHS, please contact the school counseling department at

(802) 264-5713.

Individuals not meeting Colchester School District Enrollment guidelines may attend Colchester High School pending administrative approval as tuition-paying students. Students/families will be held financially responsible for tuition payments covering the period of time in which the student is in attendance while not a legal Colchester resident.

GUARDIANSHIP AND PARENTAL RIGHTS: It is the parents'/guardians' responsibility to provide documentation of legal decisions that affect custody or parental rights with regard to a student. If there are any changes in family or custody status that affect access to a student, student records or residency, please notify the school immediately. Under Vermont law, the school a child attends is determined by where parents or court-appointed guardians reside. Verification of residency is required. Misrepresenting residency is a violation of state law.

CHANGE OF ADDRESS: Students are required to submit any changes in address, phone number, guardianship, or other important information to the School Counseling Office at the time that the change takes place. This information is critical in communicating with families in case of emergency, as well as for assessing residency status.

TRANSFER STUDENTS: The School Counseling Office will award credit based on grades received on prior school(s) transcript(s).

GRADE PLACEMENT: Students will be enrolled in grades 10, 11, and 12 based on their year of entry into ninth grade. A student must have 17 credits and have completed three full years of high school in order to be considered a senior. A fourth year student with 16 credits may appeal to the principal for senior status. The decision is based on a realistic plan for graduation developed by the student and the school counselor. The principal will inform the registrar and the counselor that the change in grade placement is to be made. Until that process is complete, the student does not have senior status.

SCHOOL CHOICE: Students may be able to attend another area high school instead of Colchester High School. Students interested in applying for School Choice to area high schools need to complete and submit a School Choice Application by March 1. A lottery will be held if the number of applicants exceeds the number of slots available and space is limited. Students will be informed by April 1 of School Choice decisions or thereafter as slots are available. School Choice applications can be found on the CHS website under the Counseling tab, or please contact the CHS School Counseling Department at 264-5713. The intent of School Choice is to increase student options without causing undue hardships on high schools. Each year, area school districts will review and set capacities for their high schools.

WITHDRAWAL/DROPOUT: The act of dropping out of school is a very serious matter. All students and families who contemplate this step must meet with the principal in person prior to commencing the process. Note that students, in accordance with Vermont statute, must be 16 years old, have parent permission, and **have completed grade 10** in order to withdraw from school. A student will not be allowed to re-enroll in classes until the next academic semester.

WITHDRAWAL AND TRANSFER PROCEDURES: Transfer/withdrawal forms must be picked up at the School Counseling Office. In the case of a transfer, a family conference should be held to talk about the advisability and the procedures involved in transferring to another school. In either a withdrawal/dropout or transfer, the family needs to sign the withdrawal/transfer form. After the remaining signatures from teachers, administrators, and office personnel have been obtained, the form is to be returned to the School Counseling Office.

RE-ADMISSION TO CHS: Students over the age of 16 who have left school and wish to return at the commencement of the academic year must develop an Educational Plan. These students with a family member must meet with a school counselor, an administrator, and the special educator if applicable to develop a comprehensive plan prior to their enrollment. A meeting with an administrator is mandatory. Students wishing to re-enter school should plan to enroll at the beginning of the school year in August. Due to the fact that most courses are a year in length, students who choose to re-enter school at mid-year will have limited options for course selection. Every effort will be made to meet the student's needs.

CO-CURRICULARS

CHS CO-CURRICULAR ACTIVITIES:

The following co-curricular activities are available to all Colchester High School students.

Varsity and JV Sports:

Alpine Skiing (V)

Baseball (V, JV)

Basketball (V, JV, F)

Bass Fishing (V)

Dance (V)

Football (V, JV)

Field Hockey (V, JV)

Golf (V)

Ice Hockey (V)

Lacrosse (V, JV)

Nordic Skiing (V)

Soccer (V, JV)

Softball (V, JV)

Tennis (V)

Track & Field (V)

Ultimate Frisbee (V)

Volleyball (V, JV)

XC Running (V)

All students participating in scholastic sports are required to have a physical examination every two years. Proof of the examination must be on file prior to the sport season in which they plan to participate.

If Colchester High School does not have a co-curricular athletic team that students are interested in, there is the opportunity to apply to the Member to Member Program option through the Vermont Principals' Association. (VPA) The Member to Member Program is designed to either provide a short term fix for a school with low participation and/or provide an opportunity for a student/athlete from another school to participate on a team. For more information, please contact the Colchester High School Athletic Director, 264-5705.

Other Teams, Clubs and Activities:

Art Club	Math League
Athletic Council	Mentoring
CHS Cares	Model UN
Colchester Theatre Company	National Honor Society
Debate/Speech Team	Ski & Board Club
Dungeons & Dragons Club	Social Justice Alliance
E-Sports	Student Committees
Green Team	Student Council
Gender Sexuality Alliance	The Lake Show
International Club	We Matter Here
Journalism Club	Variety Night

Art Club - Art Club provides a welcoming atmosphere where any student or staff member can come to create art, receive help on projects, and participate in an array of art-related activities. Just want to play with art materials and see what you can make? Art Club is for you!

Athletic Council - The purpose of the CHS athletics council is to create formal leadership opportunities for students and to connect student-athletes with their team, peers, community, and teachers. Members of the council will develop the vision and future of what the CHS athletics council needs and should be. Additionally, the council will do the following: grow team specific programs and cultivate a collective investment across all sports; partner with other VPA member schools to improve culture, climate, and positive sportsmanship; provide an extension of the CHS school community; serve as a conduit to the administration to see what their needs are and to support our purpose; help raise awareness of the CHS athletics program; and help organize and cultivate a positive fan base.

CHS Cares - CHS cares is a volunteer organization that meets regularly throughout the school year to help expose students to people who are at a disadvantage (socially, medically, economically, or otherwise). CHS cares works within the school and community to create service projects to help students realize they can make a difference and give them tools to do so. Positive communities can inspire their members in ways that promote a sense of self discovery and group connection, encourage members to express their beliefs and values and build relationships with others.

Colchester Theatre Company - The award-winning Colchester High School Theater Company is a yearlong activity for students interested in theatre arts. There are two major theatrical productions each school year: a musical in the fall and a play in the spring. Each production is an opportunity for students to participate as actors, designers, stage crew, or pit band members. Students learn the rewards that come from hard work, ensemble participation and a strong sense of collaboration and commitment as they create exciting performances the whole community can enjoy.

Debate/Speech - While in the same league, Debate and Speech are two separate teams. On the Debate Team, students investigate and argue the pros and cons of solutions to current issues against other teams and, using the art of rhetoric, persuade impartial judges to support their side of the argument. Unlike the two-way discourse of debate, speech offers students the opportunity to craft and/or perform speeches on a variety of topics. There are a number of categories in which students can compete, from Impromptu (making up a short speech on the spot), to Poetry (delivering and interpreting a poem written by an established poet), to Radio (creating and delivering a radio broadcast), to many more. Students compete against other schools and are judged on their content and delivery. Both Debate and Speech teams have a successful history in state competition. The skills learned in Debate and Speech will serve students well in school, college and life.

Dungeons & Dragons - Join other DnD players for student-led RPG adventures. Everyone is welcome. We meet every other week after school in the Library. Watch and listen for announcements!

E-Sports - E-Sports club provides a supportive and engaging environment where students can cooperate, compete and develop skills. We're in the early stages of club development but hope to offer teams that will play against other regional high schools in the future. CHS is enrolled in the PlayVS platform that hosts two seasons each year and supports the following games: League of Legends, Super Smash Bros, Rocket League, Splatoon 3, Mario Kart 8, Hearthstone, Madden, and NBA 2k. Join us and help push E-Sports at CHS forward.

Green Team - Green Team is a student-run organization that focuses on reducing our environmental footprint individually as well as within our school and local communities. The Green Team works hard to find creative and practical ways to reduce, reuse and recycle!

GSA (Gender and Sexuality Alliance) - The GSA brings LGBTQ+ and allied teens together to form a supportive, safe space and to build community. Members of the GSA also work together to organize and advocate around issues impacting them with regard to gender and sexuality justice in school and in the community, and with attention paid to intersectionality in all parts of their identities.

International Club - This is a student-led club that meets to explore world cultures. International Club students explore cultures of various countries. Each meeting, they choose one or several countries, and present their history, food, language and music. Then they share with the group a main dish and desert from that culture. We also sample music and dances that are unique to these countries.

Journalism Club - Students who are involved in journalism club will participate and work on all aspects of the production, formatting, and distribution of our student digital newspaper, *The Lakeside Voice*. This includes learning about aspects of journalism including reporting, interviewing, photography, writing, and editing. Students may also format and contribute to other CHS publications, such as social and/or broadcast media.

Math League - The Greater Burlington Math League consists of students from thirteen area high schools who get together five times during the school year to compete individually and as a team in solving a variety of math problems in various areas (arithmetic, geometry, algebra, and advanced math). All are welcome! Math Team provides an opportunity for students to represent their school in an academic setting, to meet other students with similar interests and abilities, and to explore math topics beyond those normally studied in traditional courses.

Mentoring - Mentoring is an opportunity for students who are in good academic standing to volunteer time to support and assist peers with academics during AT. Students meet weekly in the space of the advisor and focus on specific courses or academic goals.

Model UN - Model UN, or MUN, is a simulation in which students learn about diplomacy, international relations, and the United Nations. At a MUN conference, students work as the representative of a country or organization and must solve a problem with other delegates from other schools representing countries around the world. MUN teaches participants important skills like

research complex topics, public speaking, debating, and persuasive writing, in addition to critical thinking, teamwork, and leadership. Prior to conferences, delegates conduct research in order to formulate position papers and create policy proposals that they will debate with other delegates in their committee. At the end of a conference, delegates vote on these draft resolutions, with the goal of passing them with a majority vote. Many of today's leaders in law, government, business and the arts – including at the UN itself – participated in Model UN as students.

National Honor Society - Membership in the NHS is one of the highest honors that can be awarded to a high school student. Chapters across the nation strive to honor individuals who excel in the four areas of scholarship, leadership, service and character. Students may become eligible during their Junior year provided they meet the criteria noted. Members work independently during their Junior and Senior years to provide service to both the school and community. At least one community service project is organized and completed by all members annually. NHS also supports recognition of teachers during Teacher Appreciation Week, initiates fundraising to support community service projects, and hosts a Red Cross Blood Drive in the spring.

To be eligible for NHS, students must have junior or senior standing and at least a 3.800 cumulative GPA. All eligible students will receive invitations to apply for membership in the first quarter of the academic year. Applications are then reviewed by the Faculty Council and are accepted or declined based on character, service, and leadership potential. NHS recognizes the total student; no student is inducted simply because of a high GPA. For further information regarding the selection process, please visit the NHS page on the CHS website.

Once selected, members must:

- Maintain their cumulative 3.8 grade point average
- Continue to abide by school policies and regulations
- Actively participate in the chapter's projects and services, including monthly meetings and regular checking of the CHS chapter's online meeting space
- Commit to 25 hours of community service for an outside organization and 15 hours of community service for CHS

If a member fails to maintain any of the above criteria, he/she/they will be placed on probation. Members will have one semester to restore their good standing. If a member is unable to do so, they will have the opportunity to appeal to the Faculty Council prior to dismissal from the NHS. Once a student is dismissed from the NHS, they may not re-apply.

For further information regarding disciplinary procedures, please visit the NHS page on the CHS website.

Ski and Board Club - The Ski and Board Club provides students the opportunity to go night skiing at Bolton Valley with their CHS peers. Students board a charter bus immediately after school and head to the mountain. Lessons and rentals are available. Skiers and riders of all abilities are welcome!

Social Justice Alliance - The Social Justice Alliance is a student run group that aims to inspire people to use their voices and advocate for themselves and others to create positive change. The SJA wants to raise awareness and understanding of social justice challenges through education and working with a variety of people with different perspectives. We engage in both whole group and small group discussions and activities and plan action steps that support equity and equality in the school and community. Our goal is to make a positive difference at CHS by building an inclusive and accepting environment.

Student Committees - There are several different faculty/student committees for students to join. These committees serve as a mechanism for student voice and form of student empowerment.

Student Council - Student Council is a group of student leaders from each class working to represent the interests of students at Colchester High School and promote positive community and school pride. Student Council is responsible for planning important CHS traditions and can create new school wide initiatives that members propose and organize. In order to be effective, Student Council members need to operate with a high level of student initiative and responsibility. Interested students submit an application of interest with teacher and peer recommendations.

The Lake Show - This is a student-centered media club in which students learn many technology concepts and are able to hone their video editing, writing, and planning skills in creating content for The Lake Show. This club is great for students interested in filming, editing, and anchoring school events.

We Matter Here - We Matter Here is Colchester High School's Mental Health Awareness Club. Our goals are to destigmatize mental health, make people feel less alone, and create a culture where mental health is taken seriously and accommodated for. We do this by providing resources and education as well as proactively working to build meaningful community, through regular meetings, sponsoring events, and school-wide wellness initiatives.

Variety Night - As part of CHS tradition, with the support of teacher advisors, each class competes in a student written and produced skit-style competition.

Academic, Athletic, and Co-curricular Eligibility Policy: Colchester High School recognizes the importance of athletic and co-curricular activities in providing students with important opportunities for a total education. These activities teach students' lifetime values such as commitment, discipline, hard work, leadership, teamwork, and physical fitness, all of which are the foundation for academic success.

Participation in athletic and co-curricular activities contributes to the physical, emotional and social health of our students and promotes a sense of unity and cooperation among athletes, the student body, and the Colchester community.

To participate in athletic and co-curricular activities, all students must meet the academic eligibility requirements as outlined in the CHS Student/Parent Athletic and Co-Curricular Handbook posted on the CHS website.

Suspension of Eligibility for Disciplinary Reasons: Students who are suspended lose their eligibility according to the following guidelines:

1. *Out-of-School Suspension:* Students are not eligible to play or attend from the time of notification of suspension until the day that student is permitted to return to school.
2. *In-School Suspension:* Students are not eligible to play or attend from the time of notification of suspension until the suspension is over.
3. Special provisions for suspension apply to violations of the Alcohol, Tobacco, and Other Drug policy as well.

LOGISTICS

SCHOOL CLOSURE & EMERGENCY PROTOCOLS

EMERGENCY PREPAREDNESS: Families need to ensure that emergency contact information for their child(ren) is always current.

SCHOOL CLOSING: If school is canceled due to weather conditions or other natural phenomena, families and students are notified through an automated call, radio, television, and the district website. Days missed for these reasons are made up at the end of the school year.

SCHOOL DELAY: In the event that school is delayed due to weather conditions or other natural phenomena CHS will begin school at **9:45am**.

SCHOOL SAFETY DRILLS: School safety drills are conducted periodically during the school year. There is a Safety Plan posted in each room of the school. When a drill is announced, all occupants are required to follow planned procedures in an orderly fashion and assemble outside the building. Students must stay with their class so teachers can take attendance and provide supervision and support as needed.

SCHOOL EMERGENCIES: In the event of an emergency, CHS has developed a school safety plan in conjunction with the Colchester Police Department that is designed to minimize danger to all occupants of the building and to attend to the health and welfare of students.

We ask families to follow this procedure if you hear of any school emergency:

- 1. TURN ON YOUR RADIO OR TELEVISION.** We will keep the media informed of any emergency.
- 2. CHECK YOUR VOICEMAIL.** CSD/CHS will use an auto dialer to broadcast updates as they are available.
- 3. PLEASE DO NOT TELEPHONE THE SCHOOL.** We have limited phone lines that **MUST** be used to respond to the emergency.
- 4. PLEASE DO NOT COME TO THE SCHOOL UNLESS REQUESTED TO PICK UP YOUR STUDENT AT SCHOOL.** Any emergency involving a school may mean emergency vehicles and workers must be able to get to the building. If the emergency necessitates relocation of staff and students, families will be informed via the media and the CHS auto dialer telephone/email/text system.

FALSE ALARMS: It is both dangerous and illegal to pull a fire alarm unless

there is a fire. Protective boxes have been installed around fire alarms so that they cannot be accidentally set off. *Any student who pulls a false alarm will be suspended, restitution will be required, and a recommendation for expulsion may be submitted to the School Board.*

TRANSPORTATION

BUSES: The front office secretary/receptionist is responsible for answering questions regarding bus routes and times (264-5700). Disciplinary issues pertaining to the bus are directed to the assistant principal through the Planning Room (264-5722).

DRIVING & PARKING POLICY: Parking at CHS is a privilege. Due to a limited number of student spots in the CHS parking lot, we offer the opportunity for seniors and juniors to apply for a parking permit. In order to be eligible to park in the CHS lot, students must complete a parking application, submit a copy of their driver's license, registration, insurance card, and attend a mandatory parking meeting. Students will pay the \$5.00 parking fee (cash or check payable to Colchester High School) and receive a school-issued parking permit from the CHS administration once they have submitted their application and been approved.

To park on school property during school hours, all vehicles must display a CHS parking permit. Students who display a CHS parking permit have permission to park in the student parking lot (spots lined in yellow). A student parking permit does not guarantee a specific parking spot, but allows a student to park in any of the designated student parking spots if there is one available.

The Town of Colchester, in partnership with the school district, maintains the road to Bayside and the Bayside Ball Field parking lot for overflow parking. All licensed drivers without a CHS parking permit are able to park here.

PARKING VIOLATIONS: In the event that a vehicle is parked in the CHS lot without a CHS parking tag or parked illegally in an undesignated space, firelane, visitor parking, handicapped parking, or staff parking, the following steps are taken:

First Violation:

- A sticker may be placed on the vehicle
- The student is called to the Planning Room where they are issued a parking violation in the amount of \$25.00 payable to Colchester High School
- The student will be directed to move their vehicle by administration
- Parent notification

Second and Subsequent Violations:

- A sticker may be placed on the vehicle
- The student is called to the Planning Room where they are issued a parking violation in the amount of \$50.00 payable to Colchester High School and/or towed from CHS (owner is responsible for all towing fees)
- The student will be directed to move their vehicle by administration
- The student may lose parking privileges and/or Senior Privilege
- Parent notification

OTHER MOTOR VEHICLE VIOLATIONS: Any student who exceeds the speed limit, fails to come to a complete stop at stop signs, and/or drives recklessly will be referred to the School Resource Officer and may lose their parking privilege. Under no circumstances will unregistered motor vehicles (including snowmobiles, dirt bikes, ATV's, etc.) be allowed on school property.

NOTE: All outstanding debts must be paid before a student can receive graduation tickets.

DRIVING TO TECH CENTERS: Students may drive themselves to BTC and CTE if they have completed the required process. Students must have obtained a CHS parking permit, and have complied with the driving permission procedures at CHS and the respective vocational centers. Buses are provided to transport students to and from the vocational centers. Students may not transport other students to or from the vocational centers.

DRIVING TO FIELD TRIPS: Students are not permitted to transport other students to school-sponsored activities.

FIELD TRIPS: School trips are an extension of educational programs and all school rules and policies apply. A student on a field trip is not considered absent. Before a trip, parents/guardians will receive written notice containing all pertinent details necessary for a successful experience. Parent permission is required for a student to participate on a school trip. Students must use transportation arranged for the trip by the school.

Walking trips and other nearby activities are considered a regular part of the school program. Extended and overnight trips will require students and chaperones to complete participant contracts, and to attend a required parent evening meeting. To ensure the safety of all students on an overnight field trip, students' belongings will be searched prior to leaving school.

FINANCIAL AND PROPERTY ISSUES

FUNDRAISING/SOLICITATION: All fundraising activities must be approved through the principal or their designee and must adhere to board policy.

POSTERS, ANNOUNCEMENTS AND DISPLAYS: Posters, announcements and/or displays may be exhibited in the school for school-related events with permission of the building principal. Any items not approved by the principal will be removed. Distribution of non-school related materials is prohibited.

DEBTS, FINES & FEES: Students are issued books, materials, computers, and athletic equipment, and are expected to return these items in the condition they were issued. School personnel will assess fines for items that show damage other than normal wear from use or the replacement cost for lost or stolen items. Library fines are charged on late materials. Textbooks and other instructional materials must be returned prior to midterm or final. Seniors who plan to participate in graduation ceremonies must return all materials and/or pay the commensurate amount prior to graduation. Students who fail to make the necessary payments to school will be mailed their diploma and not permitted to participate in the commencement ceremony.

LOST AND FOUND: Items left around school are brought to the “lost and found” in the main office. Lost money and unique or expensive items such as jewelry, eyeglasses and watches are kept in a secure location by the main office staff. Every effort will be made to identify and return items to their owner. Please label all personal belongings. Each year many valuable items with no labels go unclaimed. If not claimed within a reasonable period of time, these items – regardless of value - are donated to charity. Colchester High School is not responsible for lost or stolen items.

LOCKERS: All students in grades 9-12 who wish to have a locker will have one assigned to them individually. Students should see the secretary in the attendance office to request a locker.

Athletic Lockers: Students participating in athletics are offered a lock and a locker in the CHS locker rooms. Remaining athletic lockers may be used by PE students who provide their own lock. **All personal belongings should be placed in lockers and securely locked.**

Colchester High School is not financially responsible for items lost from lockers (this includes cash, cell phones, and school-issued computers). **Do not bring large amounts of money and/or valuable items to school.** If it is necessary to bring such items to school, we will keep them in the vault located in the main office for you during the day. Valuables should never be left overnight. Make sure that your locker is closed before locking your lock. Slamming your locker does not always close it.

1. Lockers are the property of the school and may be opened by school personnel. Students should not have any expectation of privacy in

lockers.

2. **Use of cell phones in bathrooms and locker rooms is prohibited at all times.**
3. Use of the school lockers shall be consistent with school rules and CSD policies. Unsafe or unsanitary conditions will result in loss of locker privileges.
4. Only non-permanent decorations are allowed on the inside of the locker.
5. Students should not share locker combinations to ensure that personal belongings are safe and secure.
6. Any problems relating to lockers should be reported to the Planning Room.
7. **The school is not responsible for personal belongings left in the locker room, outside of the locker rooms in the hall, or in the gym.**
8. At the conclusion of the school year, any items left in lockers will be donated to charity.

The school reserves the right to investigate and search any locker in the interest of protecting the health and safety of the general school population.

HEALTH AND WELLNESS

Healthy students are better learners. The American Academy of Pediatrics' *Bright Futures* recommends an annual well-child exam to address the physical, social and emotional needs of students. Doing so promotes attendance, enhances the student's ability to fully access and enjoy the educational experience and promotes better academic outcomes. In order to ensure a student's health and well-being while participating in high school athletics, it is the Colchester School District's policy and the Vermont Principals' Association recommendation, that all student athletes have a medical examination performed at least every two years by a licensed provider. Failure to do so shall render the student ineligible to participate in practices and/or games.

IMMUNIZATION: Immunizations are the single most important way to protect against serious and sometimes deadly diseases. According to Vermont law, in order to attend a school or childcare facility, students must comply with the vaccine schedule or be provisionally admitted. All provisionally admitted students must be fully immunized within six months following enrollment, or submit a signed medical or religious exemption form. Parents and guardians of students who are not in compliance with the requirements will receive a "Notice of Missing Immunizations and Provisional Admittance" that will inform them of the steps needed to comply with the law.

USE OF PRESCRIPTION MEDICATION IN SCHOOL: Colchester School District believes that when possible, medications should be administered by families in the home. The district recognizes that some students will need to take

medications during the regular school day. Medication must be brought to school by a family member in a container labeled by the pharmacy or physician. For safety reasons, no medication should be brought in by the student. Prescription medications require both a physician order and parent permission to be administered at school. Medications will be stored in a secure, locked location and will be administered by the school nurse or the nurse's designee according to the district's defined procedures.

Individual considerations will be given to students who must keep medication with him/her/them at all times (i.e., Epipen, insulin, or inhalers). Medications must be kept in a secure place and staff should be notified when used. Anyone found not to be responsible for the safekeeping and use of medications will have to keep medication locked in the nurse's office and it will be administered by the school nurse or the nurse's designee.

The health office stocks a basic supply of over the counter medication. These are able to be administered by the nurse, if indicated, according to the package instructions and with parent permission obtained at registration.

ILLNESS: Parents are asked to keep their child home if he or she displays any of the following conditions:

- A fever above 100 in the last 24 hour¹
- Vomiting or diarrhea in the last 24 hours²
- An unexpected rash
- A cough that does not stop
- A contagious infection that has not been treated³

NOTE:

¹Your child may return to school when they are fever-free without medicine (e.g. acetaminophen or ibuprofen) for 24 hours.

²Your child may return to school 24 hours after they stop vomiting or having diarrhea.

³If your child has an infection requiring antibiotics, for example strep throat, he/she/they can return to school 24 hours after they begin antibiotics.

Please contact the nurse if your child is being treated for an infection. Children sent to school with these or similar conditions may be dismissed from school.

SCREENINGS: Vermont state law 16 V.S.A. §1422 requires schools to annually test the vision and hearing of students in grades 9 and 12. If a potential problem is identified, you will be notified and encouraged to contact your child's doctor

for further evaluation. Parents are permitted to opt their child out of such tests by informing the school in writing of their desire.

FOOD AND BEVERAGE CONSUMPTION: There are many food options available in the lunch line and in the a la carte area. Students and/or families unable to afford established lunch prices should contact the principal for information regarding the free and reduced lunch program.

Guidelines: Students must eat during the lunch period assigned to them. All students are expected to return their trays and dispose of their refuse. However, as a part of their senior privilege, seniors have an additional responsibility in seeing that the cafeteria remains clean and that they serve as role models of appropriate behavior in the cafeteria. School personnel are assigned to supervise the cafeteria during lunch periods. Students are expected to treat school personnel, and the food service staff, with respect and to follow their instructions. CHS holds high expectations for the cleanliness of the cafeteria during and at the end of cafeteria study halls. If litter in the designated food and beverage areas becomes a problem, the administration will close the a la carte area until the problem is resolved.

Food in Academic Areas and Hallways: Food should not be consumed in academic areas. However, there will be times when teachers will allow food on a case-by-case basis. Teachers who wish to conduct an academic activity involving food must request permission from the administration well in advance. Any food to be consumed in a classroom must follow the food allergen procedures, which may include approval by the school nurse when applicable.

CHS does not allow students to get food deliveries during the school day (7:45-2:20) from paid delivery services or any other vendor services such as Uber Eats, GrubHub, Dominos etc.)

INSURANCE: It is recommended that all students carry insurance or its equivalent. Those students wishing to participate in interscholastic sports must carry insurance or its equivalent. Families are encouraged to contact the school nurse if they need assistance with this.

TECHNOLOGY

Technology is integrated into all instructional areas. Students become familiar with computers and learn to view them as tools that can make their lives easier and more productive. We use Chromebooks, laptops, and/or iPads. Students may use personal devices at the discretion of the teacher. We have developed specific guidelines for student use of technology which are sent home annually. We employ filtering software when accessing the Internet. Under Policy G10, Colchester Acceptable Use, all students are allowed to use the Internet unless a

parent restricts access by sending a request in writing to the principal. All students have a school email account, and will use Google Docs to create shared documents and presentations. The school email and Google docs are to be used ONLY for school purposes. Students may NOT use their school email account or access Google docs for private purposes. Students who violate the Acceptable Use Agreement will lose computer and Internet privileges for a period of time determined by the administration.

COMPUTER NETWORK/INTERNET ACCESS

SCHOOL TERMS AND CONDITIONS: The Terms and Conditions below are *not* the CSD Acceptable Use Policy (AUP), though they are based on that policy. The complete Acceptable Use Policy is signed upon enrollment and remains in effect throughout students' time at CHS.

1. ***Privileges:*** The use of the Colchester School District Network is a privilege, not a right. Inappropriate use will result in the cancellation of those privileges. The System Administrators will determine what appropriate use is. The Colchester School District reserves the right to terminate, suspend, or otherwise limit network access at any time as required in its judgment. Such decisions of the District are final. The Colchester School District reserves the right to inspect or review accounts and files for security and compliance purposes without prior notice to the user.
2. ***Acceptable Use:*** The computer network and Internet access may be used for academically appropriate work only. The use of a student account must be consistent with the educational and operational policies and procedures of the Colchester School District as stated in the ***Acceptable Use Policy***. Transmission of any material in violation of any United States or state statute or regulation is strictly prohibited. This includes, but is not limited to: copyrighted or trade secret material, threatening or obscene material, and criminal activity. Use of social or other media on or off school grounds in a way that negatively impacts CHS or its students must be addressed by administration (Act 113). Use of the network for commercial activities, product solicitations or political lobbying is also prohibited. Inappropriate use will be reported to the responsible authorities.
3. ***Etiquette:*** Students are expected to comply with all school rules regarding behavior and personal conduct, including the use of appropriate language. Students are expected to use their own user ID and password and may not allow others to use their user ID and password to access the network or the Internet. If this occurs students will be held accountable. Students should not reveal or transmit personal addresses or telephone numbers.
4. ***Liability:*** Colchester School District cannot be held responsible for any lost resources or damages incurred through the use of this account.

5. **Security**: Users of the network agree not to violate or attempt to violate network security or intentionally interfere with network performance, or access to another person's account, files or password. Individuals may be denied access to the network based upon security violations of other computer systems. **Electronic mail (email) and all student files are not guaranteed to be private.** System administrators have access to all mail and files and reserve the right to monitor the use of the Colchester School District Network, including all email, without prior notice to the user. Nothing may be downloaded that requires a fee for any service or program. Persons doing so are liable for any and all charges.

The laws of the State of Vermont, the United States of America, and all applicable policies of the Colchester School District shall govern these terms and conditions.

VIDEOTAPING / FILMING / PHOTOGRAPHY OF STUDENTS: Videotaping, filming, or photographing students while participating in school activities may constitute a disruption in the planned instructional process if it is done without adequate preparation and justification and may violate a student's right to privacy. Colchester High School reserves the right to approve or disapprove any filming or videotaping on school property and at school events other than public functions such as athletic games, plays, etc. There are numerous occasions during the school year when the school district, local media organizations, or authorized individuals photograph, videotape, or interview students on or outside our schools for legitimate purposes. Through enrolling at CHS, families consent to any documentation considered appropriate for instruction or public information. Permission remains in place for the duration of enrollment. Families/students who wish to opt out of consent for media release should contact the CHS Main Office with their desire(s).

NOTE: Permission from families is not required for public events such as awards assemblies, plays, concerts, athletic contests, or similar events because they are open to the mass media.

VISITORS: The CHS administration does not encourage students to bring visitors to school. On rare occasions, this may be permitted provided the following guidelines are observed:

- The host student must complete the "[CHS Student Visitor Form](#)" one week in advance of the visit and obtain the signature of all teachers affected and the principal.
- The form will be filed with the assistant principal.
- No visitors are permitted during the week before midterm exams and final exams.

SCHOOL CLIMATE & STUDENT CONDUCT

COLCHESTER HIGH SCHOOL DISCIPLINARY MODEL

Our mission is to ensure equity and excellence in a climate of Respect, Responsibility, and Pride. As a result, the CHS Disciplinary Model has been created using a stair-step approach. The model contains five levels (A, B, C, D, E) that have been defined with progressively more problematic student behaviors on each level.

At each level, strategies have been identified to support the improvement of a student's behavior and also to clarify expectations regarding future incidents of unacceptable behavior. When a student behaves in an unacceptable way, he/she/they will be assigned to the appropriate level as defined in the model. When a student is considered for placement on a level, the administration reserves the right to regulate the movement from level to level.

Colchester High School reserves the right to discipline a student who engages in dangerous or illegal behavior outside of school, the result of which may directly harm Colchester High School. (VT Statute, Act 113).

It should be noted that disciplinary consequences may increase if behaviors are excessive or chronic.

Level A Behaviors

Behavior:

- Classroom disruption
- Disrespect of teacher or peer(s)
- Failure to return to class
- Lack of cooperation
- Leaving class without permission
- Out of class for unreasonable amount of time
- Tardiness
- Use of profanity

Staff Action:

- Meet with student
- Communicate with parent/guardian
- Assign teacher classroom detention
- Communicate with school counselor and/or special educator
- Develop behavior plan with student, teacher, and behavior specialist
- Planning Room if appropriate

Administrative Action: None

Chronic: One or more behaviors at Level A may result in movement to Level B

Student Expectations: The student is expected to understand the nature of the problem, be able to identify the behaviors that contribute to the problem, and, if necessary, meet with the counselor and other school personnel to grow through the problem. The student will meet with the teacher to develop a reentry plan and should not miss more than one mod of class while this step is in process.

Level B Behaviors

Behavior:

Cheating (1st offense)
Closed campus
Class cut
Cut admin detention
Disrespectful behavior
Excessive classroom disruption
Excessive tardiness
Inappropriate behavior
Lying to a staff member
Second cut teacher assigned detention
Tobacco (1st offense)
Other

Staff Action:

Communicate with parent/guardian(s)
Assign teacher detention
Communicate with counselor/special educator
Notify administration

Administrative Action:

Assign 1-2 Planning Room detention(s)
Placement in Planning Room
Communicate with parent/guardian
Communicate with counselor/special educator
Develop improvement plan
In-school suspension as appropriate

Chronic: One or more behaviors at Level B may result in movement to Level C.

Student Expectations: The student is expected to understand the nature of the problem, be able to identify behaviors which contribute to the problem, and, if necessary, meet with the counselor and other school personnel to grow through the problem. The student will meet with the counselor or special educator and/or the planning room supervisor to develop a student behavior improvement plan. The plan will be shared with the assistant principal.

Level C Behaviors

Behavior:

Chronic Level A and B Behaviors

Abusive obscenity

Bullying

Cheating (2nd offense)

Fighting

Gross disrespect

Harassment

Hazing

Insubordination

Intimidation

Student endangerment

Theft

Threatening behavior

Tobacco (2nd offense)

Vandalism

Staff Action:

Notify administration.

Administrative Action:

Contact counselor or special educator

Meet with student

Communicate with parent/guardian

Suspension for 1-5 days

Develop improvement plan

Refer to EST

Chronic: One or more behaviors at Level C may result in movement to Level D.

Student Expectations: Administrative interventions will occur when student behavior is serious and detrimental to the student's success and the success of others. During the suspension and in the planning room, the student is expected to make a plan for reentry and to change the behavior. This will include a clear identification of the problem behavior, the student's role, steps to improve the behavior, and a timetable to implement the behavior changes. The counselor or special educator, the planning room supervisor, and parents/guardians will be involved in the re entry plan. The plan will be shared with the assistant principal.

Level D Behaviors

Behavior:

Chronic Level B and C Behaviors
Alcohol or drug use (1st offense)
Bullying (2nd offense)
Gross insubordination
Gross intimidation
Gross threatening behavior
Harassment (2nd offense)
Hazing (2nd offense)
Obstructing an investigation
Stalking

Staff Action:

Notify administration.

Administrative Action:

Communicate with counselor or special educator
Meet with student
Communicate with parent/guardian
Suspension for 5-10 days
Last day of suspension in Planning Room
Develop improvement plan with student and parent(s)
Refer to EST
Reentry meeting with student, parent/guardian, and administration

Staff Action:

Notify administration.

Student Expectations: Administrative interventions are crucial when student behaviors become chronic, serious in nature, and detrimental to the student's success and the success of others. During the suspension period, the student is expected to make a plan for reentry and for change in behavior. This includes a clear identification of the problem behavior, the student's role, and timeline for improvement. The counselor and/or the special educator must be involved in forming and implementing the plan. The EST will examine additional interventions.

Level E Behaviors

Behavior:

Chronic Level B, C, and D Behaviors
Endangering school personnel
Endangering school property
Excessive intimidation
Excessive obstruction
Gross student endangerment
Gross theft
Gross vandalism
Possession of weapon
Sale/distribution of alcohol or other drugs (see policy)

Staff Action:

Notify administration.

Administrative Action:

See relevant policies
Long-term Suspension/Expulsion

Administrative Actions: The Level E administrative response will occur when the student behavior is extremely serious and the student's continued presence in the school is detrimental to the education of other students. Initially the student will be suspended for 10 days while a recommendation for expulsion is submitted to the superintendent. The suspension will be requested for either the duration of the school year or 90 days from the onset of expulsion.

Student Expectations: In order to re-enter the school the student will develop a re-entry (student behavior) plan. This will include a clear identification of the problem behavior, the student's role, and steps to improve. The administrative team and the parents/guardians will be involved in the re-entry plan. The plan will be submitted to the administrative team for final approval. Parents/guardians may be required to provide transportation, if required.

STUDENT CONDUCT GUIDELINES

Bus Conduct: Bus transportation is a privilege in the Colchester School District. The necessity of providing safe transportation requires that students exhibit the same self-control and proper behavior expected when riding on public transportation.

Expectations for Students Riding the Bus:

1. Same conduct expected as in the classroom.
 2. Be respectful and courteous; no profane language.
 3. Do not eat or drink on the bus.
 4. Keep the bus clean.
 5. Cooperate with the driver.
 6. Do not smoke or use any vape or e-cig devices.
 7. Do not be destructive.
 8. Stay in your seat; keep hands and feet to yourself.
 9. Keep head, hands and feet inside the bus.
 10. Be aware the bus driver is authorized to assign seats.
 11. No skateboards.
 12. All transported items must fit on a student's lap.
 13. Keep the center aisle clear.
- Be on time for the bus and be considerate of others waiting to board (VT State regulation Section 24 states "School buses should not wait for tardy students").
 - Any student needing to get off the bus at a stop that was not his/her/their pick up will need a note signed by a parent or school administrator.

When students do not exhibit the expected behavior, the following actions will be taken:

1. The assistant principal will warn the student and the student's parent/guardian will be notified.
2. The second occurrence of unacceptable behavior may result in suspension of the student's bus riding privilege for 5-10 days. The parent/guardian will be notified.
3. Continued unacceptable behavior may result in a total loss of transportation privileges. In extreme cases, a student's bus privileges may be suspended without prior warning.
4. Families of students who have lost their bus privilege are required to provide transportation to school.

In addition to these bus penalties, the student is subject to the normal consequences outlined in the CHS Disciplinary Model. For example, a student who fights on the bus will be suspended from the bus and from school as well.

DANCES:

1. Only one door is allowed for entrance to the dance.
2. Students are not allowed to bring backpacks or other bags into the dance.
3. Students may not go to their car for any reason unless they are leaving and not returning.
4. Chaperones must circulate during the dance, check bathrooms and corridors.
5. Students may not bring any outside food or drink to the event. Food and drink may be provided at the dance.
6. Any student suspected to be under the influence may be administered a breathalyzer by the Colchester Police Department.
7. Individuals who are not CHS students who have graduated are not permitted to attend CHS dances without an approved guest form.
8. Once students leave the dance they will not be permitted to re-enter the event.

TEACHER ASSIGNED CLASSROOM DETENTION: Teachers may require students to remain after school for reasons related to classroom conduct, failure to complete homework or other assignments or for tardiness. Teachers should give students notice of detention at least 24 hours in advance. If there is an urgent reason why the student is unable to attend on the day set by the teacher, the student must talk with the teacher and agree to stay on a day agreeable to the teacher. If the student does not attend the teacher assigned detention, two detentions will be arranged at a time agreeable to the teacher. The assistant principal will be notified if the student fails to attend the second teacher assigned detention.

ADMINISTRATOR ASSIGNED PLANNING ROOM DETENTION: The administration may assign students to after school detention for a number of infractions of the CHS Disciplinary Model. Detention is held daily from 2:20 –3:20 and supervised by the planning room teacher.

NOTE: Families are expected to provide transportation for students who remain for detention.

PLANNING ROOM PROTOCOL: The purpose of the planning room is to provide students an in-school opportunity to process the nature of their inappropriate/dysregulated behavior. The planning room teacher and the assistant principal, when appropriate, will work with the student in processing the event and re-engaging in their academic program as soon as possible.

PLANNING ROOM AS TEACHER ASSIGNED TIME OUT: As a result of inappropriate behavior in the classroom, students may be sent to the planning room for part or the duration of a mod. Teachers who send students to the planning room communicate that the student has been sent by emailing the

planning room teacher directly or by informing the main office secretary. Failure to appear in the planning room is a class cut and subject to consequences as determined by the assistant principal. While in the planning room, students process the reason they were sent and determine how to re-engage with class content and the teacher. When appropriate, the planning room teacher will connect with the classroom teacher to get assignments and to communicate necessary information prior to the next class. At the end of the mod, the goal is for the student to resume their schedule.

PLANNING ROOM AS IN-SCHOOL SUSPENSION: The administration may place a student in the planning room for in-school suspension. While in the planning room, the planning room teacher will work with the student to clarify expectations, process behaviors, connect with teachers on work and instruction being missed, and engage the student in a planning room based academic program for the duration of the in-school suspension. The planning room teacher and the administration will collaborate to create the best conditions for students serving in-school suspension.

Students who are placed in the planning room for reasons related to alcohol and other drug violations must complete assessment and follow the recommendations thereof. Students with substance violations will be recommended to participate in Project Checkpoint. Students who fight may be asked to meet with their school counselor.

SEARCH AND SEIZURE: In addition to closed campus violations, students may be searched if a teacher or administrator has a reasonable suspicion that a student is under the influence or in possession of drugs, alcohol, weapons, unauthorized materials, or stolen property. School authorities may search a student's person, and/or personal effects (e.g., purse, book bag, etc.), student, and/or student automobiles. They may seize any illegal, unauthorized or contraband materials discovered in the search. Law enforcement may be notified at the discretion of the administration. This applies to any school-related or school-sponsored event, such as school dances and field trips. For detailed information concerning Search and Seizure, please see the CSD policy.

SUSPENSIONS: When, in the opinion of a school administrator, the behavior of a student has been unsatisfactory, the administrator has the authority to suspend the student. The student is entitled to due process as follows:

1. A conference will be held during which the student will be informed of the rule violated and possible disciplinary action. At this time the student will be given the opportunity to respond to the accusation. The student's family will be called before the student is suspended.
2. Parents/guardians will receive written notification of the incident and the disciplinary action taken.

- A. The minimum suspension period will be one (1) day and the maximum period will be ten (10) days.
- B. Students who are suspended out-of-school or are placed in the planning room will not be considered absent if class work is completed.
- C. Responsibility for class work during the suspension period lies with the student. Students will be allowed to get full credit for work that they do. However, all work is to be completed by the end of the suspension period.
- D. Students who are suspended will be ineligible to participate in any co-curricular activities - including practices, games, performances, and field trips - from the moment they are informed of their suspension until the day that they are allowed to return to school.

EXPULSION/LONG-TERM SUSPENSION: When, in the opinion of the school administrator, there is a student “whose personal habits, infirmities, or influences are such as to make the presence of the pupil harmful to the welfare of the school” the administrator may request that the superintendent of schools dismiss that student from school membership. When, in the opinion of the superintendent, expulsion/long-term suspension of a student seems warranted, he/she/they shall seek the consent of the Board of School Directors in accordance with the Provision of Section 1162, Title 16 V.S.A. The parents/guardians of the student will be notified in writing by the superintendent of the intention to seek School Board consent for expulsion/long-term suspension and offered an opportunity to be heard and/or represented before the School Board.

EXPULSION/LONG-TERM SUSPENSION TIMELINE:

- 1. Misconduct
- 2. Notice of Student Suspension
- 3. Administrator’s written charges requesting long-term suspension
- 4. Superintendent’s initial determination
- 5. Superintendent’s notice of a hearing

The above notice must:

- 1. Inform the student of the specific charges that, if proven, would justify the proposed punishment under previously existing rules of the school district.
- 2. Specify the evidence supporting the charges.
- 3. State where, when, and in front of whom the hearing will be held.
- 4. Describe the student’s procedural rights during the hearing. Notice of the superintendent’s decision will be sent to the student and the parents (guardians) within 5 school days. Long-term suspension is defined as the remainder of the semester and/or the school year.

EXPULSION/LONG-TERM SUSPENSIONS/APPEALS:

Recommendations for long-term suspension will be made through the Superintendent of Schools. The student and his/her/their parent/guardian will be given an opportunity for a formal hearing before the School Board.

GLOSSARY OF DISCIPLINARY TERMS

BULLYING/HAZING AND HARASSMENT:

The entire CHS community is committed to creating and maintaining a safe and supportive school environment. As a result, bullying, hazing, and/or harassment in any form will not be tolerated. Teachers and coaches are required to intervene in acts of bullying, hazing, and/or harassment and to report them to the administration immediately to be addressed through the CHS disciplinary model. In addition, seniors who engage in such activities will lose their senior privilege for the duration of the year without exception. A determination of what constitutes hazing, bullying, and/or harassment is made by the administration of the school in conjunction with the teacher or coach and in accordance with the district policies. The district's harassment policy is mailed to families in the first *Laker View*. **See information regarding Harassment, Hazing, and Bullying for further details.**

CELL PHONES & OTHER ELECTRONIC DEVICES: CHS believes in the principles of Respect, Responsibility and Pride. Students are expected to be respectful and responsible with their electronics and phone use. CHS issues laptops to all students and there are no CHS classes which require students to have or use a cell phone to access their education. The following guidelines have been established regarding the use of cell phones at CHS. Teachers will address cell phone use as an element of their classes' learning practices.

- Students may use cell phones at school, outside of instructional areas, in a manner that is civil, appropriate, and not disruptive to the educational environment.
- Cell phones and accessories (i.e. air pods) must be stored and out of sight during all classes, assemblies, and meetings.
- Only classroom teachers may make an exception to this rule.
- Using cell phones to capture an image, video, or recording of any student, faculty, or staff member without their permission or with the intent to humiliate, embarrass, bully, haze, or harass is a violation of CSD policy and will result in disciplinary action. (see Prevention of Harassment, Hazing and Bullying of Students on pages 63-68)

Inappropriate student cell phone use will be addressed first by the teacher. Repeated classroom level violations will result in disciplinary action, including possible loss of use of the device and/or confiscation by administration and kept in the planning room for the mod or duration of the day.

If a cell phone is lost or stolen, it is not the responsibility of CHS to replace it. Students are encouraged to retrieve lost phones and/or submit unattended phones to the main office.

CHEATING: Cheating is theft. Aiding another student in cheating is wrong and will be dealt with as cheating as well. **Plagiarism**, using someone else's words and/or ideas as one's own, is a serious offense. **Plagiarism** includes another student copying another student's work and/or copying and using audio, video, and printed matter not one's own. The use of AI such as ChatGPT or help notes such as *Spark*, *Cliff* or *Monarch* without crediting that source is considered **plagiarism**. The English teacher, at the start of each year, will provide students with guidelines regarding **plagiarism**. (See the earlier section on **Plagiarism**.) **The consequences for a student who cheats, both providing and stealing the information, are as follows:**

1. The student will receive a failing grade.
2. The teacher will notify the assistant principal of the incident.
3. The assistant principal will meet with the teacher and student and ensure the student's parents and school counselor are notified of the incident.
4. The student will have an opportunity to redo the assignment for 50%. The teacher, the student, and the assistant principal will determine the parameters of the work to be redone.
5. The second incidence of cheating is a Level C infraction. Referrals are cumulative for any or all of a student's classes within a given school year.
6. The assistant principal will notify the National Honor Society, if applicable.

CLOSED CAMPUS: Colchester High School is a closed campus. With the exception of students on special schedules and with senior privileges, **no student may leave the school or school grounds after they arrive without authorization from the school administration**. All students are expected to stay in the building unless supervised by a staff member.

The following behavior will result in disciplinary action:

- going to the parking lot without permission from an administrator;
- going to the store, into the woods, or off school grounds before school or during the school day; and/or going into the woods after school.

Any students who violate Colchester High School closed campus policy will be searched using the Colchester School District Search and Seizure Policy including their property when they return, to ensure the safety of the students at CHS. School authorities may search a student's person, and/or personal effects (e.g., purse, book bag, etc.), student lockers, and/or student automobiles. They may seize any illegal, unauthorized or contraband materials discovered in the search. Law enforcement may be notified at the discretion of the administration.

DRUG, ALCOHOL, AND TOBACCO POLICY AND CONSEQUENCES:

By state law and district policy, CHS prohibits the use, possession, distribution, and sale of alcohol, tobacco, other drugs, or any substance portrayed as a drug or any devices associated with these substances, in school and in all buildings and grounds owned, operated (including buses), or rented by the Colchester School District, or at any school sponsored activities (such as field trips, trips abroad, or community service) or activities related to senior privilege. It shall also be in violation of this policy for anyone to purchase, use, be under the influence, or possess any device reasonably related to alcohol, tobacco and other drugs. It is also a violation of this Policy for anyone to retaliate against anyone who may have cooperated in an investigation. The consequences for all violations of the policy, except retaliation, shall be twofold: disciplinary and rehabilitative/educational. An individual plan including both of these consequences shall be developed by the building administrator, and/or designee, in consultation with the student's school counselor or student assistance counselor, if available, and family. All expenses for treatment shall be the responsibility of the family. All disciplinary action shall afford the student and family the opportunity for an informal hearing before an appropriately designated school official. This informal hearing shall comply with the requirements of all due process rights, including those rights guaranteed to special education students, 504 students, or others suspected of being disabled. Following an informal hearing, the school official shall provide the parent/guardian with a written decision including the consequences and recommendations. Whenever a student's conduct is deemed to be an immediate threat to himself/herself/themself, others, property or the school environment, however, the student may be immediately suspended. Students who are suspended for violating this policy may, at the discretion of the school administration, continue to receive educational services deemed to be in the best interest of the student.

Note: A copy of the Alcohol, Tobacco, and Other Drug Abuse Policy will be sent to families in the first *Laker View* of the school year and will be given to and explained to students during the first week of school. See Levels D and E of the CHS Disciplinary Model.

DRESS CODE: CHS believes that appropriate dress and appearance contribute to a productive learning environment. As a school, we share a belief that all garments should be worn in a manner commensurate with a professional/learning environment. We recognize that dress and appearance are matters of personal expression; however, when grooming and dress patterns create a disruptive influence upon the educational program of the school, the following guidelines are provided.

Students are encouraged to use sound judgment in dress and appearance. Appropriate dress is clothing that covers the body sufficiently. Clothing that is

revealing or indecent to the point that it distracts and interferes with the learning and educational process is prohibited. For health and safety reasons, appropriate footwear must be worn at all times.

Attention-seeking devices or apparel in dress and appearance are discouraged. Clothing or jewelry which depicts or suggests the following are also *prohibited* at school functions or on school property:

- sexually related or obscene gestures, pictures and/or vulgarity,
- graphics or wording which promotes the use/abuse of drugs, alcohol, tobacco or any controlled substance;
- other graphics and wording that are offensive and disruptive to the educational program of the school

If there is a clothing or appearance concern, the student will be referred to the Nurse, Planning Room or Administration. In cooperation with teachers, students and families, the principal or designee shall establish and regularly review district dress regulations and may establish additional school rules governing dress and grooming. This dress code represents a common set of expectations among all Chittenden County High Schools.

ENDANGERING SCHOOL PROPERTY: Acts of extreme vandalism or other acts that endanger the safety of the building.

ENDANGERING SCHOOL PERSONNEL: Creating a situation in which an employee of the school's personal safety is in jeopardy.

ENDANGERING STUDENTS: Creating a situation in which a student of the school's personal safety is in jeopardy.

EXCESSIVE OBSTRUCTION: Obstruction as defined below occurring either to the extreme as defined by administration or chronically occurring.

FALSE ALARMS: It is both dangerous and illegal to pull a fire alarm unless there is a fire. Protective boxes have been installed around fire alarms so that they cannot be accidentally set off. *Any student who pulls a false alarm will be suspended, restitution will be required, and a recommendation for expulsion may be submitted to the School Board.*

FIGHTING: Fighting will not be tolerated under any circumstances at Colchester High School. Anyone involved in a fight will be subject to immediate disciplinary action. Self-defense does not justify engagement in a fight. No student may intervene to stop a fight. Intervening in a fight will be considered participation and the intervening student will have the same consequences as those directly involved. Consequences for fighting will be taken from the Colchester High School Discipline model. Due to FERPA and other related

regulations families can only be informed of the consequences for their own student. A school counseling mediation will be held on the morning of the first day that both students are present in school after the assigned consequences are served. Chronic fighting may result in movement to a level E infraction. Level E behaviors may result in expulsion.

GROSS DISRESPECT: Act committed by a student considered by the administration to be extremely disrespectful towards any student, faculty member, staff member or administrator.

GROSS INSUBORDINATION: Insubordination as defined below, occurring either to the extreme as determined by the administration or chronically occurring.

GROSS THEFT: Theft as defined below occurring either to the extreme as determined by the administration or chronically occurring.

HALLWAYS: While classes are in session, there should be little or no activity in the hallways, including those in non-academic areas on the first floor. Students who have a reason to be in the hallways during class time must have a signed pass or senior privilege card with them. Teachers and administrators will request verification that the student has permission to be in the hallway. Problems will be reported to the assistant principal.

INSUBORDINATION: Insubordination is defined, for these purposes, as any student action or inaction that results in that student not following the direct request of any member of the faculty, staff, or administration.

INTIMIDATION: Intimidation in any form will not be tolerated. Any student who uses force, coercion, or intimidation will be subject to immediate disciplinary action. Excessive intimidation is a Level E behavior.

EXCESSIVE INTIMIDATION: Intimidation as defined above occurring either to the extreme as defined by administration or chronically occurring.

OBSTRUCTING AN INVESTIGATION: Obstruction of an investigation or any school process or procedure will not be tolerated. Any student who engages in obstruction will be subject to immediate disciplinary action. Excessive obstruction is a Level E behavior.

PASS SYSTEM: Colchester High School operates on a pass system. Students should have a pass in order to leave an assigned area. Students are always expected to return to their originally scheduled location for a new pass if they need to go to an additional location. All students, with the exception of seniors with senior privilege, must carry a pass with them at all times. Teachers will

record the date and time whenever the student needs to leave his/her/their assigned area.

PROFANITY: It is expected that our students will use acceptable language at all times. Profanity toward teachers and students will result in the consequences outlined in the school disciplinary model.

SPORTING EQUIPMENT:

All sporting equipment, including basketball and lacrosse sticks, may be used only in appropriate areas, i.e. the gymnasium, and must be put away during the school day. Skateboards that are brought to school must be put in the student's locker immediately or left in the main office. Skateboarding inside the building or outside on school grounds is not allowed during the school day. Failure to follow these rules will result in confiscation of the skateboard. Students may not use skateboards, rollerblades or Heelies on school property.

STALKING: To follow or observe persistently in a way that makes the victim feel uncomfortable. This definition includes, but is not limited to, all school activities and equipment (i.e. computers).

TARDY: A student is considered and marked tardy if they arrive late to class regardless of how many minutes they are late.

THEFT: Colchester High School believes in respecting property and possessions. Students who steal will be dealt with swiftly. Theft will result in a student being placed on the appropriate level of the school disciplinary model. All incidents of stealing will be communicated to the Colchester Police Department. Major incidents will lead to police involvement and possible expulsion. Families/students are expected to make restitution of stolen property and damages incurred.

VANDALISM: Willful destruction or misuse of school property (books, chairs, desks, etc.) will not be condoned. Any vandalism or defacement of property, including tagging, will have severe consequences. Students found to be tagging will be required to complete community service hours as well as be assigned appropriate disciplinary actions as detailed in the CHS discipline model up to and including a suspension. Parents or the student may also be held liable for damage done by their student.

SELECTED CSD DISCIPLINE RELATED POLICIES

POLICIES AND LEGAL REQUIREMENTS: Students and families are expected and encouraged to consult the district's policy manual for a comprehensive listing of all district policies. Portions of the policies used most often are included here. All of the policies could not be reproduced in a handbook for practical use. The policy manual is available in its entirety online at www.csdt.org.

ALCOHOL, TOBACCO AND OTHER DRUG ABUSE:

Consistent with state and federal laws, the Colchester School District not only believes that every student has the right to a drug free school, but also affirms that it is our collective responsibility to achieve this goal. Alcohol, tobacco, and other drug use and abuse are detrimental to all students, adults, and to the education of other students as well as our entire school community. Alcohol, tobacco, and other drug use and abuse, and dependency, however, are treatable health problems. We assume responsibility for providing preventive education to all students as well as interventions (identification and referral) for students suspected as users.

In support of our philosophy, Colchester prohibits the use, possession, distribution, and sale of alcohol, tobacco, other drugs, or any substance portrayed as a drug or any devices associated with these substances, in school and in all buildings and grounds owned, operated, or rented by the Colchester School District, or at any school sponsored activities. All procedures described in this Policy shall comply with the federal and state laws referenced below including Vermont State Board of Education Rules 4200, Alcohol and Drugs; 4300, Disciplinary Action, due to suspension and expulsion; and 4312 and 4313, Long Term Suspension or Expulsion of Students with a Disability under the IDEA or Handicap under Section 504. Copies of these Rules are available in the Superintendent's office.

For the purposes of this policy and the accompanying procedures, the following definitions apply:

ALCOHOL

Includes alcohol, spirits, and malt beverages as defined by 7 V.S.A. § 2 which includes but is not limited to beer, porter, stout, ale, wines, cordials, and liquors. Alcohol may also include medicinal products such as Listerine and Nyquil which contain high percentages of alcohol. If a student is using such a product for medicinal purposes, the medicinal purpose must be reported to the school nurse and the product kept by the nurse during school hours.

TOBACCO

Tobacco products include all items listed in 7 V.S.A. §1001 (4): cigarettes (including e-cigarettes), cigars, cheroots, stogies, periques, granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco, snuff, snuff flour, Cavendish, plug and twist tobacco, fine-cut and other chewing tobacco, shorts, refuse scraps, clippings, cuttings and sweepings of tobacco, and other forms of tobacco prepared in a manner suitable for chewing or smoking.

DRUG

Drugs include controlled substances identified in Schedules I, II, III, IV or V of the Controlled Substance Act, 21 U.S.C. § 812. If a student is using a drug for medical purposes and is under the supervision of a licensed healthcare professional, the medical purpose must be reported to the school nurse and the drug kept by the school nurse during school hours, unless indicated in writing by the physician that the student may have the medication with him/her/them. Controlled substances include, but are not limited to, cannabis (marijuana, hash); hallucinogens (LSD, psilocybin mushrooms, peyote, mescaline); stimulants (nicotine, cocaine, amphetamines i.e., "speed," Ritalin); depressants (barbiturates, "qualaludes"); narcotics (opium, heroin, morphine); nitrous oxide, and anabolic steroids.

ALCOHOL/TOBACCO AND/OR OTHER DRUG ABUSE

These terms include the ingestion of alcohol, tobacco or other drugs in such a way that it impacts a person's ability to perform physically, intellectually, emotionally or socially.

TREATMENT

Treatment is a therapeutic process defined by a written individual treatment plan under the supervision of a physician, licensed psychologist, certified drug and alcohol counselor, or in a program approved by the Office of Alcohol and Drug Abuse Programs.

PROGRAMS AND SERVICES

EDUCATION AND PREVENTION

The school's primary function is to educate students. All Colchester students receive comprehensive health education which includes alcohol/tobacco/drug use and abuse information and instruction. Such instruction provides students with knowledge and enables them to develop the skills necessary to make responsible choices. In accomplishing this objective, the Colchester School District ensures the development and periodic revision of the following:

- A.** A coordinated alcohol/tobacco/drug curriculum which details the specific objectives to be taught at each grade level.
- B.** Staff development programs to ensure that all staff members possess

sufficient expertise to implement alcohol/tobacco/drug prevention programs and to beginning level activities and advanced training opportunities.

- C. Community awareness programs to provide Colchester citizens and businesses with alcohol/tobacco/other drug abuse information annually.

SUPPORT FOR STUDENTS EXPERIENCING ALCOHOL, TOBACCO, and/or DRUG PROBLEMS

Our schools are committed to supporting students who may be experiencing alcohol/tobacco/other drug problems whenever it is possible to do so without jeopardizing the interests of other students. The purpose of this support is to help such students deal with their problems so they can succeed in school. All school personnel are expected to be aware and sensitive to problematic behaviors. Students exhibiting such behaviors are referred to the school's intervention team. School staff members are NOT expected to label or diagnose student behavior as being caused by alcohol and other drug use. Any staff member who knows or suspects a violation of law or this policy by any student, including illegal possession, use, or distribution of alcohol/tobacco/other drug, is required to report this knowledge or suspicion immediately to a school administrator. In order to facilitate this support and reporting responsibility, each Colchester school shall:

- A. Establish written procedures for the identification of students who are experiencing difficulty.
- B. Identify resources and offer support to students as a part of its regular education programs.
- C. Establish written cooperative arrangements with at least one outside agency, approved by the Vermont State Office of Alcohol and Drug Abuse Programs, whose expertise is in the areas of alcohol and other drug abuse treatment so that evaluations and treatment options are readily available to students.
- D. Establish an intervention team responsible for the following procedures:
 - 1. Reviewing each referral to gather and evaluate data documenting the problem.
 - 2. Recommending further action aimed at assisting students in resolving problems and improving behavior. Such recommendations may include in-school assistance or referral to outside agencies for evaluation and further recommendations for treatment, depending on the severity of the problem.
 - 3. Notifying parents when deemed to be in the best interest of the student and when legally necessary as defined below:
 - a. Students 11 years old or under must have parental consent to receive treatment for their own alcoholism or drug dependence.
 - b. Students under 18 years old must have parental consent

to receive treatment for problems they are having because of someone else's alcohol and other drug abuse or dependence.

SELF-REFERRAL

When a student recognizes that she/he/they has a problem with alcohol, tobacco and other drug abuse and chooses to do something about this problem, school staff members shall support this student to the extent that they can without jeopardizing the interests of other students. Guidelines around confidentiality will be maintained in all interactions regarding the implementation of this policy.

- A. The employee to whom the student has self-referred shall make a referral to the school's intervention team. This does not preclude other supportive actions being taken.
- B. The student may receive support and assistance as long as she/he/they make a commitment to abstain and fulfill a defined assistance plan.
- C. Self-referral does not negate the possibility of future disciplinary action if a student violates this policy.

VIOLATIONS OF THE ALCOHOL, TOBACCO AND OTHER DRUG POLICY AND CONSEQUENCES

It shall be a violation of this Policy for anyone regardless of age to sell, distribute, or exchange, alcohol, tobacco, other drug products or any substance portrayed as such on school property (including buses) or at any school sponsored activity or field trips, including trips abroad. It shall also be in violation of this Policy for anyone to purchase, use, be under the influence, or possess any device reasonably related to alcohol, tobacco and other drugs. It is also a violation of this Policy for anyone to retaliate against any person who may have cooperated in an investigation of the above violations. Retaliation includes but is not limited to verbal threats and/or battery or an attempt to do so. Any person failing to comply with an investigation is in violation of this Policy.

The consequences for all violations of the policy, except retaliation, shall be twofold: disciplinary and rehabilitative/educational. An individual plan including both of these consequences shall be developed by the building administrator, and/or his/her designee, in consultation with the student, the student's school counselor or student assistance counselor if available and parent(s)/guardian(s). All expenses for treatment shall be the responsibility of the parent(s)/guardian(s).

All disciplinary action shall afford the student and parent/guardian the opportunity for an informal hearing before an appropriately designated school official. This informal hearing shall comply with the requirements of all due process rights.

Following an informal hearing, the school official shall provide the parent/guardian with a written decision including the consequences and recommendations. Whenever a student's conduct is deemed to be an immediate threat to him/her/themselves, others, property or the school environment, however, the student may be immediately suspended, pursuant to State Rule 4311.3(1).

Students who are suspended for violating this policy may, at the discretion of the school administration, continue to receive educational services deemed to be in the best interest of the student.

This policy requires an expulsion hearing for a student found to be in violation of the following:

- First and subsequent alcohol or other drug violations in the category of sale, distribution or exchange.
- Second and subsequent alcohol or other drug violations in the category of purchase, use, possession, being under the influence, possession of a reasonably related alcohol or drug device, participation in a related incident, or refusal to cooperate with an investigation.

IDENTIFIED SPECIAL EDUCATION STUDENTS, 504 STUDENTS, OR OTHERS SUSPECTED OF BEING DISABLED

When disciplining disabled students (or those suspected of being disabled) the District shall comply with all state and federal laws, including State Rules 4312 and 4313.

ALCOHOL, TOBACCO AND OTHER DRUG ABUSE POLICY IMPLEMENTATION PROCEDURES

PROCEDURES FOR REPORTING AND RESPONDING TO AN ALCOHOL, TOBACCO, OR OTHER DRUG INCIDENT

A. Confrontation and Reporting

1. School Staff – All school staff members are expected to report any suspected or actual alcohol or other drug violation and to report the incident to the administrator or his/her/their designee as soon as possible.
2. Students – Students who suspect or know of drug or alcohol violations are encouraged and expected to give this information to any school staff member. Staff members receiving such information shall make an immediate report to the administration.

B. Investigation

1. The administrator or designee shall investigate the incident and determine the appropriate action. When there is sufficient

information to suspect that a violation has occurred, the student(s) shall be expected to cooperate fully. This may include, but is not limited to, emptying pockets, pocketbooks, and/or backpacks.

2. In addition, student desks, lockers, and/or vehicles parked on school premises may be inspected. Refusal to comply with an investigation will result in violation of this policy.

C. Notification of Parents

1. If the investigation confirms that a probable violation of this Policy has occurred, the administrator shall immediately attempt to notify the parent(s)/guardian(s) by phone or request that they come to school to participate in an informal suspension hearing.
2. If the student is deemed and/or assessed to be under the influence of drugs, then the student shall remain at school until such time as the parent/guardian can arrange for transportation home or until the student is discharged to a social service, medical or law enforcement agency. In the case of an Alcohol or other Drug violation, the student shall be sent home with an escort.

D. Informal Hearing

1. In the event the evidence produced by the investigation supports a charge of a violation, the student and parent/guardian shall be given the opportunity for an informal hearing. The administrator, at his/her/their discretion, may include other appropriate school personnel. Due process procedures described in Rule 4311 shall be followed.

E. Intervention Plan Developed for Alcohol or Other Drug Violation

1. Following the informal hearing, if it is determined that a violation did occur, the administrator shall initiate the development of an intervention plan in consultation with the parent/guardian, the student, and when available, the student's counselor.
2. The plan shall include a recommendation for an assessment by a certified community drug/alcohol counselor and a commitment from the student/parents to share the assessment's education and treatment recommendations with the appropriate school personnel.
3. The student must present verification of a scheduled agency appointment with a certified drug/alcohol counselor. The school counselor or student assistance counselor shall be responsible for providing continuing support upon the student's return to school.

F. Notification Under Emergency Conditions

1. If, in the opinion of the administrator, an emergency exists, the area Rescue Squad and/or the Colchester Police Department shall be called.
2. The parent shall be notified prior to such action when possible,

and in all other instances as soon as possible thereafter.

G. Police Notification

1. The administrator shall notify the Colchester Police Department in any instance of alcohol, tobacco, or other drug use, possession, or distribution that would violate state or federal laws.

VIOLATIONS AND CONSEQUENCES

All violations are cumulative within each level: K-2, 3-5, 6-8, 9-12, and will not be carried over from one level to the next. For students participating in co-curricular activities, any policies, procedures, or contracts relative to alcohol, tobacco and other drug violations will also be applicable.

A. Tobacco and Tobacco Product: Sale; Distribution; Exchange

1. **First Violation:** A student found to be selling, and or distributing tobacco products or attempting to sell and/or distribute tobacco products on school property or at a school sponsored event will receive the following consequences:
 - a. Parent(s)/Guardian notification.
 - b. Police notification.
 - c. Confiscation of tobacco products.
 - d. Suspensions at each level, as follows: K-2, one day; 3-5, two days; 6-8, 9-12, three days.*
 - e. Student will participate in a mandatory in-school tobacco education program, if available.
2. **Second and Subsequent Violations:** A student found to be in violation on school property or at a school sponsored event will receive the following consequences:
 - a. Parent(s)/Guardian notification.
 - b. Police notification.
 - c. Confiscation of tobacco products.
 - d. Suspensions at each level, as follows: K-2, two days; 3-5, three days; 6-8, 9-12, five days.*
 - e. Student will participate in a mandatory in-school tobacco education program, if available.

B. Tobacco: Purchase; Use; Possession; Possession of a Reasonably Related Tobacco Device; Participation in a Related Incident or Refusal to Cooperate with an Investigation

1. **First Violation:** A student found to be in violation on school property or at a school sponsored event shall receive the following consequences:
 - a. Parent(s)/Guardian notification.
 - b. Police notification.
 - c. Confiscation of tobacco products.

- d. Student will participate in a mandatory in-school tobacco education program, if available.
(*Refer to Special Education/504 regulations/guidelines, as applicable.)
2. **Second Violation:** If a student is found to be in violation on school property or at a school sponsored event, the following shall occur:
- a. Parent(s)/Guardian notification.
 - b. Police notification.
 - c. Confiscation of tobacco products.
 - d. Suspensions at each level, as follows: K-2,
 - e. one day; 3-5, two days; 6-8, 9-12, three days.*
3. **Third and Subsequent Violations:** If a student is found to be in violation on school property or at a school sponsored event, the following shall occur:
- a. Parent(s)/Guardian notification.
 - b. Police notification.
 - c. Confiscation of tobacco products.
 - d. Suspension at each level, as follows: K-2, two days; 3-5, 6-8, 9-12, five days.*

C. Alcohol or Other Drugs: Sale; Distribution or Exchange

1. **First and Subsequent Violations:** A student found to be selling and/or distributing alcohol and other drugs, or attempting to sell and/or distribute other drugs on school property or at a school sponsored event shall receive the following consequences:
- a. Parent notification.
 - b. Police notification.
 - c. Confiscation of alcohol and/or other drugs.
 - d. Suspension for 10 school days at the 3-5, 6-8, 9-12 levels.*
 - e. At the K-2 level, suspension will be for five days with an automatic referral to the Child Protection Team.*
 - f. Recommendation to the School Board for an expulsion hearing*; procedure is as follows:
 - 1) The school Board shall convene a hearing within the 10 school days of the suspension period.
 - 2) All parties shall be entitled to representation by counsel at their own expense.
 - 3) Upon conclusion of the hearing, the Board shall make its decision.
 - 4) The student and parents shall be notified of the Board's decision as soon as possible but within five working days, and a written decision shall follow regarding expulsion.

- 5) A drug and alcohol assessment shall be required at parent/guardian expense, and be made by a certified drug and alcohol counselor prior to re-entry to school.
- 6) Student/parent(s)/guardian must release the assessment information to the designated school person and the treatment recommendations must be followed.
- 7) Student shall meet with the student assistance counselor upon return to school.

D. Alcohol and Other Drugs: Purchase; Use; Possession; Being Under the Influence; Possession of a Reasonably Related Alcohol or Drug Device; Participation in a Related Incident or Refusal to Cooperate with an Investigation

1. **First Violation:** A student found to be in violation on school property or at a school sponsored event shall receive the following consequences:
 - a. Parent notification.
 - b. Police notification.
 - c. Confiscation of alcohol or other drugs when possible.
 - d. Suspension at each level, as follows: K-2, two days; 3-5, 6-8, 9-12, five days.*
 - e. The student shall meet with the student assistance counselor and shall procure a Proof of Contact/Release of Information form. If a counselor is unavailable, please refer to an administrator for this form.
 - f. Upon or before returning to school:
 - 1) The student must provide Proof of Contact of a scheduled drug/alcohol assessment appointment at parent/guardian expense (see the above mentioned Contact form).
 - 2) This assessment shall be made by a certified drug/alcohol counselor and must be completed within one week of the date of return. Exceptions to this time frame may be made by the Superintendent or designee in the event of scheduling difficulties.
 - 3) The student/parent/guardian must release the assessment's education and treatment recommendations to the designated school person(s). (See the above mentioned Release of Information form.)
 - 4) The assessment recommendations will be followed by the designated agency/drug

counselor.

- 5) Student shall meet with the student assistance counselor upon return to school.
regulations/guidelines, as applicable.
 - 6) **CHS Only:** The student and guardian(s) shall complete up to four (4) mandatory meetings with a designated member of the administrative team. The meeting dates will be determined by an administrator and shall conclude one year post the violation. Each meeting will provide support and a detailed analysis of grades, attendance and discipline.
 - 7) Failure to comply with numbers 1-6 above will result in further disciplinary action, up to and including long term suspension or expulsion, as determined by administration.
2. **Second and Subsequent Violations:** If a student is found to be in violation on school property or at a school sponsored event, all of the following shall occur:
- a. Parent notification.
 - b. Police notification.
 - c. Confiscation of alcohol or other drugs when possible.
 - d. Suspension for 10 school days.*
 - e. Recommendation to the School Board for an expulsion hearing*; procedure is as follows:
 - 1) The school Board shall convene a hearing within the 10 school days of the suspension period.
 - 2) All parties shall be entitled to representation by counsel at their own expense.
 - 3) Upon conclusion of the hearing, the Board shall make its decision.
 - 4) The student and parent shall be notified of the Board's decision as soon as possible but within five working days, and a written decision shall follow regarding expulsion.
 - 5) A drug and alcohol assessment shall be required at parent/guardian expense, and be made by a certified drug and alcohol counselor prior to re-entry to school.
 - 6) Student/parent(s) guardian must release the assessment information to the designated school person(s) and the treatment recommendations must be followed.
 - 7) Student shall meet with the student assistance counselor upon return to school.

- 8) Failure to comply with numbers 5-7 above will result in further disciplinary action as determined by the administration.

E. Retaliation

1. 1. Retaliation is a serious matter and depending upon the circumstances and the seriousness of the incident:
 - a. Student may be suspended for up to 10 school days and/or referred to the School Board for expulsion.*

PREVENTION OF HARASSMENT, HAZING AND BULLYING OF STUDENTS:

The Colchester School District (hereinafter “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.

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

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

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

The Model Procedures are expressly incorporated by reference as though fully included within this Model Policy. The Model Procedures are separated from the policy for ease of use as may be required.

Constitutionally Protected Speech: 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 policy is to **(1)** prohibit conduct or communication that is directed at a person’s protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; **(2)** prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

For the purposes of this policy and the accompanying procedures, the following definitions apply:

- A. **“Bullying”** means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:
 - a. Is repeated over time;
 - b. Is intended to ridicule, humiliate, or intimidate the student; and
 - i. occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
 - ii. does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student’s right to access educational programs.

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

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

- D. **“Designated employee”** means an employee who has been designated by the school to receive complaints of hazing, harassment, bullying and/or retaliation pursuant to subdivision 16 V.S.A. 570a (a) (7). The designated employees for each school building are identified in Appendix A of this policy.

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

staff.

- F. “Equity Coordinator”** is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race based discrimination) for the District and for coordinating the District’s compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District’s Preventing and Responding to Harassment of Students and Harassment of Employees policies. This role may also be assigned to Designated Employees.
- G. “Harassment”** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student’s educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment. Harassment includes conduct as defined above and may also constitute one or more of the following:
- a.** Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
 - i.** Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status, or progress; or
 - ii.** Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student. Sexual harassment may also include student-on-student conduct or conduct of a nonemployee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student’s ability to participate in or benefit from the educational program on the basis of sex.
 - b.** 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.

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

- H. **“Hazing”** means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and
 - a. Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

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

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

With respect to Hazing, **“Student”** means any person who: **(A)** is registered in or in attendance at an educational institution; **(B)** has been accepted for admission at the educational institution where the hazing incident occurs; or **(C)** intends to attend an educational institution during any of its regular sessions after an official academic break.

- I. **“Notice”** means a written complaint or oral information that hazing, harassment, bullying and/or retaliation may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment, bullying or retaliation, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment, bullying or retaliation through other means, for example, if information is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school's response. These factors include the source and nature of the

information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged conduct; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment, bullying and/or retaliation.

- J. **“Organization”** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.
- K. **“Pledging”** means any action or activity related to becoming a member of an organization.
- L. **“Retaliation”** is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to complaints of harassment, hazing, or bullying. 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, bullying, hazing, intimidation, and reprisal.
- M. **“School administrator”** means a superintendent, principal or his/her designee assistant principal//technical center director or his/her designee and/or the District’s Equity Coordinator.
- N. **“Student Conduct Form”** is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment, bullying and/or retaliation.

Reporting Harassment: If you believe that you have been harassed, or if you wish to report that you have witnessed a CHS student being harassed, on the basis of actual or perceived race, creed, color, national origin, marital status, sex, sexual orientation, gender identity, or disability on school property, on a school bus and/or at a school-sponsored activity, you may report this to, or file a complaint with the following individual(s), who have been designated to receive

such complaints:

Name: Chad DeMagistris

Title: Asst. Principal

Tel. Number: 264-5734

E-mail address:

chad.demagistris@colchestersd.org

Name: Erica LeClair

Title: Asst. Principal

Tel. Number 264-5707

E-mail address:

erica.leclair@colchestersd.org

Remember: The earlier harassment is reported, the more quickly harassing behavior can be stopped. Questions about the school’s anti-harassment policy and procedures may also be addressed to either of these individuals.

Full Policy and Procedures: For a full description and explanation of students’ rights in this regard, and of CHS procedures to ensure those rights, go to “Policies” on the Colchester School District website or ask for a copy of Colchester School District’s “Prevention of Harassment of Students” policy and procedures from the high school office. These also provide information about the availability of the Vermont Human Rights Commission and the U.S.D.O.E. Office of Civil Rights to receive harassment complaints.

WEAPONS POLICY

It is the intent of the Colchester School District to comply with the federal Gun-Free Schools Act of 1994 and state laws, requiring school districts to take appropriate disciplinary action, including possible expulsion or long-term suspension of students who bring to school or possess at school firearms and/or weapons. It is further the intent of the Board to expand the category of prohibited weapons pursuant to state law, and as defined by this policy. Additionally, it is the intent of the Board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Vermont State Board of Education rules.

CONDUCT PROHIBITED

It is a violation of this policy for any student at any time to possess or bring a weapon: to school; on school grounds (including parking lots and cars in parking lots); on school buses or other vehicles used to transport students to/from school and school activities; and/or at school functions, whether held on school property or at another school sanctioned site. The School Board shall take appropriate disciplinary action against any student who violates this policy in accordance with the provisions of this policy.

For the purposes of this policy and the accompanying procedures, the following definitions apply:

- A. “Firearm” shall mean items and devices defined as “firearms” in 18

U.S.C. §921, including, but not limited to:

1. Any weapon (including a starter pistol, BB, and pellet gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, or other propellant;
2. The frame or receiver of any weapon described in 1 above; or
3. Any firearm muffler or firearm silencer.
4. Any destructive device, including explosives, incendiaries, or poison gas, including but not limited to the following:
 - a. A bomb;
 - b. A grenade;
 - c. A rocket having a propellant charge of more than four ounces;
 - d. A missile having an explosive or incendiary charge of more than one-quarter ounce;
 - e. A mine; or
 - f. A device similar to the above-describe devices; or
 - g. Any combination of parts designed or intended for use in converting any device into any destructive device described above and from which a destructive device may be readily assembled.

“Weapon” shall mean any device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury. This includes items such as knives, “brass knuckles”, switchblade/butterfly/and other types of knives, chains, clubs, and stars, poison or other toxic materials, etc. as well as items usually designed or used for another purpose, but that are capable of inflicting serious bodily harm, if used in an aggressive, belligerent or threatening manner, such as scissors, compasses, or a two by four.

“Weapon” shall also mean a hoax device, so designed, assembled, fabricated or manufactured as to convey the physical appearance of an explosive or incendiary bomb, or of any of the devices listed in subparagraph II-A 1-4 of this paragraph.

PROCEDURES

- A. Confiscation of the Firearm and/or Weapon**
Administrators or other delegated school officials will exercise judgment and caution, using law enforcement if necessary, to confiscate any article identified as a weapon under this policy. Any such actions should be taken so as to minimize the risk of further endangering self or others.
- B. Notification of Law Enforcement** Where a student brings to school or

possesses at school a firearm and/or weapon, school officials shall immediately refer the student to a law enforcement agency.

C. Disciplinary Proceedings

1. Any student who brings a weapon to or possesses a weapon at school shall be referred by the Superintendent to the School Board for appropriate disciplinary action including, but not limited to, expulsion or long-term suspension.
2. A hearing conducted by the School Board under this policy shall afford due process as required by law, including but not limited to those outlined by State Board of Education rules, as applicable. F 24.
3. The Superintendent, with the approval of the School Board following opportunity for a hearing, shall expel from the school for not less than one calendar year any student who possesses at school or brings to school a weapon as defined in Section II-A above. However, the School Board may modify the expulsion or long-term suspension on a case-by-case basis. Such modifications must be made in writing and may be granted in circumstances such as (but not limited to):
 - a. The student is unaware that they have brought a weapon to school.
 - b. The student did not intend to use the weapon to threaten or endanger others.
 - c. The student does not present an ongoing threat to others and a lengthy long-term suspension would not serve the best interests of the pupil.
 - d. The student is disabled and the misconduct is related to the disability.
4. The Superintendent, with the approval of the School Board following opportunity for a hearing, may impose a long-term suspension from the school for the remainder of the school year or up to 90 school days, whichever is longer, any student who possesses at school or brings to school a weapon defined in Section II-B or C above.

Meeting the Intent of Congress

With respect to incidents involving a weapon as defined in subparagraph II-A above, modifications on a case-by-case basis may not be used so that the overall

effect is non-compliance by the Board with the one-year long-term suspension for possession of a firearm pursuant to the Gun-Free Schools Act and state law.

REPORTS TO THE SECRETARY OF EDUCATION

Annually, at a time and on a form determined by the Secretary of Education, the Superintendent shall provide the Secretary with a description of the circumstances surrounding expulsions and long-term suspensions imposed under this section, the number of students who violated this policy and the type of weapons involved.

ALTERNATIVE EDUCATIONAL PLACEMENT

Nothing in this policy shall prohibit the Board from providing alternative educational placement to a student, at the Board's sole discretion. F 24 VI.

NOTICE TO STUDENTS AND PARENTS

The Superintendent or their designee is directed to take reasonable steps to inform students and their parents/guardians of this policy and to post notices of this policy on school property.

AIDING OTHER STUDENTS

A student who in any way encourages or helps another student to bring a weapon to school or to possess a weapon at school endangers the safety of others. The District expressly prohibits any such action. No student shall knowingly or willfully cause, encourage, or aid any other student to possess, handle, or transmit any of the weapons or facsimiles of weapons listed above. A student who has been found to have violated this policy by causing, encouraging, aiding, etc. another student to violate this policy shall be dealt with in accordance with the provisions of paragraph III-C above, including being subject to expulsion or long-term suspension.

SPECIAL EDUCATION AND SECTION 504 STUDENTS

- A. If a student with a disability who is eligible for special education or is protected by Section 504 brings a weapon to school, the full procedures required by federal and state law shall apply. These include, but are not limited to the following:
 - 1. The School District may immediately remove the student from school for ten school days or less, use in-school discipline, or place the student in an interim alternative educational placement for up to 45 school days, pursuant to special education and 504

rules and regulations, as applicable.

2. The School District shall provide the parents a copy of the Special Education and/or Section 504 Rights.
 3. If the student is eligible for special education, the Individualized Educational Program team shall convene to carry out the steps required by VDE Rule 4313, including but not limited to a determination of whether the misconduct is a manifestation of the student's disability, and a review of the student's IEP.
 4. If the student is not eligible for special education but is a qualified student with a disability, as defined by Section 504 of the Rehabilitation Act of 1973, the Section 504 Team shall convene to carry out the procedures required by VDE Rule 4312 (including manifestation determination and re-evaluation).
- B.** If the misconduct is found by the IEP or 504 Team to be unrelated to the disability, the student shall be dealt with under the procedures outlined in paragraph III-C above. If a special education student is imposed a long-term suspension, the School District is required to continue to provide a free and appropriate public education to the student upon a long-term suspension as defined in State rule and federal law. If the student is a qualified student with a F 24 disability under Section 504 and is imposed a long-term suspension, the District is not required to provide the student with educational services during the term of a long-term suspension.
- C.** If the misconduct is found to be a manifestation of the disability, the student will receive a long-term suspension. In the case of a special education student, the District may keep the student placed in the interim alternative educational placement up to forty-five days, while the IEP Team determines whether program or placement changes are required, as provided in VDE Rule 4313. The IEP Team may also prescribe corrective action/consequences which it deems appropriate to address the weapons issue under the IEP and behavior plan (if any).

If the student is a qualified student with a disability under Section 504, the Section 504 Team shall complete a Section 504 evaluation and may recommend program/placement changes, as provided in VDE Rule 4312. The Section 504 Team may also prescribe corrective action/consequences which it deems appropriate to address the weapons issue under the education program and behavior plan (if any).

- D.** If the student is a special education student, and if their parent/guardian

requests a due process hearing during the 45 school day interim alternative educational placement, the interim alternative placement is the “stay put” placement during completion of all due process proceedings and subsequent appeals, if any, as provided by Rule 4313.

LEGAL GUIDELINES REGARDING STUDENTS WITH DISABILITIES

Disciplinary Action: Procedures (4311): When a student is subject to disciplinary action, the school district shall afford the student due process procedures as follows: In all cases of short term suspension from school, which is generally regarded as 10 days or less, the student and his/her parent/guardian shall be given an opportunity for an informal hearing before an appropriately designated school official. Except for cases set forth in paragraph 4311.3, the hearing must precede the suspension and the district shall provide: notice of the charges; explanation of the evidence against the student; opportunity for the student to tell his/her/their side of the story; and decision in writing to the parent/guardian.

In the case of long term suspension, which is generally more than 10 days unless the school district establishes a shorter period, or an expulsion, the student and her/his parent/guardian shall be given an opportunity for a formal hearing before the school board and the district shall provide: written notice of the following: nature of charges against the student; date, time, and place of the hearing; right to legal representation; possible penalties involved; opportunity to present evidence; opportunity to cross examine witnesses; decision in writing to parent/guardian.

When a student, because of her/his conduct or condition, is an immediate threat to himself or herself, others, property, or the educational environment, the school district may take whatever action is appropriate under the circumstances, including, but not limited to immediate suspension pending a hearing as soon as possible thereafter. In addition, in cases where a student brings a weapon (as defined by federal statute) to school, the school district must refer the student to a law enforcement agency and expel the student for a period of not less than one calendar year unless such expulsion is modified in accordance with Vermont statute in circumstances such as but not limited to the following: the student is unaware that he/she has brought a weapon to school; the student did not intend to use the weapon to threaten or endanger others; the student is disabled and the misconduct is related to the disability; the student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interest of the student. In the situation where a student with a disability brings a weapon to school, the provisions of regulation 4312 shall apply. In any such situation, an opportunity for a hearing prior to an expulsion must be provided, pursuant to 16B (1162.b.2).

Long-term Suspension or Expulsion of Students with a Disability or Students

Who Are Handicapped According to Section 504 of the Rehabilitation Act. (4312)

Major Discipline of Students Receiving Special Education Services: A student who is eligible for special education services shall not be expelled or suspended for more than 10 consecutive days in a school year unless the following procedures have been completed: a determination by the IEP participants, pursuant to rule 2362.1, that the misconduct at issue is not a manifestation of his/her disability and potentially an evaluation and the possibility of an interim IEP.

A student who is eligible for special education services shall not be expelled or suspended for more than 10 consecutive days in a school year without the procedures set forth above unless the IEP participants document justification as to why the cumulative days of suspension do not constitute a significant change of placement.

In addition to and consistent with the above provision, if the expulsion proceedings involve a student with a disability who has brought a weapon to school, the student may be placed in an interim alternative educational placement for not more than 45 calendar days. The 45 calendar days shall not include the number of days for which the student was suspended. The interim alternative placement described above shall be decided at the IEP meeting or the meeting of the Section 504 team. If the parent/guardian requests a due process hearing, then the student shall remain in the alternative educational setting pending the outcome of the proceeding unless the parents and the LEA decide otherwise. The provisions of this section shall be construed in a manner consistent with the Gun-Free School Act of 1994 and any amendments to IDEA thereto.

Major Discipline for 504 Students: A student who is not eligible for special education services but who is a qualified handicapped person shall not be expelled or suspended for more than 10 consecutive days in a school year unless the following procedures have been completed: an evaluation and a determination by the student's 504 Evaluation and Planning Team that the conduct is not a manifestation of his/her handicapping condition.

A 504 student shall not be expelled or suspended for more than 10 consecutive days in a school year without the procedures set forth above unless the student's 504 team documents justification as to why the cumulative days of suspension do not constitute a significant change of placement. The provisions of rule 4312 apply equally to a student who has a disability pursuant to section 504 of the Rehabilitation Act of 1973.

A Significant Change of Placement Pending Evaluation Completion: A significant change of placement for a student receiving special education services

or for a 504 student shall not be made without completion of a Special Education Evaluation or a 504 evaluation and the manifestation determination by the student's IEP participants or 504 team unless: the student's evaluation and/or interim IEP or interim 504 plan serves as the basis for the significant change of placement; or the school obtains a court injunction upon a showing that maintaining the student in her/his current placement is substantially likely to result in injury either to himself or others.

Determination of Relationship Between Misbehavior and Disability: In instances in which the IEP participants or the 504 team determines that there is a relationship between the student's misconduct and his/her disability or handicapping condition: a change of placement may be addressed by the special education student's IEP participants or the student's 504 team; and the student's IEP participants or the 504 team can respond to the misconduct by designing/enforcing a behavior management plan.

Determination of No Relationship Between Misbehavior and Disability: In instances in which it is determined that there is no relationship between the misconduct and the student's disability or handicap: a student receiving special education services may be appropriately suspended or expelled, but during the period of suspension or expulsion the student will continue to receive educational services as determined by the IEP participants; or a 504 student may be disciplined, and during that period there is no obligation to provide educational services.

Misbehavior is the Use or Possession of Illegal Drugs or Alcohol: This rule (4312) shall not apply when a responsible agency takes disciplinary action against a 504 student who is not eligible for special education, if: the misconduct pertains to the use or possession of illegal drugs or alcohol at school; and the student is currently engaging in the use of alcohol or illegal drugs. In this instance the student determined to be handicapped pursuant to section 504 shall be disciplined in accordance with rule 4311.

Student with Suspected Disabilities: If at the time of imposition of major discipline the student is suspected of being in need of special education or of being handicapped under section 504, an appropriate evaluation shall be planned and completed prior to discipline being imposed. If the student is found to be eligible for special education services or eligible under section 504, the procedures outlined in 4312 shall be followed. If not, the procedures in 4311 shall be followed. Regular due process procedures as outlined in 4311 shall also be afforded to special education and 504 students.

EQUAL OPPORTUNITY: No person shall, on the grounds of race, color, national origin, sex, sexual orientation, religion, age, or handicap, be excluded from participation in, be denied the benefits of, or be subject to discrimination

under any program or activity at Colchester High School. Concerns related to discrimination should be directed to the Title IX Coordinator, 264-5700, or directly to the Regional Office of Civil Rights at 828-3171.

FERPA = FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT: Either natural parent of a student, unless his or her rights under FERPA have been removed by a court order, a guardian, or an individual acting as a parent or guardian in the absence of the student's parent or guardian has a right to view their children's records. It is this school's intent to do the following: limit the disclosure of information contained in a student's educational records except by the prior written consent of the student's parent and under certain limited circumstances as permitted by FERPA, and seek to correct parts of the education record which is believed to be inaccurate, misleading, or in violation of student rights. This right includes the right to a hearing to present evidence the record should be changed if the district decides to alter it according to the parent or student's request; and reserve the right of any person to file a complaint with the Department of Health, Education and Welfare.

MANDATORY REPORTING: We are committed to the safety and welfare of each student under our care. Under State law school personnel are mandatory reporters and are required to report suspected abuse or neglect to the Department of Children and Families (DCF) within 24 hours. School personnel are mandatory reporters. We are mandated to report all suspected cases of abuse or neglect to the appropriate state agency. Schools work with Child Protection Teams (which include the school nurse, principal, school counselor, classroom teacher, special educator and other designated school personnel). These teams meet routinely to review the safety and well-being of students within their schools.

