

COLCHESTER HIGH SCHOOL



FACULTY HANDBOOK

2023-2024

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*complete policy is located on district website	

Colchester High School Leadership Team

Principal, Andrew Conforti

Leadership Team, Mathematics, NEASC, Professional Development Committee, Science

Assistant Principal, Erica LeClair

Attendance, Colchester CheckPoint, Co-curriculars, Fine Arts, GLAs, HB/AT, Music, Personalized Learning Plans, CheckPoint, Planning Room, Smart Start, Target Graduation, World Languages, 1:1 Technology

Assistant Principal, Chad DeMagistris

Athletics, Attendance, Colchester Alternative Program: CAP, CheckPoint, Facilities and Maintenance, Health and Physical Education, Humanities, Library, Planning Room, Transportation and Parking

Director of Student Support Services, Amber Keep

504, Colchester Alternative Program: CAP, Changes, Education Support Team, English Language Learners, School Counseling, Nurses, Personalized Learning Plans, Social Workers, Special Education

Leadership Team

Vito Cannizzaro

Team Leader: Fine Arts, Music, World Languages

Wayland Cole

Team Leader: Humanities (English and Social Studies)

Bob Hall

Team Leader: School Counseling

Dana Visser & Dave Sharkey

Team Leader: Special Education

William Warren

Team Leader: Science

Jackie Dixon

Team Leader: Mathematics

Melanie Laquerre

Leadership Team Representative: Health and PE

Katie Lenox & Ben Beaudoin

Leadership Team Representatives: Professional Development

Colchester High School Motto and Core Beliefs

Excellence and Equity in a climate of Respect, Responsibility, and Pride

1. We engage in **diverse learning experiences** rooted in relationships, relevance, rigor, and shared responsibility.
2. We **work together** to build on one another's strengths and perspectives.
3. We cultivate a **strong and connected community** that respects and celebrates all Lakers.
4. We demonstrate **respect and compassion** for ourselves, one another, and our school.
5. We create **safe spaces** where all Lakers can thrive.
6. We empower all Lakers to use their voice, pursue their aspirations, and be **active and engaged** members of our community.

Colchester High School Essential Expectations for Student Learning

We believe that every Colchester High School student can demonstrate the knowledge, behaviors, skills, and dispositions essential for a contributing member of a democratic society. Colchester High School strives to ensure this learning for all students and to challenge each student to develop excellence in their individual pursuits.



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

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

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

The CHS graduate acts as a responsible citizen, makes connections, and engages with the local and global community. (see CHS Website for more detailed rubric)

School Vision

Students exhibit emotional well-being and a sense of belonging and, consequently, enjoy growth to their fullest potential as individuals. As active learners, they take responsibility for their learning. They function as independent thinkers skilled in inquiry-based learning. Students are involved in their school community and the co-curricular activities and events available to them. They have a voice in the decisions made at CHS through student government, the school leadership structure, and other formal and informal avenues of participation. As citizens of CHS, they support respect, responsibility, and pride and model tolerance and purposefulness in all aspects of their lives.

The **climate of the school** is truly characterized by equity and excellence for all manifested by respect, responsibility, pride, and compassion on the part of students. Respect includes regard for oneself, others, the environment, the community, the nation, and the world. Inclusion is the norm for all members of the school community because a sense of belonging is pervasive in the school's culture. Students are exposed to a variety of experiences -- intergenerational and multicultural, among others -- that serve to broaden their knowledge, promote tolerance, and celebrate diversity. The **climate** of the school is welcoming, open, positive, and tolerant. The physical environment is aesthetically pleasing. Students feel safe and comfortable in the school and at events after school as well. The climate for learning provides high interest, high engagement for students.

Curriculum, instruction, and assessment are congruent and effective across all content areas and programs. The curriculum is well articulated in regard to what students will know, understand, and be able to do. It is designed to ensure that students, with ample support, achieve the core standards required for graduation. The curriculum is differentiated for students depending on their readiness, interests, and learning style. The school offers a wide range of courses that are well defined and sequential, as they build toward higher levels of mastery. In the Green House students engage in a variety of integrated learning experiences, such as Humanities and integrated math and science. The school offers a wide range of courses that are well defined and sequential, as they build toward higher levels of mastery.

CHS has an efficient and comprehensive **data collection** system that interfaces with the other Colchester schools. As a result, **curricular programs** at CHS are articulated and aligned across the district. Data regarding curriculum, instruction, and assessment are collected and reviewed regularly to inform practice and make decisions at every level from the individual student to the school as a whole.

Instruction at CHS is challenging, informed by research, and intentionally based on identified standards of performance for students and teachers. Teachers employ strategies that are diverse and responsive, such as differentiated instruction, in an effort to meet the learning needs of all students. Instruction is supported by ongoing **assessments** that are both reliable and valid. Parents are aware of their student's performance on a regular basis through individualized and standardized progress reports, meetings, and other communications with the school. When students leave the GreenHouse, their instruction will have prepared them to meet the Essential Expectations in the Blue House. The Learner Profile will contain a Learning Portfolio in which they document and celebrate their progress.

Families support and demonstrate pride in the school and their children through their personal involvement and investment. They are aware and informed regarding what their students need and what the school has to offer. They demonstrate pride in the accomplishment of students and voice high expectations for teaching and learning. Families are caring, understanding, and proactive. They are good listeners who encourage independence on the part of their children.

Homebase and AT

The overarching purpose of HB/AT is to foster community while mentoring and supporting students throughout their four years at Colchester High School. To further elaborate on this purpose the following definitions are provided:

- **Community Building** - Developing positive relationships that foster pride, responsibility, and a desire to become contributing citizens by performing service to the school and greater community.
- **Mentoring and SEL** - Providing guidance to students as they navigate transitions and challenges that they encounter at the various developmental stages of their high school career.
- **Academic Enrichment and Support** - Ensuring deeper understanding of concepts through targeted academic grouping and instruction and evidencing and celebrating learning.

HB/AT Structure

Monday/Friday

Homebase (30 minutes):

Students meet with their academic advisor in their Homebase location to build community, schedule AT appointments for the week, develop Advisory PLPs, and engage in SEL and school-wide service projects.

Tuesday-Thursday

AT (30 minutes):

Students follow their scheduled weekly appointments and meet teachers for academic acceleration, activity and/or support.

Each member of the CHS faculty will be assigned a role during AT. Faculty members who have a Homebase will have between nine and fifteen students that are grouped by grade level.

At the start of each week, usually on Mondays, students meet in Homebase for academic advising and make an AT schedule for the remainder of the week (usually Tuesday-Thursday).

The role of the academic advisor is an important one. During Monday Homebase meetings, students and advisors review and discuss academic progress and create a customized weekly schedule that may include: teacher check-ins, enrichment, silent study, research support, targeted skills instruction, and/or physical activity time.

Although students can make choices of their own, advisors should remind students of the purpose of AT and encourage them to seek the support they need to meet school-wide proficiencies and expectations related to respect, responsibility and pride. In addition to student's making requests, teachers are encouraged to pre-book students, especially those who need academic support and/or remediation.

A couple reminders: Taking attendance during HB/AT time is essential to determining a P (100) or F (0) for students each quarter. Students are expected to remain in AT the entire time. Advisory takes precedence over all other responsibilities during that period of time. Students are not permitted to go to the main office or guidance office during advisory time and should visit the bathroom and nurse prior to the start of HB/AT. Once students have created a weekly AT schedule, appointments should not be changed.

Students and teachers should remember that AT is not the only time to receive and provide support, mentoring, and/or enrichment. Connections can be made before or after school or during a common study hall.

To ensure students know their AT schedule, Homebase advisors are asked to ensure students are able to check PowerSchool and locate Adaptive Scheduler once they are there. Student AT schedules are created in Adaptive Scheduler and available for viewing each week. Advisors should also encourage students to write down their schedules during their booking session to cultivate a sense of responsibility.

For more detailed information about AT see the [AT Handbook](#) which is also linked on the CHS Homepage under 'Resources':

Colchester High School Bell Schedules



CHS DAILY BELL SCHEDULE 30 MINUTE AT

A1/B1	7:45 AM - 9:05 AM
AT (Advisory Time)	
A2/B2	9:09 AM - 9:39 AM
A3/B3	9:43 AM - 11:03 AM
A4/B4	11:07 AM - 12:55 PM
Lunch #1	11:07 AM - 11:34 AM
Lunch #2	11:34 AM - 12:01 PM
Lunch #3	12:01 PM - 12:28 PM
Lunch #4	12:28 PM - 12:55 PM
A5/B5	12:59 PM - 2:20 PM



CHS BELL TIMES 45 MINUTE AT

A1/B1	7:45 AM - 9:00 AM
AT (Advisory Time)	
A2/B2	9:04 AM - 9:49 AM
A3/B3	9:53 AM - 11:08 AM
A4/B4	11:12 AM - 1:01 PM
Lunch #1	11:12 AM - 11:39 AM
Lunch #2	11:39 AM - 12:06 PM
Lunch #3	12:06 PM - 12:33 PM
Lunch #4	12:33 PM - 1:01 PM
A5/B5	1:05 PM - 2:20 PM



CHS BELL TIMES 60 MINUTE AT

A1/B1	7:45 AM - 8:58 AM
AT (Advisory Time)	
A2/B2	9:02 AM - 10:02 AM
A3/B3	10:06 AM - 11:19 AM
A4/B4	11:23 AM - 1:03 PM
Lunch #1	11:23 AM - 11:48 AM
Lunch #2	11:48 AM - 12:13 PM
Lunch #3	12:13 PM - 12:38 PM
Lunch #4	12:38 PM - 1:03 PM
A5/B5	1:07 PM - 2:20 PM



HOMEBASE 35 MIN. END OF DAY

A1/B1	7:45 AM - 9:05 AM
A3/B3	9:09 AM - 10:29 AM
A4/B4	10:33 AM - 12:17 PM
Lunch #1	10:33 AM - 10:59 AM
Lunch #2	10:59 AM - 11:25 AM
Lunch #3	11:25 AM - 11:51 AM
Lunch #4	11:51 AM - 12:17 PM
A5/B5	12:21 PM - 1:41 PM
HomeBase	1:45 PM - 2:20 PM



2 HOUR DELAY BELL TIMES

A1/B1	9:45 AM - 10:44 AM 59 min class, 4 mins to pass
A4/B4	10:48 AM - 12:14 PM 1 hr & 4 min class, 22/21 min lunch, 4 mins pass
Lunch #1	10:48 AM - 11:10 AM (22 min)
Lunch #2	11:10 AM - 11:31 AM (21 min)
Lunch #3	11:31 AM - 11:52 AM (21 min)
Lunch #4	11:52 AM - 12:14 PM (22 min)
A3/B3	12:18 PM - 1:17 PM 59 min class, 4 mins to pass
A5/B5	1:21 PM - 2:20 PM 59 min class



EARLY RELEASE BELL TIMES

A1/B1	7:45 AM - 8:38 AM 53 min class, 4 mins to pass
A3/B3	8:42 AM - 9:35 AM 53 min class, 4 mins to pass
A5/B5	9:39 AM - 10:32 AM 53 min class, 4 mins to pass
A4/B4	10:36 AM - 12:10 PM
Lunch #1	10:36 AM - 10:59 AM
Lunch #2	10:59 AM - 11:22 AM
Lunch #3	11:22 AM - 11:46 AM
Lunch #4	11:46 AM - 12:10 PM

Buses tentatively pick up at 12:10. Hold students in class until we announce that the buses are here.

THE CHS WORKPLACE

MAILBOXES

Each member of the faculty has a mailbox in the CHS main office. All mail and other correspondence, such as memos, paychecks, required handouts for activities, etc. will be placed in these mailboxes. All faculty are expected to check their mailbox daily.

TELEPHONES

Telephones are located throughout the building and are available for your professional convenience. Personal phone calls should be kept to a minimum. Faculty members who are assigned voice mailboxes are expected to check their voicemail once per day. Teachers are not permitted to use their personal cell phones during class times.

WORKING HOURS

All faculty are expected to be available to students during working hours. If you are unable to arrive on time or you need to leave the building during normal working hours, please notify the Main Office and complete the necessary paperwork. Leave sheets are in the Main Office.

FACULTY AND DEPARTMENT MEETINGS

Faculty meetings will be held on Thursdays each month. Faculty members should expect two or three faculty meetings monthly. These meetings are among the few times we can meet together as professionals, therefore attendance is **mandatory**. **All coaches and advisors must arrange for coverage for practices and/or rehearsals.** If for some reason you cannot make one of these meetings, please see the principal directly. Department meetings will be held on Mondays twice per month. The purpose of these meetings is to address departmental concerns such as schedule, curriculum, instruction, assessment, and budget. Department meetings are also **mandatory**.

FACULTY DRESS

Faculty are expected to wear appropriate professional clothing that would serve to support the professional community of CHS and that would not disrupt the learning environment.

STUDENT TEACHERS

CHS takes seriously its responsibility for the development and training of future teachers by providing opportunities for them to observe classes and intern under experienced faculty. There is a procedure that has been established for ensuring the success of the student teaching experience for all concerned. If you are interested in being a cooperating teacher, please see your team leader or the principal. **All student teachers or outside observations must be approved by the principal in advance.** Any outside agencies or colleges soliciting student teacher placements must be directed to the principal for discussion and approval.

STUDENTS IN CRISIS

Many times as a teacher, you have access to information about students. If the information you receive involves the safety or well-being of a student, it is your obligation and responsibility as a mandatory reporter to report this information. A report should be made to a school counselor or administrator.

SUBSTANCE FREE WORKPLACE

The Colchester School District has a substance free workplace policy. This includes field trips and all after school events. All school employees, chaperones, and volunteers are expected to adhere to this policy. You can reference the policy in the policy section of the handbook.

PROTOCOLS AND PROCEDURES

ACCIDENT PROCEDURES

Teachers will be sent an accident report form, which is to be filled out, and returned to the school nurse the same day. They will complete the report and submit it to the principal for review and filing. If an issue regarding Workman's Compensation arises, you must see the principal immediately. Upon returning to school fill out the appropriate paperwork and give it to the bookkeeper.

APPEAL OF GRADE IN COURSE

1. Step One: Student and/or parents speak with teacher to address the grade in question. The issue is resolved. If necessary, the teacher informs the registrar and completes appropriate paperwork for grade change.

2. Step Two: Student and/or parents are 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 parents, and the teacher. Everyone arrives at a mutually agreeable conclusion. If necessary, the teacher 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 parents, student, teacher, and counselor and makes a final decision. At this level it is the responsibility of the parent or guardian 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.

ATTENDANCE PROCEDURES

See the Student Handbook.

ATTENDANCE: FACULTY AND STAFF

FACULTY

For planned absences teachers need to fill out a Leave Request form (located in the front office), and return it to the bookkeeper who will bring it to the principal for approval. **If a teacher is unable to come to work because of illness or emergency, call the attendance secretary (264-5711) before 6:00am and complete [ReadySub](#).** If possible, state at that time whether the absence will be for more than one day. It is always preferable to know the night before you need a substitute for the next school day. It will be important for subs to have access to your Lesson Plans/WLPs. The attendance secretary will print class rosters and your daily schedule and assigned duties.

Any calls after 6:00am will seldom result in securing appropriate coverage as we compete with other area schools for substitute teachers. You should have prepared a substitute folder including rosters, seating charts, and emergency lesson plans for each course you teach. Please let your Team Leader know where these are.

In addition to completing the required leave form in advance of absences and/or calling the attendance secretary the morning of an emergency absence, please complete [ReadySub](#) to indicate your absence.

If a teacher needs to leave work early they must sign out with the attendance secretary, the bookkeeper, and they must also sign out on the clipboard in the front office.

SUPPORT STAFF (NON-SPECIAL EDUCATION)

- All support staff are required to turn in a biweekly timesheet to the bookkeeper.

- If a support staff employee needs to leave work early they must sign out with the bookkeeper and they must tell their supervisor.
- For planned absences all support staff need to fill out a Leave Request form (located in the front office), and return it to the bookkeeper who will bring it to the principal for approval. If a support staff employee is unable to come to work because of illness or emergency, call the attendance secretary (264-5711) by 6:00am on the day of your absence. If possible, state at that time whether the absence will be for more than one day.

SPECIAL EDUCATION SUPPORT STAFF

- Special Education Support Staff should complete biweekly timesheets electronically to the bookkeeper.
- If a Special Education support staff employee needs to leave work early, they must inform the bookkeeper and Special Education Team Leader before leaving.
- If going home sick/leaving early support staff must obtain permission from their supervisor, not the special education secretary.
- For planned absences all support staff need to fill out a Leave Request form (located in the front office), and return it to the bookkeeper who will bring it to the principal for approval.
- For unplanned absences because of illness or emergency, call the attendance secretary (264-5711) by 6:00am on the day of the absence. If possible, state at that time whether the absence will be for more than one day.

ASSEMBLY PROCEDURES

1. If assemblies are planned they must be pre-approved by the principal.
2. Students will report to their HB classrooms for attendance and depart as called.
3. All staff members, unless committed to classes, must attend the assembly and sit with their students.
4. Staff members are to assist students in locating their assigned seating as quickly as possible and sit with their students.
5. Once students have been seated, staff members will assist in the maintenance of order and they should treat violations as classroom disruptions.
6. If staff members observe any blatant discourtesy on the part of students, they are to remove these students from the theater immediately with the least amount of disruption possible.

BUILDING USE AND SECURITY

Anyone who needs to use the building for a special activity in the evening or on the weekend must file a building use request form in the main office.

If a teacher needs to use the building on the weekend please see the bookkeeper for the alarm code and instructions. Please note that if CHS has a false alarm we will be charged by the town for their services. If you enter the building and turn off the alarm you must sign in. This is imperative; as we have found the building alarm off and the service entry unlocked and no one in the building. ALL exterior doors must be locked at all times. Please use only the service entrance to enter and leave the building on the weekend to ensure that the exterior doors remain locked.

CHILD PROTECTION TEAM

The Child Protection Team is composed of a school counselor, an administrator, the nurse, and the special education representative. Any member may convene the team when there is reason to believe that the student is in danger (for example, physical/emotional abuse or self-inflicted harm). The team will meet immediately. The counselor's role will vary depending on the circumstances, but may include the following: providing technical assistance to the team, managing a suicide intervention, or acting as the designated reporter to the Department of Children and Families (DCF). When the team is convened, one person will be designated the recorder. That person will take

notes for the CPT file and enter the data into the conference atom. Please read the mandatory reporter section as well.

CLASSROOM PROCEDURES

1. All students are expected to be in the classroom at the start of the class (including AT), otherwise they are considered tardy and teachers will mark them as tardy in Power Teacher. Please note expectations regarding tardiness in the [Student Handbook](#).
2. Each teacher will use Power Teacher to take attendance, being careful to check students previously absent and tardy.
3. Teachers should hold class for the entire length of every class mod. Never dismiss your class prior to the end of the mod without making the administration aware of your need to do so, ensuring that you have provided coverage.
4. Teachers should provide as much homework and other supplementary work as needed to provide a quality opportunity for students to learn.
5. Teachers must account for every student on the original class list. Add/drop procedures are explained in the Student Handbook.
6. All work that is assigned in an individual teacher's classroom is the direct responsibility of that teacher. This work must fit within the curriculum guidelines developed at the school and district levels.
7. Teachers are expected to maintain open communication with parents/guardians. Sample letters are available and telephones are accessible throughout the school. **When the student accumulates incomplete work and/or the grade drops to a D or F, the teacher must contact the parents/guardians.** They must also inform special education and school counseling when the student is on an IEP, 504, or EST plan.

COMMUNICATION:

Efficient and effective communication with families and within the school is essential to a high performing and responsive high school. Email serves as a primary means of communication with caregivers and within the school (administration, main office, school counseling, special education, nurse, athletics and co-curriculars, library, technology, and media centers, and alternative programs). **All faculty and staff are expected to check their accounts daily when school is in session.** If you anticipate being unavailable for an extended period of time (e.g. family leave or extended field trip), see the IT department for instructions on how to reflect that on your email account.

COPIERS

Always report a copier that is not functioning to the Main Office and place a sign on the copier.

COURSE SYLLABUS

In the first week of class every teacher will distribute a copy of the course syllabus. This process will be repeated in the second semester for new courses. In addition, the course syllabus will be provided to parents at Open House in September.

COURSE EVALUATIONS

It is inherent in our belief statement and in our CHS vision that students will take responsibility for their learning. For that reason it is essential that they be given the opportunity to reflect on their learning experience. **It is expected that every teacher will provide students the opportunity to provide feedback through a course evaluation.** See your team leader for a course evaluation. All faculty members are required to give students the opportunity to provide feedback mid-way through the course in the form of a written evaluation. **The team leader will review the course evaluation forms.** The content of the evaluations is for faculty use and is intended to

provide the teacher with constructive information regarding curriculum and instructional strategies. Year-long classes will conduct two evaluations mid-way through each semester.

CURRICULUM (DOCUMENTS AND SHARED/GOOGLE DRIVE)

As part of our commitment to high quality curriculum, instructional strategies, assessments, and a highly collaborative professional learning community, teachers, since 1997, have been expected to create and maintain curriculum records on the shared/Google drive/documents. The shared drive/documents are proficiency based and contain a course description, units taught, connections to technology, and resources used.

DANCES

1. The person or group sponsoring the dance should call at least two weeks in advance to reserve a D.J. and contract with outside security.
2. Chaperones must arrive at the dance about 1/2 hour prior to the start time of the dance. Dances generally begin at 7:30 and end no later than 10:30.
3. Students are not allowed to bring in backpacks, other bags, or food/beverage from the outside. Students may not go to their car for any reason unless they are leaving.
4. Students from other schools are not admitted unless they are a guest of a current CHS student. Each student may invite one guest only. The administration reserves the right to deny admission to any student or guest for just cause. Guests must be invited two weeks prior for approval by administration.
5. Individuals who are not students or who have graduated are not admitted. The only exceptions may be, with prior notification and at the discretion of the administrator, for the Prom and the Winter Ball.

DISCIPLINE MODEL

The classroom teacher is responsible for knowing the CHS Disciplinary Model and their role in it. See Student Handbook, particularly the section that involves Level A Behaviors and expected teacher communication, interventions, and consequences.

DUTIES

Lunch Duty Monitor

Lunch duty is an opportunity to connect with students and help maintain an orderly transition between classes and lunches. CHS staff who are assigned to lunch duty have the opportunity to strengthen relationships with students and seek out those who fly under the radar by talking and/or lunching with them. In addition to building positive relationships, the primary responsibility of lunch monitors is to observe students while eating to assure that they are orderly, safe, and mannerly. To maintain a high level of visibility and to encourage students to help keep common areas clear of trash, lunch duty monitors are to circulate throughout the cafeteria and a la carte area. If challenging behavior occurs, lunch duty monitors should redirect students and seek out an administrator. Please arrive at lunch duty at the start of the first lunch you are assigned.

Study Hall Proctor

Supervised study halls are intended to be orderly places where students are productive and engaged in school related work. Study hall proctors are responsible for taking attendance at the start of the mod and for providing students requesting to go to the library, meet with a teacher or school counselor, to access the Math Center or Student Support Center with a signed pass. Study hall proctors should periodically circulate the room to monitor student activity, motivate reluctant learners to use their time to complete homework, and assist students, individually or in groups, with assignments whenever possible. Students that show up, not assigned to study hall, should be redirected to their scheduled location.

Roving Greeter

Roving Greeters maintain a high level of visibility throughout the school during their assigned mod. They are responsible for connecting with students throughout the school during class mods, redirecting students to their scheduled class when necessary, and communicating the importance of respect and responsibility as related to school rules and school safety procedures. A typical mod for a Roving Greeter might look like: spending time at the beginning of the mod encouraging students to get to their class on time, walking through the hallways, greeting students coming in to school late from an appointment, attending part of a presentation in the PAC, spending time with students in the library, etc. At times the administrative team might ask Roving Greeters to spend extra time in a specific location in the building or cover classes. We will communicate this via email or in person.

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, and an administrator. The EST also serves as the pre-referral team for special education and Section 504 eligibility.

Special Education: Parents may contact The Director of Student Support Services, Special Education Team Leader, or school counselor for more information regarding the evaluation and eligibility process. CHS provides a continuum of services for students in special education.

Section 504: Parents may contact The Director of Student Support Services, Special Education Team Leader, or school counselor for more information regarding section 504 eligibility. Students who have given birth or have a medical condition that, according to a physician, prevents them from attending school may be eligible for accommodations under section 504.

EQUIPMENT

Equipment may be loaned to individual teachers by expressed permission of the principal only. See the principal's administrative assistant for the appropriate form.

FAMILY VACATIONS

Please note that absences due to personal vacations while school is in session are defined as absences according to the school's attendance policy. 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.

FIELD TRIP PROCEDURES

Please note there are three sets of procedures for field trips. We view field trips as an excellent instructional tool, and therefore encourage teachers to plan trips that embody educational objectives. In order to provide consistency, minimize class disruption, and ensure the success of the field trip, the following guidelines are to be followed.

Note: Field trips out of state or the country may require approval by the building principal and superintendent six months to a year in advance. See the principal for further information.

1. A field trip request form must be completed **at least 14 days before** the actual trip. Field trip approval is limited to one trip per day.
2. All students will have permission slips signed by a parent or guardian.
3. Arrangements for transportation must be completed at least 14 school days in advance.
4. Each field trip must include one adult chaperone per 15 students.
5. Chaperones should be seated in the corner or rear of the bus for proper supervision.
6. Students will display proper manners at all times to all chaperones and drivers.
7. Smoking on the buses is prohibited at all times to all people.
8. The bus driver's main duty is to ensure the safety of their passengers and they should not be placed in a supervisory role. The bus driver will, however, help chaperones in maintaining order.
9. In considering field trip requests, the following criteria will be addressed:
 - a. Is the field trip curriculum based?
 - b. Does the trip provide an experience students would probably not otherwise have through family activities or later schooling?
 - c. Does the trip provide an experience which couldn't be duplicated by bringing resources into the classroom?
10. After administrative approval for a field trip, it is the responsibility of the sponsoring faculty member to secure funds to cover the cost of the trip.
11. No field trips (elective or curriculum based) will be approved during the week of school preceding exam week in January and during the entire month of June. During the month of May, only curriculum-based trips will be approved.
12. Ten days before the date of the field trip, the teacher will distribute a tentative list of students to the faculty. Academic standing may be used to determine participation in the field trip.
13. The day before the field trip, a final list will be submitted to the attendance and main office. Classroom teachers are responsible for tracking their students' attendance on field trips. Note: Field trips are not defined as absences within the attendance guidelines.

GUIDELINES FOR HIGH SCHOOL STUDENT TRIPS

As we continue to extend the number and variety of school sponsored trips, a variety of questions concerning standards for student and chaperone behavior arise.

1. Since this trip is a school function, students, faculty, and chaperones will adhere to CHS school rules and code of conduct as outlined in the Student Handbook.
2. No profane or obscene remarks or acts of vandalism will be tolerated.
3. Students will be expected to comply with the instructions of the chaperones and tour director at all times.
4. Consequences for violations of the above rules may involve suspension, detention or appropriate restitution. In extreme cases the student may be returned immediately from the trip at the expense of the student's parents/guardian.
5. Free time activities must be in conjunction with CHS school chaperones or the tour director.
6. No drinking of alcoholic beverages or use of illegal drugs will be allowed. The consequence for this behavior is full implementation of the drug and alcohol policy.

No teacher, member of staff, or other employee employed by, or in service of the Colchester School District, while in attendance or present at a school-sponsored activity, may use, possess, consume, or show in any manner any evidence of having used or consumed alcohol, tobacco, or illegal drugs. This also applies to tour guides, parents, or volunteer chaperones on school-sponsored trips, as well as the organizers of the trip who are members of the faculty.

On trips of extended duration:

We do expect all chaperones to be “on duty” for the entire trip. This means that no chaperone may consume alcohol or smoke for the duration of the field trip and to adhere to all other district policies and procedures.

GRADES

The teaching staff is responsible for communicating with parents (preferably via a phone call) when students are achieving below a D average at any time during their course. Teachers are required to use both Power Teacher and Power Gradebook as a data management software program. Teachers are responsible for attending all training related to this process and for seeking assistance when needed. See the Student Handbook for a detailed outline of our grading procedures.

HANGING POSTERS AND OTHER ANNOUNCEMENTS AT CHS**School-sponsored Clubs and Activities**

Clubs and activity groups may hang posters for any one event they are planning. They must identify the name of the club or activity. The advisor or sponsor is responsible for reviewing the material to be posted for appropriateness. The posters must be removed as soon as the contents are no longer timely. If the school-sponsored club or activity wishes to post the information regarding an event sponsored by an outside group, the guidelines below apply.

Outside Groups

Outside groups may not hang a poster in the building unless the principal has reviewed and approved it. The principal reserves the right to refuse to hang a poster that may be harmful to the environment of the school. Generally, groups seeking to publicize commercial, for-profit events, merchandise, or services may not hang posters or notices in the school. Only the principal may grant an exception. Groups seeking to publicize commercial, for-profit events, merchandise, or services may not use faculty/staff mailboxes to disseminate information. Information of this type may be left in the staff room on tables or on the counter in the main office.

HOMEWORK

See district homework policy.

INDEPENDENT STUDY POLICY

Independent study must be set up with the approval of the team leader and the principal in advance of making a commitment to the student and/or families. Generally speaking an independent study may not be used to fulfill a graduation requirement. The team leader, through the Options Program in guidance, must process all independent studies.

INJURY

If you are on the job, report the details of your injury to your immediate supervisor (principal) ASAP, or within 48 hours. You with your supervisor (Principal) will fill out an accident report form. Inform your doctor or hospital to submit all invoices to: Superintendent's Office, PO Box 27, Colchester, VT 05446. The bookkeeper can provide more detailed information as well.

KEYS

Keys are issued by the bookkeeper and may never be duplicated. Staff may be required to return keys at the end of the school year. All coaches must return keys at the end of the season.

LEAVING SCHOOL

Teachers and other staff are expected to inform the principal when leaving during the day. All faculty and staff should follow the procedures outlined in the attendance section.

LESSON PLANS (WLPs)

Lesson plans must be kept up to date. Lesson plans are essential to good teaching. Plans should be easily located in case of teacher absence. In case of emergency, teachers should leave **"special lesson plans"** for use by substitutes. Such plans should be of interest to students and relatively easy to teach. See Teacher Expectations in the Appendix.

Our curriculum is unique and constantly undergoes change as the needs of the students change. Your professional opinion is solicited in all matters relating to curriculum change. Most of what you do in the classroom does not need administrative approval, but the administration does need to be informed. The most important single rule for us to observe is that we must communicate with each other.

MANDATORY REPORTER

All school employees are considered to be Mandatory Reporters regarding child maltreatment. Typically, a report must be made within 24 hours when the reporter, in their official capacity, suspects or has reasons to believe that a child has been abused or neglected. Knowledge of sexual activity (or suspected sexual activity) on the part of a child under 16 years of age requires that you make a report to the CPT. Another standard frequently used is when the reporter has knowledge of, or observes a child being subjected to, conditions that would reasonably result in harm to the child. If you have concerns regarding a CHS student please inform an administrator or the student's school counselor immediately.

Colchester High School's Child Protection Team Process

1. A school employee suspects that a student is being maltreated (for example, physical/emotional abuse or self-inflicted harm). **DO NOT attempt to handle the situation on your own.**
2. The school employee immediately reports the concern to an administrator or the student's school counselor.
3. **A Child Protection Team will convene immediately, including the reporter.** A CPT team will consist of the reporter, one administrator, the student's school counselor, a special educator, and the school nurse. The team may include other school employees if deemed necessary. If the decision of the team is to make a report to DCF, the individual who originally heard the information will make the call to DCF with support of the team.
4. **The Child Protection Team will determine a plan of action based on the information.** If the team is unable to develop consensus they will inform the principal. If you are not satisfied, you may call DCF directly. The team must maintain total confidentiality in regard to the CPT and the student.

MASTER SCHEDULE

Each year the principal, Director of Student Support Services, the school counseling department, and master scheduler, review and revise the master schedule. All changes and conflicts must be resolved in accordance with the published timeline.

MEDICAL EMERGENCY PROTOCOLS

1. Notify a building administrator and nurse if a medical emergency arises. The building nurse (or substitute nurse) will immediately respond to the emergency. They and/or their delegate will report the emergency to the principal as soon as possible. Also, the district supervisor of nurses will be notified.
2. If rescue services are deemed necessary, the principal or their designee will call 911. The nurse will remain with the student. In times of critical emergencies, the building nurse may call or collaborate with other qualified medical personnel (e.g. EMT's) who are in the school. The principal, or their designee will also contact the student's parent/guardian or designated emergency contact.
3. The principal and district supervisor will communicate the details of any school medical emergency to the Superintendent of Schools.

4. Appropriate written reports of any school emergency will be completed as soon as possible. The roles of all individuals who participated in delivering and/or assisting with medical care will be defined in these reports.
5. Whenever possible staff and students will be asked to remain in their classrooms/spaces out of respect for the patient.

MESSAGES

Teachers will not be expected to attend an unscheduled meeting or take an unscheduled phone call during the school day unless it is deemed an emergency. Please make your families aware that if there is an emergency they must let whoever answers the phone know and you may be paged. Messages from parents/caregivers will be placed in your mailbox. Teachers are responsible for checking their email daily and responding in a timely manner.

NEWS RELEASES: PUBLIC RELATIONS:

Colchester High School will publish news releases throughout the school year. This is important to our public relations program. We encourage teachers and staff to release a news item for publication. In that event, use the News Release form created for that purpose. In addition, the school newsletter, "The Laker View" is published monthly. Items for release to the press and for The Laker View should be given to the principal's administrative assistant. Please make a concerted effort to let the community know about the great things happening at CHS.

NURSE'S OFFICE

Students should not be dismissed to the nurse's office on a regular basis. When you observe a pattern, report it to the assistant principal or one of the nurses. Always sign a note and expect a signature from the nurse upon return.

Faculty and staff are asked NOT to use the nurse's office as a shortcut from one part of the building to another. Unnecessary traffic in this area interrupts the many private and confidential interactions that must occur there during the school day.

PERSONAL DAYS POLICY

Teachers are provided with three total discretionary days per the CSD Teachers' Contract. Discretionary days will **not be granted** to a teacher on the last scheduled school day before a holiday or vacation, or on the first scheduled day after a holiday or vacation except in an emergency situation in which case the teacher will state the nature of the emergency. Please see the contract for more details.

PROFESSIONAL DAYS POLICY

Although the priority for staff is to be involved with their students during the school day, the Colchester School Board recognizes the value of professional growth experiences which may only be available to staff members during regularly scheduled school days. Such experiences include, but are not limited to:

- Professional conferences and conventions.
- Workshops sponsored by colleges, the Vermont Department of Education and other organizations.
- In-service training sponsored by other school districts.

If a teacher wishes to pursue a professional development opportunity during the school year, they should submit a professional development leave form to the principal for approval. The administrative team will determine if the professional development opportunity aligns with school and district goals. If the teacher is seeking reimbursement for professional development activities such as workshop or conference fees, they should submit a request for reimbursement for professional activities. Funds are limited, and there is no guarantee that all requests will be honored; the district will determine if funds can be used. Support staff must contact the director of special education and/or the superintendent for course and workshop approval. When a professional day is approved, the district pays

for the staff member's substitute. Additional costs such as transportation, lodging, meals, and fees are paid by the staff member unless other arrangements are made. Please see the section titled: A Guide to Navigating and Understanding the Forms and Processes for Professional Development at CHS at the end of this document for specifics.

PROGRESS REPORTS

In an effort to communicate in a clear and timely fashion with parents/guardians CHS provides online gradebook access for families and students. CHS teachers are expected to update their gradebook (PowerTeacher Pro) every seven days, half way through each quarter, and at the end of each marking period. Please plan ahead and keep up with your grading so that your gradebook is accurate.

REQUISITION FOR SUPPLIES

Prior to the beginning of school, each teacher will be provided the basic supplies necessary for classroom use. After school begins, supplies will be delivered as requested. Supply requisition sheets can be found in the main office. The completed form is placed in the bookkeeper's mailbox. Larger quantities of supplies requested for a specific department will be charged to the department budget and may require team leader approval.

SCHOOL ACTIVITIES

After school activities must always have a supervising teacher present and are to be placed on the master calendar ahead of time so the custodial staff may make suitable arrangements. No students will be permitted in the building either before or after school or on weekends unless a teacher is present. In addition, do not allow students who are not involved with the activity into the building or group. Do not leave outside doors unlocked for latecomers.

STUDENT PLACEMENT

The placement of students in programs or courses is a collaborative process involving students, families, teachers and guidance counselors. No student may be placed in a class based on teacher preference. In the 8th to 9th grade transition, the leadership team seeks extensive input from parents and the teachers at the middle school. When questions or issues arise, the families should be directed to the school counselor and then to the team leader. The principal acts as the final level of appeal. The decisions made at that level are final. After classes begin, no student may be removed or moved without the knowledge and input of the classroom teacher. Open communication must be maintained with all stakeholders. The same appeal process will be followed in this circumstance as well.

STUDENT RECORDS (FERPA)

1. The School Counseling Department is responsible for school records and will audit each record yearly and remove information that is no longer pertinent.
2. School records on academic progress for each child will be maintained for all years of attendance in the school.
3. School records for each child will include reports of standardized testing scores.
4. The Privacy Act of 1974 (FERPA) allows parents/guardians of minor students access to all school records. A psychological folder will be maintained separately from the school record when children are evaluated through psychological services. The school record will be flagged to indicate a psychological record is on file.
5. Yearly, the administration conducts clinics or in-service sessions for the orientation of all new faculty and staff and re-orientation of continuing employees.
6. Teachers are encouraged to review student records to familiarize themselves with the past history and abilities of their students. Teachers are expected to be familiar with the records pertaining to their students on an IEP or 504 or EST plan.
7. Student records are expected to be signed out from the school counseling area.

STUDENT ACTIVITY ACCOUNTS

All monies collected or earned by a group, department, club, or committee must be deposited in the Colchester High School Student Activity Account, and all payments from these funds will be by check only. All monies must be in the possession of a faculty member or a responsible and authorized student, or placed in the safe. Under no circumstances are monies to be left unattended nor is money to be taken out of the school except for deposit. All checks regardless of the club/activity involved, should be made payable to: Colchester High School. All events where monies are collected need to be pre-approved with a Student Activity Fundraising Application.

The sponsor or advisor of a group, department, club or committee must deposit the counted monies in the appropriate deposit envelope with the bookkeeper who will recount the monies and issue a receipt for the same. All deposits should be made prior to 12:30 PM. In turn, all monies received prior to 12:30 PM will be deposited in the student activity checking account and credited to the proper group. Monies received at night will be counted prior to being turned over to the administration. The administration, upon receipt of the money, will place the money in a bank bag, lock it, and give the key to the advisor turning the money in. The member of the administration receiving the money will then make a decision as to whether to place the money in the night deposit box at the bank or to leave it within the school safe. Small sums of money may be left in the safe, large sums of money are to be placed in the night deposit box. Bags placed in the night deposit box under these conditions will be marked "HOLD - NOT FOR DEPOSIT". The money will then be picked up the following day and returned to Colchester High School. Upon return to Colchester High School the money will be returned to the advisor for counting and then deposited with the school secretary. No monies are to be paid out of any school activity account unless the voucher has been first signed by an advisor and then counter signed by the administration. The student activity fund should never be used to pay for the operating cost or replacement cost of programs covered by the School Board's budget. With the approval of students and/or faculty advisor and the administration, disbursements may be made for unbudgeted capital improvements or items not customarily paid for out of general operating fund revenues, for example: warm up jackets, out-of-state travel expenses, et cetera. A graduating class should vote on the disposition of its funds and have their account liquidated. Large sums of money that will not be used for a lengthy period of time will be transferred to the Colchester High School student activity savings account.

Expenditures: Expenditures for goods and services which will be charged to the various accounts must be initiated by the sponsor or advisor with an invoice and completion of a check voucher. All paid vouchers and supporting evidence will be maintained in the student activity account files.

Transfer of Funds: All transfers of funds will be submitted by the sponsor or advisor to the administration for approval prior to the actual transaction.

Note: It will be the responsibility of sponsors and treasurers to keep their files and records in order that they may be openly discussed and if requested, opened for immediate and general perusal by anyone authorized to make a request.

Since many organizations operate totally from income accruing from sponsorship of a particular activity, it is imperative that their accounts remain solvent. There will be no deficit spending.

Internal Procedures: All deposits, payments, transfers and record keeping will be handled at the high school. All information reports of account status will be issued periodically. All fundraising activities require that the event be reported on the activity form and be approved by the principal in advance.

STUDENT PLANS:

Teacher attendance at meetings and related expectations: IEP, 504, and EST meetings will be scheduled to avoid conflict with faculty and department meetings whenever possible. Teachers are expected to attend the IEP, 504, and EST meetings for their students. However, when absolutely necessary, the teacher may request that they provide input and then leave the meeting in order to attend to another school commitment. If the teacher cannot attend, they must inform the meeting facilitator and provide written input prior to the meeting. Teacher participation in these planning and evaluation meetings is a legal requirement under federal IDEA and ADA statutes and State of Vermont's Act 117. In addition, teachers must know the content of the student's IEP, 504, or EST plan and implement the accommodations outlined in the plan. Furthermore, law and best practice require that teachers keep parents informed. Regular communication through telephone calls and/or progress reports is not optional when addressed in the student's plan. Do not hesitate to see the special education team leader or the principal if you have questions or concerns. See the appendix.

TARGET GRADUATION

This is a credit recovery program for students who have a limited number of credits, and are self motivated to work towards getting a Colchester High School diploma. A recommendation from the Educational Support Team, counselor, or principal is necessary to be considered for this program. Students in Target Graduation complete an intake assessment and transcript review. As a result, each participant embarks on an individualized set of outcomes. Upon completion of the outcomes, the student has met the CHS graduation standards and is eligible to graduate.

TEACHER EVALUATIONS

The Teacher Evaluation Leadership Team (TEL-T) oversees the differentiated evaluation process. Early in the year, a teacher representative on TEL-T will discuss the process with the faculty. If you have any questions or concerns then or throughout the year, you should see the teacher representative or the principal who is an administrative representative on TEL-T as well. Building level issues will be addressed in the building in a collaborative and supportive way.

See your team leader for teacher evaluation Timeline and Notification of Misconduct.

TUTORING

The Director of Student Support Services and appropriate special education case managers will make preliminary arrangements for students to receive tutoring. When a student is out of school for more than 10 consecutive days for illness, disability, (including pregnancy) the student may be entitled to tutoring. The services of a tutor should be arranged as soon as feasible.

VIDEO MATERIALS

The middle school and elementary schools get permission from parents if PG or PG-13 movies, or any part of them, are used as part of the school curriculum. R rated movies, or any part of them, will not be used at the elementary or middle level. At the high school level parental/guardian permission is required if R rated movies or any part of them are used as part of the school curriculum.

When videos are used as part of the curriculum, use only those parts that are needed to make the instructional point and organize appropriate activities to connect the videos to learning.

A Guide to Navigating and Understanding the Forms and Processes for Professional Development at CHS

This document is designed to help you determine the steps you need to take when considering activities that promote professional development. There are two forms that you will need to be familiar with:

Part I. COLCHESTER SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT APPROVAL/REIMBURSEMENT FORM

Pre-enrollment to class/conference

1. The professional development approval/reimbursement form needs to be completed **before** you enroll in a class or sign up for a clinic/conference.
 - In order to complete this form you will need a copy of the course description, syllabus, outline or agenda.
 - There are three sections to this form; the employee will only complete the first section.
 - The form will be submitted directly to the Human Resources Department at Central Office. Retain a copy for your records.
 - Once the class/conference is approved or denied the employee will receive the yellow and pink copies of the form back from Central Office.
 - If your class/conference has been approved you may then enroll.
 - Colchester School District will not pay for classes until they are completed, and Colchester School District will not pay the institution directly.
 - Employees are responsible for paying for all classes upfront. Colchester School District does not have a deferment process. Employees are responsible for following each individual institutions deferment process. The deferment payment form is an agreement between you (the student), and the higher education institution. Please contact the institution for detail as each institution's process differs.

Post-enrollment to class

2. Once you have completed the class/conference the employee needs to submit the following to Central Office for reimbursement:
 - Grade report (B- or better to qualify for reimbursement).
 - Tuition Bill
 - After Central Office has received all of the proper documentation, a check will be cut to the employee. Colchester School district will never reimburse the institution directly.
 - Colchester School District will not reimburse you for a class that was not completed, regardless of prior approval.
 - Once Central Office has approved you for reimbursement the credits earned in the class will be added to your personnel file and your salary will be adjusted if applicable.

Part II. COLCHESTER SCHOOL DISTRICT REQUEST FOR LEAVE

1. This form only needs to be completed if the class/conference you are planning on taking falls on a day when school is in session.
 - Check the "Professional" box.
 - Then check the "Individual Professional Development with request for reimbursement" box.
 - Fill out sections one and two.
 - Submit form along with COLCHESTER SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT APPROVAL/REIMBURSEMENT FORM to Central Office.
 - Once approved or denied you will receive the pink copy back in your mailbox.

OUTSIDE AGENCY COMMUNICATIONS



Internet Use, Email, Blogging, Tweeting and Texting

As a school employee, you must use **extreme caution** when you tweet, blog, post or use other forms of internet communication. Please note that your first amendment rights can be limited by virtue of your position as a school employee. The computer system at school is owned and controlled by the school. Always use caution and common sense.

- ❖ Remember that most school districts have an internet use policy for students and employees. You may have signed the policy and if so, your signature means that you know, understand and will follow the policy. You can be disciplined for not doing so.
- ❖ Remember: Delete does not mean erased.
- ❖ 78% of U.S. Employers monitor employee communications.
- ❖ Get a copy of your school district's policy on school computer/internet use by employees.
- ❖ Do not use the school system's email for personal communication.
- ❖ Do not access your personal email from school.
- ❖ Do not access pornography or suggestive materials from school.
- ❖ Do not access or utilize information that was not meant for you.
- ❖ Do not forward jokes, inspirational messages, political messages or any other type of mass email to other staff members or to anyone else using the school system's email.
- ❖ Do not send, tweet, blog or text criticism, an angry response, or any kind of negative information, especially to or about your principal, superintendent, school board, students or a parent. Once you have clicked "SEND" you cannot take it back and it exists forever.
- ❖ Do not send, tweet, blog or text personal or intimate information.
- ❖ Be cautious of posting personal photos on sites such as "MySpace" or "Facebook." Even if things posted are unrelated to school, you may have some "off-duty conduct" problems down the road.
- ❖ Never post pictures of students on any of your web pages or sites (or the school's sites) without express written permission from the parent.
- ❖ Do not send, tweet, blog or text sexual references or profane remarks.
- ❖ Remember: School employees may be disciplined for off-duty posting, tweeting, blogging or texting activities.
- ❖ Limit access to tweets, blogs and texts to "friends" only.
- ❖ Do not send students personal email, tweets, texts or have them on your "buddy lists" or as a "friend" on any of your web sites such as "MySpace" or "Facebook."
- ❖ If visitors can post to your blog or web page, monitor postings and remove those that are offensive.
- ❖ Do not tweet, blog or text about your job duties, colleagues, supervisors, school activities, students or parents.
- ❖ If you choose to tweet, blog, text or post as a citizen about a non-job related matter of public concern (i.e., the elections, terrorism, or environmental issues) take care that what you say will not impede your employer's effectiveness or efficiency or otherwise disrupt the workplace.
- ❖ If you tweet, blog, text or post about innocuous information (i.e., your favorite football team or family genealogy), you still must be careful not to engage in comments that could adversely affect your employer (i.e., damage your employer's reputation) or interfere with your ability to carry out your job duties.
- ❖ There is no such thing as an anonymous email, tweet, blog, text or post.
- ❖ Do not send an email, tweet, blog or text if you would be embarrassed to see it as a headline in your local newspaper.

If you have questions, please contact your Building Rep, or other local Association leader.

**Vermont Department of Education
Vermont Standards Board for Professional Educators**

5500 Code of Professional Ethics and Rules of Professional Conduct for Vermont Educators

5510 Code of Professional Ethics

The essential qualities of the competent and caring educator include moral integrity, humane attitudes, reflective practice, and a sound understanding of academic content and pedagogy. The public vests educators with trust and responsibility for educating the children of Vermont. We believe that fulfilling this charge requires educators to demonstrate the highest standards of professional conduct.

We, as professional educators, respect the dignity and individuality of every human being. We are committed to, and model for our students, the lifelong pursuit of learning and academic excellence.

We are dedicated to effective scholarly practice, further enhanced by collaboration with colleagues and with those in the greater educational community. Furthermore, we are dedicated to compassionate service on behalf of our students and their families, and we advocate for them in the school and community settings.

We recognize and accept both the public trust and the magnitude of responsibility inherent in our profession. To this end, we put forth these rules of conduct as the foundation for professional practice for all Vermont educators to honor and follow.

5520 Rules of Professional Conduct

What follows is a statement of fundamental principles which all Vermont educators should follow, each of which is accompanied by an enumeration of examples of unprofessional conduct which could subject an educator to licensing action.

5521 Principle I. A professional educator abides by all federal, state and local laws and regulations. Unprofessional conduct includes all conduct listed in 16 V.S.A. § 1698(1).

5522 Principle II. A professional educator maintains a professional relationship with all students, both inside and outside the classroom, and makes reasonable efforts to protect students from conditions which are harmful to their health and safety. Unprofessional conduct includes, but is not limited to:

- a. Committing any act of child abuse, including physical and/or emotional abuse;
- b. Committing any act of cruelty to children, or any act of child endangerment;
- c. Committing any sexual act with, or soliciting any sexual act from, any minor, or any elementary or secondary student regardless of age;
- d. Committing any act of harassment as defined by state or federal law or regulation;
- e. Soliciting, encouraging or participating in a romantic or sexual relationship (whether written, verbal or physical) with a student, the educator knows or should know is a student, in the absence of countervailing facts;

- f. Using patently offensive language including, but not limited to, improper sexual comments;
- g. Taking patently offensive pictures (digital, photographic or video) of students;
- h. Patently improper contact with any minor, or with any elementary or secondary student regardless of age, using any means including electronic media;
- i. Furnishing alcohol or illegal or unauthorized drugs to any student, or allowing or encouraging a student to consume alcohol or illegal or unauthorized drugs.

5523 Principle III. A professional educator refrains during the course of professional practice from the use of alcohol or drugs not prescribed for the educator's use. Unprofessional conduct includes, but is not limited to:

- a. Unlawful possession of a drug so as to evidence moral unfitness to practice as an educator;
- b. Possessing, using or being under the influence of alcohol or drugs, not prescribed for the educator's use, when on school premises or at a school sponsored activity where students are present or may reasonably be expected to be present. (1698(1A)).

5524 Principle IV. A professional educator exemplifies honesty and integrity in the course of professional practice. Unprofessional conduct includes, but is not limited to:

- a. Falsifying, fraudulently altering or deliberately misrepresenting professional qualifications, degrees, academic awards and/or related employment history, when applying for employment and/or licensure;
- b. Failure to notify the state, at the time of application for licensure, of past criminal convictions, or of revocations or suspensions of a certificate or license by Vermont or any other jurisdiction;
- c. Deliberately falsifying, deliberately misrepresenting, or deliberately omitting when requested, information regarding the evaluation of students and/or personnel;
- d. Deliberately improper administration of state or federal mandated standardized tests (including, without limitation, changing a student's test answers, copying or teaching identified test items, and reading a test to students without authorization);
- e. Falsifying, or deliberately misrepresenting, information submitted to the Department of Education in the course of an official educational inquiry and/or investigation.

5525 Principle V. A professional educator entrusted with public funds and/or property honors that trust with a high level of honesty, accuracy and responsibility. Unprofessional conduct includes, but is not limited to:

- a. Misusing, failure to account for, or unauthorized use of, public or school-related funds or property;
- b. Using any school equipment for the purpose of gaining access to pornography.

5526 Principle VI. A professional educator maintains integrity with students, colleagues, parents, and others regarding gifts and other favors. Unprofessional conduct includes, but is not limited to:

a. Soliciting or accepting gifts or other favors for personal use or gain where there may be an actual or apparent conflict of interest.

5527 Principle VII. A professional educator complies with state and federal laws and regulations, relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law.

Unprofessional conduct includes, but is not limited to:

a. Sharing of confidential information concerning student academic or disciplinary records, health and medical information, family status and/or income, and assessment/testing results, with unauthorized individuals or entities;

b. Sharing of confidential information by an administrator about employees with unauthorized individuals or entities.

5528 Principle VIII. A professional educator fulfills all of his or her obligations to students. Unprofessional conduct includes, but is not limited to, the failure to provide appropriate supervision of students at school or school-sponsored activities, or the failure to ensure the safety and well-being of students.

5529 Principle IX. A professional educator complies with obligations to report alleged unprofessional conduct.

Unprofessional conduct of an administrator includes, but is not limited to:

a. The failure of a superintendent who has reasonable cause to believe an educator has engaged in unprofessional conduct to submit a written report to the commissioner;

b. The failure of a principal who submits to the commissioner a report of alleged unprofessional conduct to submit it to his or her superintendent as well.

5530 Principle X. A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, and in professional rights and responsibilities. Unprofessional conduct includes, but is not limited to:

a. Conduct that unreasonably impairs a colleague's ability to teach or perform his or her professional duties, including acts of harassment or interfering with the free participation of colleagues in professional associations;

b. Taking, sharing or disseminating inappropriate pictures (digital, photographic or video) of colleagues.

Application Notes.

1. The foregoing Code of Professional Ethics is adopted in accordance with 16 V.S.A. § 1694(5).

2. Nothing in these Rules can, or is intended to, vary the definition of "unprofessional conduct" which is contained in 16 V.S.A. § 1698. Rather, these Rules enumerate a non-exclusive list of conduct which, if proven in a particular case, might constitute unprofessional conduct.

VT DOE Licensing Regulations

COLCHESTER SCHOOL DISTRICT POLICIES



The following policies are included and relevant to teachers/staff:

HOMework POLICY	31
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***A COMPLETE SET OF CSD POLICIES IS LOCATED IN THE CHS
LIBRARY/MEDIA CENTER. IF YOU HAVE QUESTIONS, SEE THE PRINCIPAL.***

COLCHESTER SCHOOL DISTRICT

POLICY: HOMEWORK POLICY and PROCEDURES**DATE ADOPTED:** June 3, 2008**PHILOSOPHY:**

Colchester School District believes that the goal of homework is to increase student learning. Homework is an assignment that is intended to be completed outside of the classroom. Meaningful homework assignments are flexible and based on students' needs. Well-designed homework increases students' understanding, skills and confidence. Parents/Guardians can benefit from homework by gaining knowledge of the learning done at school. Successful homework programs link the learner, home and school.

Homework may be assigned to:

- Review and reinforce content
- Apply, extend or reflect on learning
- Introduce new content
- Provide independent practice

FREQUENCY AND DURATION OF ASSIGNMENTS

While it is understood that the time it takes to complete homework assignments may vary with each child, the times below are the general guidelines for each grade range. Teachers will be aware of any grade specific or school-wide evening commitments for students and adjust homework accordingly. Long-term assignments should be given well in advance of the due date and should include incremental checkpoints or benchmarks to help students complete them successfully.

If a student does not have homework or finishes early, it is always a good idea to spend time reading and, in the elementary grades, reviewing math facts. The benefits of independent reading are immeasurable and help a student develop a lifelong habit of reading.

<u>Grade Range</u>	<u>Average Time Per Night*</u>
Kindergarten	0 – 10 minutes
Grades 1 – 2	10 – 20 minutes
Grades 3 – 5	30 – 50 minutes
Grades 6 – 8	60 – 80 minutes
Grades 9 – 12	90 – 120 minutes

Homework will not be assigned over vacation for grades K-8. Grades 9-12 may have homework over vacation.

No Legal References.

*These time ranges assume the student is focused and on-task. If a child is having difficulty on a consistent basis completing assignments within the time frames established, parents should contact their child's teacher(s) for assistance. Project work shall be included in determining total homework time.

HIGH SCHOOL SUMMER READING PROGRAMS

High school students may be assigned summer reading that helps build a bridge from one year's learning to the next. With the exception of Advanced Placement (AP) classes, these assignments are differentiated to attend to students' different readiness and interests. Support is available for students who may need help during the summer to complete these assignments.

DIFFERENTIATION

We are responsible for meeting the varied academic needs of all students in our schools. This responsibility requires us to carefully consider the modification and extension of homework assignments based on our knowledge of student learning styles, readiness, and interest. When making modifications, it is important to preserve the integrity of the assignment while making adjustments by reducing the quantity, varying the type and/or altering the level of difficulty of homework assignments.

Students needing adjustments in homework expectations may include:

- Highly motivated and independent learners.
- Students with learning needs (e.g. Educational Support Team plans, Individualized Education Plans or plans under Section 504).
- Students struggling with homework completion due to personal or family circumstances.

GRADING OF ASSIGNMENTS

Student performance should be measured and reported on the basis of clear curriculum content and student performance standards. Therefore, academic grades should be directly based on student performance in mastering targeted Grade Level Expectations and District curriculum standards. In other words, homework should not be given simply for the purpose of giving or receiving a grade or to demonstrate a student's level of responsibility. It is an instructional strategy that affords students the opportunity to practice and apply their knowledge. When applied in this way, homework is a tool for improving student success.

- Completed homework assignments should always be given some form of feedback (e.g. checkmark, grade or narrative/verbal comments).
- At the K-5 level homework will only be graded for completion.
- At the 6-12 level homework can be graded for completion and/or with a number or letter grade.
- At most, homework will count for 10% of a student's final grade in grades K-8 and 20% in grades 9-12.

The guidelines for grading homework apply only to homework itself, not the grading of projects. Projects are often worked on during class time and are therefore considered class work. Project work shall be included in determining total homework time but will not be included in homework grading.

MISSED ASSIGNMENTS

Homework should be completed because it is an important part of a student's responsibility as a learner. Therefore, incentives and rewards should be used on a limited basis. Homework should never be used as punishment. Failure to complete an assignment will result in loss of credit. Homework is of value to learning, and therefore students will be allowed to complete an assignment within one week of the original due date with a maximum loss of credit of 25%. After one week, a teacher may elect to give the student no credit for the missed assignment.

Loss of recess, staying after school or detention will not be used as a consequence. If homework completion is a chronic problem, schools may provide interventions such as Homework Club or individualized support.

COMMUNICATION

The philosophy and procedures should be communicated through:

- Handbooks
- Web pages (district and school)
- Student orientations
- Parent conferences
- Parent transition nights
- Open houses
- Faculty meetings
- Staff orientations

Each school will follow a clear system for reporting homework to students and parents (ex. student planners, weekly assignment sheets, team assignment sheets, web pages, posted in classrooms). The system will be established and reviewed.

RESPONSIBILITIES

Student

- Set up and follow a homework routine.
- Follow the school's homework reporting system (ex. daily planner, home folder).
- Bring all necessary materials to and from school.
- Understand the directions, ask clarifying questions.
- Complete homework assignments to the best of his or her ability.
- Return homework as assigned.
- When questions or concerns arise speak with the teacher.
- If there is no homework or it is finished early, it is always a good idea to spend time reading and, in the elementary grades, reviewing math facts. The benefits of independent reading are immeasurable and help a student develop a lifelong habit of reading.

Teacher

- Explain to students the importance of homework and its connection to learning.
- Teach skills and strategies necessary for successful homework completion.
- Provide clear instructions and answer clarifying questions.
- Provide homework that is clear, meaningful and purposeful.
- Provide feedback on homework in a timely manner.
- Communicate with student and parents as needed.
- Work collaboratively with other teachers to assign reasonable amounts of homework (see guidelines).

Parents/Guardians

- Set up and follow a homework routine (time, location, materials and storage of materials).
- Be encouraging and supportive.
- Monitor student's homework (daily assignments, completion).
- When issues, questions or concerns arise please speak with the teacher in a timely manner.
- Encourage the student to work on her or his own; be available to help.

- Follow the school's system for reporting homework (ex. daily planner, home folder).

Administration

- Communicate and monitor consistent implementation of the homework policy and procedures.
- Communicate homework expectations to parents.
- Establish, communicate and review the school's reporting system to parents.

**Colchester School District's Faculty Procedure for:
Acceptable and Responsible Computer, Network, and Internet Use Policy**

Revised: 3/1/2023

These procedures and regulations implement the Colchester School District (District) Policy on Responsible Computer, Network, and Internet Use (Policy G10). All users of the District's Information Technology (IT) as defined in the policy, whether students, staff, parents or third parties, are subject to these rules and the District's enforcement measures.

Definitions

Information Technology Resources (IT) means (a) IT devices owned or leased by the District (such as computers, computer hardware and software, cell phones and laptops); (b) the Internet, e-mail, electronic and social media, and other network resources, including the District's electronic storage, including but not limited to student data and student documents maintained by the District, that is accessed using the District's IT on school property or remotely; and © all electronically stored student information in the District's electronic files, regardless of how accessed.

Electronic and Social Media means any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, microblogs, Internet websites, Internet forums, and wikis. Examples of social media include, but are not limited to, Facebook, Google accounts, Kidblogs, Twitter, Instagram, Edmodo, YouTube, Google+, and Flickr.

User means anyone who accesses the District's IT resources either on or off-site.

Regulations for Technology Use by All Users of Colchester School District

- All users shall comply with applicable legal restrictions on the collection, maintenance, and disclosure of student data, personally identifiable information of students, and any other confidential information stored in District electronic resources. This includes but is not limited to, restrictions in the federal Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA) and in State Board of Education Rules.
- Users shall obey all Internet-related local, state, and federal laws and regulations including, but not limited to, those applying to copyright, intellectual property, licensed software and data.
- Users shall have no expectation of privacy in anything they create, store, send, receive or display using District resources, including e-mails.
- All District-supplied technology and District-related work records belong to the Colchester School District.
- All content generated, shared and/or viewed using District IT resources shall be school-appropriate. Pursuant to Vermont State statute and District Policy, any incidents of inappropriate behavior, harassment, hazing, and bullying must be reported to school administrators or their designees. Upon receipt of reports of inappropriate behavior, harassment, hazing, and/or bullying, relevant disciplinary procedures will be followed.
- Users shall not promote personal, religious or political points of view (except as part of class assignments).

1. Rules with Regard to Social Media

- If you are posting information that should be private, ensure you are changing the security settings so they are private.
- Users shall treat professional social media space and communication like a classroom and/or a professional workplace.
- Harassing, bullying or discriminatory posts found on electronic and social media will be the basis of disciplinary action.

2. Rules with Regard to District Accounts and Security

- Users are responsible for the proper use of their account(s), including industry best practices such as: locking screens and logging out, changing passwords, and keeping passwords secure.
- Users shall only use the system for its intended purposes and not for commercial purposes, illegal purposes, in support of illegal activities, or for any other activity prohibited by school policy or procedures.
- Users shall not gain or attempt to gain unauthorized access to District IT resources or information, or do anything to circumvent District network security.
- Users shall not use another person's system account, or present themselves as another person.
- Users must receive authorization from IT support staff for all downloads, program installations, and use of software on removable media so as to ensure verification of virus protection, privacy, copyright and network compatibility.
- Users should maintain separate accounts for personal and school communications.
- Users must abide by the district security policy.
- All new software must have a signed privacy agreement.

3. Rules with Regard to District Email

- Email usage must be consistent with District policies and in compliance with state and federal law.
- The use of email is primarily intended to serve District programs, activities and operations. Other uses are secondary and permissible only if they do not unreasonably interfere with the primary intended use.

4. Rules for Electronic Storage

- The District shall not be responsible for any information that may be lost, damaged, or unavailable when using the network.
- All documents created are property of the District. Users may not delete when leaving. Copies of departed employees files are sent to their supervising administrator or designee.
- It is the responsibility of the user to transfer all files/emails they wish to keep prior to leaving the District.

5. Rules for Electronic Equipment

- Users may be held financially responsible for any losses, costs or damages incurred by the District for violations of District policies/procedures and school rules, including the cost of investigating such violations.
- All technology received through attendance at a training that is funded by (or through) the District, is property of the District. The device will be serviced as long as it is on the approved list of devices.
- Devices acquired without IT approval, may not be serviced by the Technology Department and will not be factored into the district replacement plan.
- All personally owned devices are the responsibility of the user, the District is not responsible for damage to personal devices, lost or stolen devices, or loss of data.

COLCHESTER SCHOOL DISTRICT

POLICY: WEAPONS POLICY

DATE ADOPTED: September 19, 2017

PURPOSE

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.

I. 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.

II. DEFINITIONS

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;

Last Adopted: June 21, 2005

Date Warned: September 1, 2017

First Reading: September 5, 2017

Second Reading: September 19, 2017

- 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-described 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.
- B. “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”, switch blade/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.
- C. “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.

III. 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.
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.

D. 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.

IV. IV. 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.

V. 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.

VI. NOTICE TO STUDENTS AND PARENTS

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

VII. 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 a long-term suspension.

VIII. 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 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 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.

COLCHESTER SCHOOL DISTRICT**POLICY: STUDENT ACTIVITY ACCOUNT POLICY****DATE ADOPTED:** November 15, 2022**POLICY STATEMENT**

The School Board Directors authorize each school to maintain a separate bank account for controlling funds raised by groups in that school for student activities. Student Activity Accounts and the funds controlled by the individual schools are used to account for those resources owned, operated and managed by the student body, under the guidance of a faculty member for educational, recreational or cultural purposes. These are “Special Revenue Funds” as defined in the Handbook for Financial Accounting for Vermont School Systems.

Student activity funds are administered through the establishment of two specific account types per school and they are as follows:

- A Student Activity Account is established for each club or activity when separate tracking of funds is required. Each account (club or activity), except for the General Account defined below, will be defined with the notification of a new activity form.
- The General Account is an account that is utilized to track all interest received and all operating expenses associated with the various Student Activity Accounts.

All payments from student activity accounts to employees for services shall be paid through the School District’s payroll system.

Student activity accounts shall be used solely in accordance with the purpose for which such funds are collected and should be spent in a way that benefits those pupils who are in the school and who have contributed to the accumulation of such funds.

Annually, an independent certified public accounting firm will audit the School District. The firm will review the student activity account procedures and compliance with those procedures as part of the School District’s audit.

It is this policy’s intent that the Town Treasurer will designate the Principal to sign all checks for their respective school; however, from time to time, it may be necessary for another person to perform this function. Signature authority will be limited to the Principal, the Superintendent, the Business and Operations Manager and one other building-based person.

Additionally, the second building-based signature cannot be the person responsible for accounting in each principal’s office. Checks or other disbursements more than \$1,000 will require two signatures, one of which should be the signature of the Business and Operations Manager or the Superintendent. Checks made payable to the Principal must be authorized and signed by the Superintendent or Business and Operations Manager. All checks or other disbursements shall be clearly documented with approved invoices, detailed purchase receipts or proof of payment. Documents will clearly describe the item or service received.

Student activity funds shall be administered by the respective building Principals, following procedures established by the Superintendent, which may from time to time be modified by the Superintendent.

COLCHESTER SCHOOL DISTRICT**POLICY: MATERIALS AND INSTRUCTIONAL ACTIVITY SELECTION,
AND REVIEW POLICY****DATE ADOPTED:** April 6, 2004**PHILOSOPHY**

It is the policy of the Colchester School District that all educational materials and instructional activities used in our schools will appropriately reflect the Mission Statement of the Colchester School District.

SELECTION OF MATERIALS**RESPONSIBILITY:**

1. The Board of Education is responsible for all matters relating to the operation of schools in the Colchester School District. Instruction materials should present opposing sides of controversial issues, so that with guidance young citizens may develop critical thinking. Instruction materials should be representative of different racial, religious, ethnic and cultural groups, emphasizing their valuable contribution to American heritage and should be free from sex role stereotyping to the extent possible.
2. The Board of Education delegates authority for the selection of educational materials and instructional activities to professional personnel. Decisions to purchase shall be based on the recommendations of media specialists, teachers, and/or principals with final approval by the Superintendent of Schools or his/her designee.
3. Information regarding any new classroom texts, library books, and/or other educational materials will be made available to parents and/or community members.

PROCEDURES FOR CURRICULA, CO-CURRICULA, AND EXTRA-CURRICULAR MATERIALS:

1. Curriculum task groups or academic departments are delegated the responsibility of selecting basic textbooks and materials for the instructional program. Whenever appropriate to the program/activity, general criteria for selection will include:
 - Relevance to Curriculum Objectives
 - Readability
 - Clarity and Organization
 - Suitability of Methods/Processes
 - Teacher Resources Available
 - Provision for Individual Differences
 - Cost
 - Durability
 - Timeliness
 - Reputation of Author
 - Suitability for Age Group

In their review process, such groups will examine materials from several publishers using the criteria listed above. These groups may seek input from other teachers, administrators, librarians, students or parents. The decision to allocate funds for purchasing books will be based on staff recommendations and the approval of the building principal.

2. Teachers and advisors are delegated the responsibility of selecting supplementary books and materials for their classrooms, co-curricula, and/or extra-curricular activities. General criteria considered for selection of supplementary material will be the same as listed in #1 above. The teacher/advisor may seek input from the school librarian, other teachers, the principal, parents, and/or students. The decision to allocate funds for purchasing books will be based on staff recommendations and the approval of the building principal.
3. Any curricula, co-curricula, or extra-curricular material ordered without prior inspection will be previewed by the teacher/advisor before it is presented to students. If the educator questions suitability, the material will be referred to the librarian and principal for review.

PROCEDURE FOR LIBRARY MATERIALS:

1. School libraries exist to provide resources which will:
 - a. Enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served.
 - b. Stimulate growth in factual knowledge, literary appreciation aesthetic values and ethical standards.
 - c. Help students develop the practice of critical reading and thinking.

Library collections will include materials representing different opinions on controversial issues in order to enable students to make intelligent judgments. Students will have access to a wide and varied collection. Library materials will not be excluded because of personal opinion, prejudice, or because of the race, sex, nationality, or social, political and/or religious views of the author(s). Finding controversial materials in a school library does not imply that the school/library supports the ideas contained in those materials.

2. Librarians are delegated the responsibility of selecting library materials. They may seek the assistance of teachers, administrators, specialists, parents and students along with the use of evaluation aids such as those approved by the Association of School Libraries and other catalogs or media reviews. The decision to purchase library materials will be based on the recommendation of the librarian with the approval of the principal.
3. Donated library materials will be subject to the same selection criteria as purchased materials. Librarians and/or principals will dispose of unsuitable donated materials in an approved manner.
4. The librarian will periodically evaluate library materials in order to maintain a BALANCED collection which is both historically accurate and appropriately current. The librarian will notify the building principal whenever he/she deems a material should be removed. Such materials will be disposed of in a manner approved by the Central Office administration.

PROCESS FOR OBJECTING AND/OR RECONSIDERING MATERIALS OR INSTRUCTIONAL ACTIVITIES

RESPONSIBILITY:

Parents have final authority to approve materials and instructional activities used by their own children. Upon written parental request to the classroom teachers, librarian, and/or principal, a student will be excused from reading or viewing questioned materials. This authority of parents or guardians, however, extends only to their own children. Any citizen, group, or individual staff member wishing to have the School District reconsider the general use of any material or instructional activity will pursue the following defined course of action. While under consideration, the questioned material or activity will remain in circulation/use. This process also includes the ability of a staff member, parent, and/or other individual to ask for reconsideration of a material or instructional activity not currently in use or circulation.

PROCEDURE:

It is understood that each step in the following sequenced process will be completed as quickly as possible. Resolution to the objection may be achieved at the end of any step, or the objector may decide to proceed to the next step in the process.

- Step 1: The individual or group will discuss any concerns informally with the librarian or other educator(s) using the material or instructional activity. Subsequently, the educator(s) will share these concerns with other staff members and the building administrator who might be impacted by a decision on this book or material or instructional activity.
- Step 2: If an individual or group has further concerns, they will respond in writing or on audio tape to the "Request for Reconsideration of Educational Material or Instructional Activity" (Appendix A). The educator using the material will complete the form "Response to Questioned Material or Instructional Activity" (Appendix B). Copies of these forms will be exchanged and forwarded to the building principal who will meet with both parties. After this meeting, the principal will forward copies of the two forms and minutes of this meeting to the Central Office administrators. This step will be completed within five working days.
- Step 3: If an individual or group has further concerns, the appropriate building level Material Evaluation Committee will meet to evaluate the questioned material or activity. Everyone involved in this process will be expected to read and examine the challenged material or consider the instructional activity according to the procedures established in this Selection Policy. Whenever available, critical reviews of the challenged material will also be read. The Committee is charged with forming an opinion based upon the material in its entirety. At this point in the process, School Board members and the public/community will be notified of the objection and the material or activity in question.

Members of each building level Material Evaluation Committee will include: the principal, librarian, two teachers, one student with parental permission (OPTIONAL), and one community member. If it is not deemed appropriate for a student to participate in any group process, a parent will be invited to substitute in the student position. Should the objection involve library materials, the librarian will be replaced on this committee by another staff member appointed by the principal. This Committee will meet with the individual objector or a representative of the group. A written decision from this Committee will be forwarded to the Central Office administration, the individual or group who submitted the request, and the teacher/librarian. This step will be completed within ten working days.

- Step 4: If either the individual/group or the teacher/librarian is dissatisfied with the Committee's decision, an appeal may be made to the Central Office administration who will meet with the principal, a representative from the Material Evaluation Committee, and the parties involved.

After this meeting, a Central Office administrator will respond in writing to all parties, approving, modifying, or overruling the Committee's decision. This step will be completed within five working days. At this point in the process, copies of all written documentation regarding the complaint will be forwarded to the School Board and made available to the public/community at large.

- Step 5: If any of the parties involved is dissatisfied with the administrator's decision, an appeal may be made within 10 school days to the Board of Education. In a warned meeting, the Board will schedule such an appeal within the next two regularly scheduled Board meetings following the request. A final decision regarding the questioned material will be made by the School Board, meeting in public session. The Board's decision regarding the status of any questioned material or activity will hold for a minimum of one calendar year.

COLCHESTER SCHOOL DISTRICT**POLICY: HARASSMENT OF EMPLOYEES****DATE ADOPTED:** April 4, 2017**POLICY STATEMENT**

Harassment is a form of unlawful discrimination that will not be tolerated in the Colchester School District. Unwelcome sexual advances, requests for sexual favors, and other verbal, written or physical conduct constituting harassment as defined herein and by state and federal law violate this policy. Retaliation against any person raising a complaint under this policy or against any witness cooperating in an investigation pursuant to this policy is prohibited.

I. DEFINITIONS**A. Employee**

For purposes of this policy, any person employed by and subject to the direct supervision of the district. For purposes of this policy, an employee included any person employed directly or through a contract with another company by the District, agents of the schools, School Board member and any student teacher, intern, school volunteer or work study student.

B. Unlawful Harassment

Verbal, written, or physical conduct based on an employee's race, religion, color, national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, political affiliation, ancestry, place of birth, genetic information, physical and/or mental disability which has the purpose or effect of substantially interfering with an employee's work or creating an intimidating, hostile or offensive environment.

C. Sexual Harassment

May included unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to the conduct is made either explicitly or implicitly a term or condition of that person's employment;
2. Submission to or rejection of such conduct by a person is used as a component of the basis for employment decisions affecting that person; or
3. Such conduct has the purpose or effect of interfering with an individual's employment performance or creating an intimidating, hostile or offensive working environment.

D. Retaliation

And adverse action taken against a person who engages in protected activity under this policy such as making a complaint of unlawful harassment, reasonably opposing conduct which is unlawful under State and Federal anti-discrimination laws, or for participating in or cooperating with an investigation.

II. EXAMPLES

Unlawful harassment can include any unwelcome verbal, written or physical conduct which offends, denigrates, or belittles an employee because of the employee's race, religion, color, national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, political affiliation, ancestry, place of birth, genetic information, physical and/or mental disability. Such conduct includes, but is not limited to: unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs, mimicking, name calling, graffiti, circulation of written materials or pictures.

A. Sexual

Sexual harassment may include unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, pressure for sexual activity, display or sending of pornographic pictures or objects, obscene graffiti, and spreading rumors related to a person's alleged sexual activities.

B. Race and Color

Racial or color harassment may include unwelcome verbal, written or physical conduct directed at the characteristics of a person's race or color such as nicknames emphasizing stereotypes, racial slurs, and negative references to racial customs.

C. National Origin and Place of Birth

Harassment on the basis of national origin includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's national origin or place of birth such as negative comments regarding surnames, manner of speaking, customs, language or ethnic slurs.

D. Age

Age harassment includes unwelcome verbal, written or physical conduct directed at someone (an applicant or employee) age 40 or older, such as offensive remarks about a person's ability to perform certain tasks because of his or her age.

E. Marital Status

Harassment on the basis of marital status includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's marital status, such as comments regarding pregnancy or being an unwed mother or father.

F. Sexual Orientation

Harassment on the basis of sexual orientation includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's sexual orientation.

G. Gender Identity

Harassment on the basis of gender identity includes unwelcome verbal, written or physical conduct directed at an individual's actual or perceived gender identity, or gender-related characteristics intrinsically related to an individual's gender or gender identity, regardless of the individual's assigned sex at birth.

H. Disability

Disability harassment includes any unwelcome verbal, written or physical conduct directed at the characteristics of a person's disabling mental or physical condition such as imitating manner of speech or movement, or interference with necessary equipment.

I. Genetic Information

Genetic information harassment can include, for example, making offensive or derogatory remarks about an applicant or employee's genetic information, or about the genetic information of a relative of the applicant or employee. Genetic information includes information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about family medical history.

III. REPORTING

A. Duty to Investigate

In the event the district receives a complaint of unlawful harassment of an employee, or otherwise has reason to believe that unlawful harassment is occurring, it will take all necessary steps to ensure that the matter is promptly investigated and addressed. The Colchester School District is committed to take action if information regarding potential unlawful harassment is learned, even if the aggrieved employee does not wish to file a formal complaint.

B. Designated Persons

Every employee is encouraged to report any complaint of or suspected acts of unlawful harassment. Unlawful harassment should be reported to the nondiscrimination coordinators or to the principal at the following address and telephone number: The building principal and/or Superintendent shall serve as the nondiscrimination coordinator for the Colchester School District and shall receive reports of unlawful harassment. If the report involves the Superintendent, the reporter shall make the report directly to the School Board.

C. Investigation

Allegations of unlawful harassment will be promptly investigated by a nondiscrimination coordinator or designee. At the onset of the investigation, the complainant shall be provided with a copy of this policy. If the allegations are found to have been substantiated by the investigator, the district or Supervisory Union will take appropriate disciplinary and/or corrective action. The nondiscrimination coordinator or designee will inform the complainant(s) and the accused(s) whether the allegations were substantiated. The accused(s), the complainant(s) and any witness(es) shall be warned against any retaliation. If, after investigation, the allegation is found not to have

been substantiated, the complainant(s) shall be informed of the right to contact any of the state or federal agencies identified in this policy.

D. Filing a Complaint

Employees are encouraged to report the alleged unlawful harassment as soon as possible to the nondiscrimination coordinators or the principal.

E. Mandatory Report

Colchester School District employees, including administrators, supervisors, and School Board members, who witness or receive a report, formal or informal, written or oral, of unlawful harassment at school or during school sponsored activities shall report as soon as possible. Under certain circumstances, alleged harassment may also constitute possible abuse under Vermont law. The statutory obligation to report suspected abuse, therefore, may be applicable.

F. Confidentiality

The Colchester School District will respect the privacy of the complainant, the individual(s) against whom the report is directed, and the witnesses, to the extent possible consistent with the Colchester School District's obligations to investigate, take appropriate action, and conform with any disclosure obligations. Witnesses, complainant and the accused shall keep confidential matters related to the charge of unlawful harassment.

IV. ALTERNATIVE COMPLAINT PROCESSES

Employees may file complaints with both the district and with the state and federal agencies. If employees are dissatisfied with the results of an investigation, they may file a complaint with state and federal agencies. Complaints should be filed within 300 days of any unlawful harassment. The agencies are:

Vermont Human Rights Commission

133 State Street
Montpelier, VT 05633-0001
(802) 828-2480

Vermont Attorney General's Office

Civil Rights Unit
109 State Street
Montpelier, VT 05609-1001
(802) 828-3171 (voice/TDD)

Equal Employment Opportunity Commission

1 Congress Street
Boston, MA 02114
(617) 565-3200 (voice), (617) 565-32304 (TDD)

COLCHESTER SCHOOL DISTRICT**POLICY: PREVENTION OF HARASSMENT, HAZING AND BULLYING
OF STUDENTS****DATE ADOPTED:** August 16, 2016**I. POLICY STATEMENT**

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.

II. IMPLEMENTATION

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See Model Procedures on the Prevention of Harassment, Hazing and Bullying of Students)
2. Annually, select two or more designated employees to receive complaints of hazing, bullying, harassment, and/or retaliation at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school.

Date Warned: July 29, 2016
First Reading: August 2, 2016
Second Reading: August 16, 2016

3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be assigned to one or both of the Designated Employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, bullying, and/or retaliation.
5. Take action on substantiated complaints. In cases where hazing, harassment, bullying and/or retaliation is substantiated, the District shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment, bullying and/or retaliation; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

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

III. CONSTITUTIONALLY PROTECTED SPEECH

It is the intent of the 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.

IV. DEFINITIONS

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

- B. **“Complaint”** means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment, bullying and/or retaliation.
- C. **“Complainant”** 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 racebased discrimination) for the District and for coordinating the District’s compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District’s *Preventing and Responding to Harassment of Students and Harassment of Employees* policies. This role may also be assigned to Designated Employees.
- G. **“Harassment”** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student’s educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

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

- (1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
 - (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status, or progress; or
 - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the

student's ability to participate in or benefit from the educational program on the basis of sex.

- (2) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.
 - (3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.
- H. **"Hazing"** means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and
- (1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

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

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

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

- (A) is registered in or in attendance at an educational institution; (B) has been accepted for admission at the educational institution where the hazing incident occurs; or
- (C) intends to attend an educational institution during any of its regular sessions after an official academic break.

- I. **"Notice"** means a written complaint or oral information that hazing, harassment, 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.