

CHELSEA PUBLIC SCHOOL



LEARNING › COMMUNITY › RESPECT

K-12 Student Handbook 2017 -2018

August 2017

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Dear Students, Parents/Guardians,

Welcome back! Chelsea Public School is a wonderful place for students to learn and a great environment to nurture respectful young men and women. The 2017-2018 *Student Handbook* reflects the core values, beliefs and principles of our community. The policies and procedures contained in this handbook have been established by the Chelsea Board of School Directors, school administration, state statute, and federal law.

Please take the time to familiarize yourself with all of the contents of this handbook. It is suggested that students, parents/guardians particularly review the following areas:

- Mission, Motto, Beliefs of Chelsea Public School
- Academic Code of Integrity – Middle School/High School
- Attendance Regulations
- Classroom Visitations – Elementary School
- Copyright Materials/Resources
- Discipline Policy and Procedures
- Dismissal
- Dress
- Morning Opportunities
- Pupil Privacy Rights
- Reporting Child Abuse and Neglect
- Volunteer Opportunities
- WRVSU Technology Responsible Use Agreement
- WRVSU 1:1 Take Home Programs
- WRVSU Bring Your Own Device Program

Chelsea Public School takes great pride in providing an environment that is respectful and safe for the social, emotional, and academic success of our students. On behalf of the faculty and staff, thank you for your continued support and partnership as we work to fulfill our motto “Learning, Community, Respect.”

Sincerely,



Mark A. Blount
Principal

Chelsea Public School Staff and Faculty

Name	Position	Ext.
Allen, Rachel	Teacher – Spanish	124
Anderson, Erik	Teacher - MS Science, Math & Shop	139
Black, Charles	Teacher - HS Science	138
Blount, Mark	Principal	125
Clegg-Brown, Diana	Teacher – Title I Reading K-5	153
Collins, Tammie	Custodian	133
Connolly, Susan	Teacher – Elementary Cluster 1/2	137
Crocker, Tracy	Teacher - Kindergarten	150
Cruz, Loretta	Teacher - Elementary Cluster 3/4/5	152
Diamond, Tom	WRVSU Paraeducator	
Doyle, Andy	Custodian	133
Doyle, Kelly	Administrative Assistant	101
Duff, Cody	Teacher - HS Math	144
Duvall, Elizabeth	Teacher – K-12 Music	132
Eiskamp, Parrish	Student Support Specialist	123
Egizi, Jessica	Teacher - Elementary Cluster 3/4/5	154
Elder, Lori	WRVSU Paraeducator	
Faccio, Charlotte	School Nurse	131
Farnham, Melinda	School Counselor	129
Fifield, Virginia	Kitchen Assistant	128
Franco, Amy	Teacher – 0.3 ELL/0.5 MS-HS Reading	
Ganzenmuller, Kerilyn	WRVSU Speech and Language	156
Gratz, Marty	WRVSU Paraeducator	157
Gray, Amanda	Teacher - Elementary Cluster 1/2	149
Joyce, Stephanie	Teacher - HS English	140
Lance, Tori	WRVSU Paraeducator	
Lathrop, Rachel	Teacher - MS/HS Social Studies	146
Lazo, Jacob	WRVSU Technology Support	
Libby, Tanya	Paraeducator	
Libby, Terry	Head of Maintenance	133
Miller, Dee	Teacher – Art	143
Mills, Anne	WRVSU - OT (Occupational Therapy)	
Mock, Krista	WRVSU Teacher – Elementary SPED Case Manager	145
Mahony, Alyson	Library Media Specialist	126
Painter, Betsy	Registrar	121
Prugh, Dave	Teacher – MS Social Studies/Math	135
Reed, Cheryl	WRVSU Special Ed. Administrative Assistant	157
Riesterer, Alicia	WRVSU - OT (Occupational Therapy)	
Sample, Cathy	Kitchen Manager	128
Shearer, Kathryn	Teacher – Elementary Teacher, Grade 3 Math	164
Strong, Annette	WRVSU Teacher – MS-HS SPED Case Manager	127
Thygesen, Jennifer	Farm to School Coordinator	
Tolman, Abigail	WRVSU Speech and Language	156
Trombley, Lily	WRVSU Paraeducator	

West, Krystal	WRVSU Paraeducator	
Wilkison, Jane	Teacher - MS/HS English & Social Studies	142
TBD	Teacher - PE	134

Extension 100 GENERAL DELIVERY – is used to leave message about absent students.

White River Valley Supervisory Union

461 Waterman Road
Royalton, Vermont 05068
802-763-8840

Name	Position
Bruce Labs	Superintendent
Debbie Matthews	Director of Special Services
Shirley Ferguson	Director of Curriculum, Instruction, & Assessment
Mark Kline	Director of Technology
Ashley Barnhart	Business Manager
Kristy White	Administrative Assistant

2017-2018 Chelsea Board of School Directors

Name	Position
Joe Spinella	Chair
Rebecca Mattoon	Vice-Chair
Tara Weatherell	Secretary
Deborah Ackerman	Director
Emily Marshia	Director

Mission, Motto, Beliefs, Mascot, Colors

Mission Statement

We believe that all students deserve learning, community, and respect in a school where all students learn and each student is educated as a whole child.

Motto

Learning, Community, Respect

Beliefs

Chelsea Public School is a place where we are all committed to:

- The expectation that every child will learn.
- The expectation that every student is educated as a whole child.
- The expectation that flexibility in teaching and learning is embraced.

- The expectation that a student centered environment is maintained, within which all parents, teachers, and staff are partners in nurturing every student and are held accountable to the expectation that every student succeeds in learning and takes an active role in their education.

Mascot

Red Devils

Colors

Red and White

Chelsea Board of Directors – March 6, 2013

Academic Code of Integrity – Middle/High School

Academic Integrity is at the foundation of any community of learners. Chelsea Middle and High School follows an Academic Code of Integrity which states:

We, as members of the Chelsea Middle and High School community, value personal integrity and believe that all aspects of cheating and/or plagiarism are not ethically or socially acceptable and will not be tolerated.

Any violation of this Academic Code of Integrity is a failure to follow the reasonable rules of the school and will result in the following:

- A zero for the assignment for all parties involved
- Parental notification via email or phone call
- Disciplinary consequences for all parties involved
- Revocation/denial of membership in any honor society for that year

In addition, students must understand that technology, including but not limited to iPads, translators, cell phones, graphing calculators, and the internet are resources and should be used responsibly. Listed below are some examples that would be considered violating our Academic Code of Integrity (these include but are not limited to):

- Copying or using other's work (homework, labs, etc) as "your" work when instructed or the expectation is to do the assignment by yourself (Both parties would be guilty).
- Discussing test material with students who have not yet taken the test.
- Using any type of illegal aide during tests and quizzes (ie "cheat sheets" or using a graphing calculator without permission)
- Using a translator to write your work in a foreign language.

(Permission to adopt and use Academic Code of Integrity is granted by Londonderry High School, NH)

Academic Recognition – Middle/High School

Academic recognition is designed to award students who have attained A’s, B’s and no more than one C in a quarter. The awards criteria area as follows:

- Principal’s List: All A+ (97% or higher)
- High Honors: All A’s and B’s
- Honors: A’s, B’s, and no more than one C

Grades received in driver’s education or any course that is pass/fail, are not used to determine a student’s grade point average or for determining academic recognition. Honor’s Assemblies are held at the end of each quarter (except the last quarter).

Academic Graduation Requirements – High School

A student must earn 23 Carnegie Credits (the equivalent of 46 one semester courses of one-half credit each) including the following, in which a passing grade must be earned.

(Chelsea Board of School Directors Policy F-31 Academic Graduation Requirements):

Number of Credits Needed	Academic Area of Concentration
4	English
4	Social Studies (1 US History & 3 other Social Studies courses)
3 or 4	Math (a combination of 7 credits are needed between Math & Science)
3 or 4	Science (a combination of 7 Credits are needed between Math & Science)
2	Fine Arts (Art, Music & Foreign Language)
2	Physical Education (which includes .50 Health credit)
3	Electives
1	Senior Project
<hr/>	
23	Total Credits

Credits may be earned by attending Chelsea High School classes and through alternative programs such as classes offered at other institutions (State of Vermont – Dual Enrollment, Distance Education – University of Missouri – Columbia, Randolph Technical Career Center, Barre or Hartford Technical Career Centers, Vermont Academy of Science and Technology, Mountain School). Chelsea High School administration and parent/guardians must approve participation in alternative programs.

Credit requirements that are used to determine class standing and placement are as follows:

Credits	Class Rank
5	Sophomore
11	Junior
17	Senior

Academic Class Rank – High School

Chelsea Public School recognizes a valedictorian and salutatorian of the graduating class for their achievements of all secondary level course work taken in grades 9 through 12 during the regular school day. The valedictorian and salutatorian are determined by the following: (1) Rank shall be computed at the end of every school year and will be a simple average of all secondary level course work taken in grades 9 through 12 during the regular school day. (2) Middle school courses, independent studies and extramural course work shall not be included in the calculation of class rank. (3) High school courses taken during middle school do not count and is not included in class rank. (4) Grades for “WF” (withdrew and failing grade) and “I” (incomplete) will be calculated as a zero (0). (5) Class ranks will be computed to the thousandths and calculated at the end of the junior and senior years. (6) Selection of the Green and Gold Scholarship will be made based on the highest GPA computed to the thousandths at the conclusion of the junior year – based on the minimum of four (4) semesters of enrollment at Chelsea High School. (7) Valedictorian and salutatorian shall be based on the overall seventh (7) semester class rank and adhere to the following – (a) ranks will be converted to the hundredths and all students reaching 95 or above will represent their class as Valedictorians. All students with 92 to 94.99 points will represent their class as Salutatorians. (8) The senior class advisor and principal will review and approve all valedictorian and salutatorian speeches. (9) The policy shall be reviewed annually with high school students

(Chelsea Board of School Directors Policy F-44 Class Rank/Valedictorian/Salutatorian).

Animal Dissection Procedure

The Chelsea Board of School Directors has the following procedure for animal dissection:

1. The school administration shall publish notice of a student's/parent's right to have the student be excused from participating in any lesson, exercise, or assessment requiring the student to dissect, an animal or any part of an animal, or to observe any of these activities in the student, and parent handbook.
2. Students excused from participating in lesson that include dissection etc., will be provided access to alternative experiences such as, but not limited to, films, videos, print materials, or approved internet websites by which to learn and assess their knowledge and skills on material required by the course.
3. No student shall be discriminated against based on his or her decision to exercise the right to be excused afforded by this section.
4. Any student or parent/guardian who believes that his/her rights to be excused from participation under this procedure and its accompanying policy may appeal through regular avenues of redress.

Definition:

1. "animal" means any organism of the kingdom animalia and includes an animal's cadaver or the severed parts of an animal's cadaver.

Annual Report – *Points of Pride*

16 V.S.A. 165(a)(2) requires each school to report to its community a progress report which demonstrates the educational effectiveness of its school. Annually each March, Chelsea Public School publishes *Points of Pride* to the residents of the Town of Chelsea. The publication is available online at <http://www.chelseaschoolvt.org/> or hard copies may be requested at the school office.

Asbestos Management Plan

To: Parents, Teachers, Employees, Other Personnel or Their Guardians

From: Bruce Labs, WRVSU Superintendent of Schools

Date: August 30, 2017

Re: Notification of Asbestos Management Plan Availability

The Asbestos Hazard Emergency Response Act of 1987-(40 CFR 763.93 [g] [4]) requires that written notice be given that the following schools have management plans in place for the safe control and maintenance of asbestos-containing materials found in their buildings. These management plans are available and accessible to the public at the administrative office of each facility listed below, or at the office of Superintendent of Schools.

White River Valley Supervisory Union
461 Waterman Road
Royalton, VT 05068

763-8840

S. Royalton Elementary / High School, S. Royalton VT	763-8844
Sharon Elementary School, Sharon VT	763-7425
Tunbridge Central School, Tunbridge VT	889-3310
Chelsea Elementary / High School, Chelsea VT	685-4551
The Newton School, S. Strafford VT	765-4351
Bethel Elementary - Witcomb HS, Bethel, VT	234-9966
Rochester Elementary/High School, Rochester, VT	767-3161
Stockbridge Central School	234-9248

Athletic Programs – Middle School/High School

The Interscholastic Athletic Program includes:

<u>Season</u>	<u>Boys</u>	<u>Girls</u>
Fall	Soccer (V, co-ed MS) Cross-Country (V, MS)	Soccer (V, co-ed MS) Cross-Country (V, MS)
Winter	Basketball (V, JV, MS)	Basketball (V, JV, MS)
Spring	Baseball (V) Track & Field (V)	Lacrosse (V, MS) Track & Field (V)

Age Restrictions: Student athletes may not turn 19 prior to August 1st. No student athlete may participate in a varsity sport for more than four years (excluding 8th grade waivers).

Sports Physicals:

- Physicals are required each calendar year (365 days) for every student who will be playing on any Middle School or High School sports team. A sports physical form will be handed out at the first practice or can be obtained from the School Nurse or the Athletic Director. The form should be brought with the student to a physician for completion. A sports physical form must be on file before a student can participate in practices or competitions.
- The sports physical form should be turned into the School Nurse or Athletic Director.

Acknowledgement of Risk/ Insurance Statement/Emergency Forms:

- All forms must be turned into coaches before the completion of the first week of official practice.
- Any student with asthma must have an inhaler present at all practices and games.
- Any student with a bee allergy must have an EpiPen present for all practices and games.

Co-Curricular Activities:

- A co-curricular activity is any activity associated with a school-sponsored team, club or other organization that meets outside the regular classroom.
- Participation in co-curricular activities is a privilege and one of the participant's responsibilities is to be a representative of Chelsea School. A student's behavior, conduct and citizenship should always be exemplary.

Academic Eligibility for High School Athletes:

The student/athlete will abide by all Chelsea School academic performance guidelines as follows:

- The student will be a full-time student.
- The student will maintain a 75 average in all classes in order to avoid being placed on Academic Probation (defined below).
- The student must be passing ALL classes at the end of each quarter.
- If a student has below a 65 at the end of the quarter, they will become ineligible for a two week period.
- The student may request a grade review during that two week period; this request will need to go through the guidance office and may only be requested once.
- At the end of the two week period there will be a grade review. If the student's grade remains below a 65, the student will remain ineligible until progress reports.

*When ineligible, a student may not participate in practices, games or any other co-curricular activity.

Academic Probation:

A student on academic probation needs to comply with the following:

- If the student has below a 75 in any class, they will need to agree to attend learning block in the class or classes at least twice per week or at the discretion of the teacher, in order to work toward increasing their overall grade within the class.
- If the student has below a 65 in any class at progress reports, they will need to agree to attend learning block three days per week or at the discretion of the teacher and spend two days after school (one day with the teacher, one day with the athletic director or advisor) in order to work toward increasing their overall grade within the class.

**If below a 65 at the end of the quarter see above Academic Eligibility

Academic Eligibility for Middle School Athletes:

The student/athlete will abide by all Chelsea School academic performance guidelines.

- The student will be a full-time student.
- The student must be passing ALL classes at the end of each quarter.
- If a student has below a 65 at the end of the quarter, they will become ineligible for a two week period.
- At the end of the two week period there will be a grade review. If the student's grade remains below a 65, the student will remain ineligible until progress reports.

*When ineligible, a student may not participate in practices, games or any other co-curricular activity.

Spectator/Audience Behavior at School Functions:

A student or fan whose behavior is disruptive, dangerous or detrimental to the Chelsea Public School Community at an athletic, social or cultural event, or on a bus transporting Chelsea School students, shall forfeit participation in or admittance to such events, home or away.

- Distractions made to the field of play, whether by voice or artificial means, are prohibited. Artificial devices include, but are not limited to air horns, whistles, megaphones, and bells.
- Taunting actions that are intended to anger, bait, embarrass, ridicule, or demean others regardless of language are prohibited.

Failure to comply with these spectator/audience behavior rules may result in the expulsion of the offending individuals for the remainder of the contest, the sports season (home or away), or for the remainder of the school year.

Concussion Management:**If a concussion is suspected:**

The athlete is immediately removed/prohibited from participating in any training session or competition until the athlete has been examined by and received written permission to participate in athletic activities from one of the following health care providers: Physician, Nurse Practitioner, Physician Assistant, Doctor of Osteopathic Medicine, or Certified Athletic Trainer.

If it is determined that the athlete did not sustain a concussion, the health care provider must provide a written statement indicating that the athlete was examined and was not found to have sustained a concussion. Athlete may return to play in accordance with any limitations/restrictions determined by the health care provider.

If it is determined that the athlete did sustain a concussion, the following procedures must be followed:

Return to Play Protocol:

You are only allowed to begin the graduated return to play protocol when you are completely symptom free. During your recovery and when you still have symptoms, you must abide by complete physical and cognitive rest.

It is critically important to be honest with yourself regarding your symptoms as returning too soon may result in a prolonged recovery time. Only you, the athlete, will know when you are feeling ready to increase your activity level.

Gradual Return to Play Following a Concussive Injury

You must be cleared to “return to play” in accordance with this protocol by a qualified health care provider.

- This return to play plan should start only when you have been without any symptoms for 24 hours.
- It is important to wait for 24 hours between steps because symptoms may develop several hours after completing a step.
- Do not take any pain medications while moving through this plan (no ibuprofen, aspirin, Aleve, or Tylenol).

- Make a follow up appointment with your provider if symptoms develop during this progression.
- Intensity levels: 1 = very easy; 10 = very hard.

Step 1: Aerobic conditioning - Walking, swimming, or stationary cycling.

- Intensity: 4 out of 10.
- Duration: no more than 30 minutes.
- If symptoms return, wait until you are symptom free for 24 hours then repeat Step 1.
- No symptoms for 24 hours, move to Step 2.

Step 2: Sports specific drills – skating drills in hockey, running drills in soccer/basketball.

- Intensity: 5 or 6 out of 10.
- Duration: no more than 60 minutes.
- No head impact activities. No scrimmages/potential for contact.
- If symptoms return, wait until you are symptom free for 24 hours then repeat Step 1.
- No symptoms for 24 hours, move to Step 3.

Step 3: Non-contact training drills – include more complex training drills (passing in soccer/ice hockey/basketball. Running specific pattern plays, etc).

- No head contact, or potential for body impact.
- OK to begin resistance training.
- Intensity: 7 out of 10.
- Duration: no more than 90 minutes.
- If symptoms return, wait until you are symptom free for 24 hours then repeat Step 2.
- No symptoms for 24 hours, move to Step 4.

Step 4: Full contact practice.

- Only after medical clearance.
- No intensity/duration restrictions.
- If symptoms return, wait until you are symptom free for 24 hours and repeat Step 3.
- No symptoms for 24 hours, move to Step 5.

Step 5: Full clearance for return to play.

Additional information on concussions and other head injuries, to include information on the nature and risks of concussions, the risks of premature participation in athletic activities after receiving a concussion, and the importance of obtaining a medical evaluation of a suspected concussion and receiving treatment when necessary can be found on the VPA Sports Medicine Information website at www.vpaonline.org.

(Chelsea Board of School Directors Policy F-14 Eligibility for Extra Curricular Activities; F-15 Athletic Policy; F-16 Eligibility for Sports & Extra Curricular Activities; Vermont Principals Association Athletic Eligibility Policies)

Attendance Regulations

Attendance in class is an essential part of the learning process. State law requires that each child between the ages of 6 and 16 years who are residents of the district and non-resident students who enroll in Chelsea Public School must attend school for the full number of days for which they are enrolled, unless they are mentally or physically unable to continue or are excused by the Superintendent in writing (*VT Education Law T.16 1121-1129*). Students need to be present in order to participate as well as to complete assignments. When students are absent, there is an academic consequence. We urge all students and parents to strive for excellent attendance as that will ensure maximum scholastic performance. It is recommended whenever possible to schedule routine medical appointments during scheduled school breaks and early release days.

Accordingly, the following policy and procedures will be enacted:

1. During a semester, absenteeism (excused or unexcused) from class shall not exceed ten (10) days during any one semester.
2. **Excused absences** are limited to the following: illness (phone or parent note), family emergencies (phone or parent note), medical appointments (copies of doctor's documentation for medical absences to the Nurse's Office), college visits (prior approval), religious holidays (parent note), absence from town (prior approval with minimum two week advanced notice), court appointments (court documentation), bereavement (parent note), school sponsored field or athletic trips (advisor/coach must verify attendance), the school nurse may excuse a student for part of a day or a full day.
3. **Absences:** Parents/guardians who know their student is going to be absent from school should call the office at 685-4551 prior to 8:30 AM. Notification is required.
4. **Documentation:** All excused absence documentation must be submitted to the Administrative Assistant upon the student's return to school. Documentation may be submitted by phone, hardcopy or electronically.
5. **Late Arrival:** Students arriving to school after 8:15 AM must report to the office and obtain an admission slip to class. Students arriving to school after 11:30 AM will be marked as an absence.
6. **Tardy to School/Late to Class:** Being on time and remaining for the entire school day is an essential part of being a good student. Part of our commitment as a school community is to promote and foster good students who work to the best of their ability on their educational assignments and are prepared and on time for each class and school day. If there are extenuating circumstances that lead to excessive tardiness or leaving early please notify the Administrative Assistant or Principal. The official start of the school day is 8:15 AM. Students are dismissed at 3:00 PM. The table below outlines procedures for school tardiness:

Student has been tardy: 5 days	Student has been tardy: 10 days	Student has been tardy: 15 days	Student has been tardy: 20 days
<p>*Student Support Specialist and/or Principal checks in with student. *Email or letter is sent to parent/guardian regarding tardiness. *Documentation maintained.</p>	<p>*Administration referral made to EST Team. *Student Support Specialist and/or Principal checks in with student. *Phone call to parent/guardian regarding tardiness. *Email or letter is sent to parent/guardian informing them of current response and next step. *Documentation maintained.</p>	<p>*Reconvene EST Team to discuss and adjust plan. *Student Support Specialist and/or Principal checks in with student. *Phone call to parent/guardian. *Email or letter is sent to parent/guardian informing them of the current response and next step. *Meeting with student, parent/guardian, Student Support Specialist, School Counselor, Principal. *Documentation maintained.</p>	<p>*Reconvene EST Team to discuss and adjust plan. *Student Support Specialist and/or Principal checks in with student. *Phone call to parent/guardian. *Email or letter sent to parent/guardian informing them of current response and next step. *Meeting with student, parent/guardian, Student Support Specialist, School Counselor, Principal. *Outside agency resources may be accessed at this point in the process. *Documentation maintained.</p>

At any point in this process the school reserves the right to access outside agency resources such as the Vermont Department of Children and Families and the Orange County Sheriff Department.

7. **Planned and Extended Absence:** A planned absence form must be completed prior to the absence of students missing one or more days from school. Forms are available in the main lobby. Parents are urged to plan family trips during school vacations/early release days so as not to interfere with education. **A maximum of five school days per academic year will be allowed for family vacations.** Vacation absences in excess of five days will be marked as unexcused absences. **The school must be notified of vacation/extended absences a minimum two week advanced notice before the student is out.**
8. **Make-up work:** Make-up work should be arranged with the student’s teacher(s) prior to the planned or extended absence.
9. **Early Dismissal:** Parents/guardians requesting to have a student excused early must request in writing or by phone no later than 9:00

AM of the dismissal. Students who leave school prior to 11:30 AM and not return to school will be marked as an absence.

10. **Bus/After-School Plans:** Parents/guardians requesting changes to after school plans must request in writing or by phone no later than 9:00 AM of the day of bus/after-school plans.
11. **Cuts:** Students who cut class may not make up missed work for credit including tests, quizzes or labs. In addition to academic penalties, students who cut classes or leave school grounds will be subject to disciplinary consequences.
12. **Notification of Absenteeism:** Parents/guardians will receive notification of accumulated absences after five days; and thereafter each additional five days of absences. Students accumulating excessive absences of eleven days or more may be subject to summer school, loss of course credit and/or disciplinary action.

Note: School related assemblies, meetings, field trips or extra curricular activities that result in a student missing a class are not included in determining a student's minimum attendance record. Disciplinary action that causes a student to miss a class (i.e. suspension, in-school suspension) will be counted toward minimum attendance. Students who join the Chelsea community during the school year will be allowed a prorated number of absences. College visits are not considered a school related activity, and will be considered an absence for attendance purposes.

Credit Review Committee – High School

Appeals to the Credit Review Committee for the loss of course credit due to excessive absence must be made within five (5) school days of notification that credit has been denied. The Credit Review Committee will be made up of the Principal and two (2) members of the faculty who do not have the student in any of their classes.

This Committee, in reviewing the student's appeal may elect to:

1. Deny course credit and assign the student to a study hall for the remainder of the semester;
2. Deny course credit but allow the student to remain in the course under an attendance contract (this option would allow students the possibility of keeping up with their class work and receiving credit for the second semester);
3. Allow the student to continue to attend class for credit under strict attendance contract;
4. Grant the appeal.

In considering appeals to allow course credit in the case of absences that result from an extended illness or medical condition, a note from the student's doctor must accompany the written appeal.

The Committee may also consider alternative educational plans as a substitute for regular class attendance. Such an appeal must be with the approval of the student's regular classroom teacher.

During the appeal process, students shall continue to attend class pending the Committee's final decision.

Students who are denied credit for a course will receive a designation of "NC" on their permanent record indicating they did not receive credit for the particular course

Students who, as a result of their poor attendance, are no longer receiving credit for their academic program will be recommended to the Superintendent for expulsion for the remainder of the current term.

(Chelsea Board of School Directors F-30 Attendance)

Bicycles

Students who choose to ride their bike to school must wear a helmet. Students are responsible for their bikes at all times.

Bullying Policy

Chelsea Public School recognizes that all students should have a safe, orderly, civil, and positive learning environment (*16 V.S.A. 570(a)*). For the purposes of this policy, "bullying" is defined as any overt act or combination of acts, including an act conducted by electronic means, directed against a student or a group of students which:

1. is repeated over time.
2. is intended to ridicule, humiliate, or intimidate the student or employee; and
3. either:
 - a. occurs during the day on school property, on a school bus or at a school sponsored activity; or
 - b. does not occur during the school day on school property, on a school bus, or at a school sponsored activity but can be shown to pose a clear and substantial interference with another student's right to access educational programs.

Examples of bullying include:

- Name-calling and verbal taunts
- Physical threats or actual physical harm
- Off-campus text messages or social media posts that ridicule or intimidate to the extent that the target is not able to fully access the school's programs.

In order to be bullying, incidents such as the ones described above must be repeated over time, directed at a particular student, and intended to ridicule, humiliate, or intimidate.

Reporting Procedures

Any student who believes that s/he has been subjected to bullying or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute bullying, are strongly encouraged to report it to a teacher, school counselor, student support specialist or principal. School staff and volunteers are required to report possible incidents of bullying to the school counselor, student support specialist or principal as soon as practicable. Parents and other adults are also encouraged to report any concerns about

possible bullying of students to the school counselor, student support specialist or principal.

Consequence for violation of Bullying Policy

The principal and designees (i.e. school counselor and student support specialist) have the discretion to determine appropriate consequences and/or interventions for violations of the policy based upon the relevant facts and circumstances in a particular case, including but not limited to the age and maturity of the students involved; the frequency of the behavior; a student's willingness to cooperate in the investigation and correct behavior; and the student's prior disciplinary record. Disciplinary consequences may include awareness, counseling, acts of restitution, in-school suspension, out of school suspension, or expulsion.

(Chelsea Board of School Directors – F 30 - Policy on the Prevention of Harassment, Hazing and Bullying 12-2-2015)

Bus Transportation

The Chelsea Public School shall control and regulate the transportation of students in school under its charge (*16 V.S.A. 1221 and 1222*). All students grades K-12 who are required or eligible to attend public school within the district, may be furnished with total or partial transportation due to such factors as age, health of students, distance to be traveled, conditions of the road and type of highway. School buses will operate only on publicly owned and maintained roads. School buses will operate only on bus routes established and approved by the Chelsea Board of School Directors.

(Chelsea Board of School Directors – F-9 Transportation Policy)

Bus Rules

For their safety, students while on school busses and while entering and exiting, are required to obey the directions of the driver to exhibit reasonable, quiet, and orderly conduct. Parents are responsible for supervision until all students enter the bus in the morning and after the students exit the bus at the regular stops at the close of the school day.

Examples of unacceptable student bus conduct include:

- Striking, shoving, tripping, or restraining any person on the bus.
- Hurling objects of any kind on or from the bus.
- Igniting any flame or causing smoke or noxious fumes.
- Standing or changing seats while the bus is in motion.
- Possessing or using any drug, including alcohol or tobacco.
- Causing loud noises or disturbances.
- Stealing or damaging property.
- Disobeying the directions of the driver (or monitor).
- Violating any school rule or the Safe Schools Act.
- Hazing.

Dismissal from Bus

Riding a school bus is a privilege. Students whose conduct on a school is unacceptable may be denied the use of bus transportation by the Principal or designees (school counselor, student support specialist). In this event, it is the parent's responsibility to see that the student is transported to and from school. Dismissal from the bus should not be construed as dismissal from school.

Vocational School Bus – High School

The daily transportation of students to the vocational school area is a privilege accorded by Chelsea Public School. Private automobiles or motor bikes may not be used unless circumstances make driving to the vocational school the only way students can attend the program. Students needing special permission to use their cars as part of their educational program must get permission from their parents, the high school and the vocational school. Students riding the bus to the vocational center must follow same bus rules established by the *Chelsea Board of School Directors F-9 Transportation Policy*.

Bus Breakdown – Accident/Emergency Response Policy

This policy applies to all bus contractors and companies doing business in the White River Valley Supervisory Union and its member districts. It establishes a system for reporting bus breakdowns, road conditions and accidents. All school bus and district vehicle breakdowns and accidents must be reported immediately. This includes non-collision type accidents that result in bus breakdown, any damage to the bus, injury to the bus driver, or passengers. Whenever there is a bus breakdown or accident, Emergency 911 (Fire Company, EMS, Police) shall be called by the driver/contractor as quickly as possible. The top consideration is the safety and well being of all students.

(Chelsea Board of School Directors F9A Bus Breakdown – Accident/Emergency Response Policy)

Cafeteria and Food Consumption

The Chelsea Public School shall operate a food program that makes available a school lunch as provided by the National School Lunch Act, and a school breakfast as provided in the National Child Nutrition Act to each attending student every school day (*16 V.S.A. 1264*).

The cafeteria is designed as a multi-purpose facility and is one of two areas (cafeteria or outside picnic tables – weather permitting) where food and beverages may be consumed. Students are expected to be seated during breakfast and lunch and behave in an appropriate manner.

It is the responsibility of each student to help maintain a clean and appropriate environment for meals. Students are expected to clear away their own trays and waste. Students are expected to be considerate of other students and those who will follow in

other lunch periods. Students who do not display proper behavior will face disciplinary consequences up to removal from the cafeteria.

Meal Charges

The Chelsea Public School believes that a nutritious breakfast and lunch each day is essential to student productivity. Accepting a student meal charge from the cafeteria is an available option for students who do not bring their own breakfast and/or lunch money to purchase a breakfast and/or lunch meal. Meal charges are permitted to ensure that students can perform optimal capacity during the school day. Meal charges are a temporary solution to address intermittent forgetfulness on the part of a parent or student to provide or to bring money for a meal. Charges are not intended to address broader issues of a parent's inability to pay for a meal.

In an effort to assist parents in budgeting for school meals, the Kitchen Manager will communicate regularly about your student(s) account(s). Alternate breakfast and/or lunch meals will be provided should charges exceed twenty-five (\$25) dollars.

Food Sold at School

The Chelsea Public School/White River Valley Supervisory Union recognizes that good health and wellness play a critical role in students' ability to learn and grow. For this foundation to remain solid throughout children's lives, community and family support of school wellness programs is critical.

Chelsea Public School must ensure that all foods sold at school shall comply with the federal Healthy, Hunger Free Kids Act of 2015 and the USDA's Smart Snacks in Schools Requirements.

Peanut and Nut Aware Classrooms

To provide a safe environment for our students with nut allergies, portions of the Chelsea Public School have a nut-aware environment. The areas that are nut-free include all K-12 spaces (i.e. cafeteria, library, music, art, gym, health and counseling offices, computer lab) and grades K-1-2 classrooms. Students are permitted to have nuts in other classrooms. Parents are asked to avoid sending any food containing peanuts, tree nuts, and nut oils to school during K-12 activities (i.e. Diversity Day, Green Up Day, Back to School Ice Cream Social/Back to School Picnic).

Child Find

ATTENTION PARENTS OF CHILDREN BIRTH TO 5

The White River Valley Supervisory Union is interested in pre-school age children (birth-5 years) who show a developmental delay in the areas of speech/language, social adjustment, adaptive behavior, self-care, gross/fine motor coordination, and/or cognitive development **AND** any school-age handicapped children who are not currently enrolled in school. These children are entitled to receive an education, regardless of handicap, at public expense. It is possible that the White River Valley Supervisory Union may not be aware of all handicapped children who are eligible. If you know of a child living in the towns of Bethel, Chelsea, Hancock, Rochester, Royalton, Sharon, Stockbridge, Strafford, or Tunbridge who might be eligible for educational services and is not in school, please contact Deborah Matthews, Director of Special Services, WRVSVU, 761 Waterman Road, Royalton, VT 05068 or call (802) 763-7765.

Classroom Celebrations – Elementary School

Students participate in various celebrations and special event parties in cooperation with classroom teachers and parent/guardian volunteers. Birthday “treats” are permitted for children in all grades in cooperation with the teacher. Treats are always to include one (1) per person. Invitations for parties outside of school are not permitted to be distributed at school.

Classroom Visitations – Elementary School

At Chelsea Public School, we welcome parents and guardians to visit the classrooms to acclimate your student(s) to their new surroundings and teachers. With the day starting at 8:15 AM, it is important to have your child ready to begin a productive day at school. We welcome classroom visitations anytime and teachers welcome to hear from you. Please call or email to schedule an appointment with your child’s teacher.

Communications

At Chelsea Public School, parents and guardians are our most important partner in the success of our students. We provide regular communications to our parents/guardians in the form of regular communications between faculty and home, newsletters, and electronic communications.

We encourage direct communication at our school. If your student may be having academic, behavioral, health, or social-emotional issues, please follow these helpful steps:

1. Discuss the issue and/or concern with the appropriate faculty member (i.e. classroom teacher, school nurse, school counselor, student support specialist, and coach) first. Please set up an appointment to discuss the issue and/or concern directly with the classroom teacher or professional support specialist.

2. If the issue and/or concern cannot be resolved by the classroom teacher or specialist, please contact the following personnel in the order listed below:
 - a. School Principal
 - b. Superintendent of Schools
 - c. Chelsea Board of School Directors

Copyright Materials-Resources

U.S. Copyright Law (*17 U.S.C. 101-120*) are federal laws that protect copyrighted materials. Unless specifically stated herein, or specifically stated on the materials, no copyrighted material or content may be performed, distributed, downloaded, uploaded, modified, reused, reproduced, reposted, retransmitted, disseminated, sold, published, broadcast or circulated or otherwise used in any manner whatsoever without express written permission from the copyright owner. Any modification of the content, or any portion thereof, or use of the content for any other purpose constitutes an infringement of the copyrights and other proprietary rights.

Student violation of U.S. Copyright Law and *Chelsea Board of Directors G-3 Policy on Use of Copyright Work* shall be disciplined in accordance with the student discipline policy and procedures.

(Chelsea Board of Directors G-3 Use of Copyrighted Work)

Course Changes – High School

A request for a course change must be made with the school counselor. Students who elect to drop a course must do so by the second full week school of each semester if they do not wish to have the drop noted on their permanent record. Any course dropped after the second full week, except in unusual circumstances, of each semester will be recorded as a withdrawal on the report card and official transcript. The student's numerical average at the time of the student-initiated withdrawal will appear on the first report card following the withdrawal. The Grade Point Average will be calculated according to the grade received at the time of the withdrawal.

Custody

By state law, Chelsea Public School must have appropriate documentation to verify any change in custody of any child. The school must have paperwork to verify any change in custody of any child. Without court documents verifying custody, biological parents have access to all information on their child, and has the right to sign the child out of school. Please keep the school informed of any such changes.

Dances – Middle/High School

Chelsea Middle/High School students may attend any and all school dances. Visitors and guests attending Chelsea School dances are required to complete permission forms prior to the dance and have identification for admittance. Students attending school dances

shall comply with the school's dress code. Any specific attire to be worn for the dance will be announced in advance. Students inappropriately attired will not be admitted. Admittance more than 1 hour after the start of the dance will not be permitted, unless previously approved by the Principal. Students are expected to enter the building as soon as they arrive and should leave school grounds after the conclusion of the dance. Upon leaving the dance, a student may not re-enter the building. Responsible behavior is expected from all students and guests. The use of tobacco, alcoholic beverages, or drugs is not permitted. All school rules regarding student discipline and behavior apply at dances.

Dangerous Weapons on School Property

In order to provide for a safe school environment, the Chelsea Board of School Directors bans all weapons from school property (*16 V.S.A. 1166*). A weapon is any firearm, knife or explosive device and any other weapon, instrument, or material, whether animate or inanimate, which is known to be capable of inflicting bodily harm or death. No person shall at any time bring a dangerous weapon onto school property or harbor such weapon on school property without specific written prior approval from the Principal. Law enforcement officers as defined by *13 V.S.A. 4016* are excluded when engaged in legitimate law enforcement duties on school property.

Student violation of this policy will result in both disciplinary action and notification to law enforcement. Disciplinary action may include expulsion from school for one calendar year pursuant to *16 V.S.A. 1166 (b) (2)*. The Chelsea Board of School Directors requires this policy to be printed in the School Handbook.

(Chelsea Board of School Directors F-21 Prohibition of Firearms and Weapons)

Directory Information

The schools comprising the White River Valley Supervisory Union (Bethel, Chelsea, Hancock, Rochester, South Royalton, Sharon, Stockbridge, Strafford and Tunbridge) have designated the following personally identifiable information as directory information under the Family Rights and Privacy Act:

- A parent's name, address and phone number
- A student's name, address, telephone number, and date of birth
- Participants in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees and awards received, including honor roll
- List of graduates
- Class lists
- Dates of attendance

Directory information may be released to members of the public and newspapers at the discretion of the school administration. Parents and guardians of students attending schools in the Orange Windsor Supervisory Union and students who are 18 years of age or older have the right to refuse to allow the release of any or all of this information.

Photos, video, and information about school activities will be released for school use, to school and supervisory union websites, to local newspapers, and to community television. Parents, guardians, and students 18 years of age or older who do not wish to have their child or themselves included in such releases and/or do not want any or all of the above information released must notify the school principal in writing by **September 8, 2017**.

Discipline Policies and Procedures

The principal of Chelsea Public School implements disciplinary action pursuant to *16 V.S.A. 1161-1162* and *Chelsea Board of School Directors F-1 Student Conduct and Discipline Policy* with the following goals in mind:

- To support the efforts of faculty and staff in providing a safe, secure environment that is conducive to learning.
- To deter students from acting out or behaving in a socially unacceptable manner helping them recognize the impact of their actions and take responsibility for those actions thereby better preparing them for life beyond middle/high school.
- To identify students who have personal issues that is preventing them from fully taking part in their education and to assist them in accepting and receiving treatment/support in partnership with parents and community resources.

Behavioral Standards and Consequences

Though every situation is dealt with individually, the administration strives to administer discipline in a way that is even-handed and fair. Violations of the student disciplinary code are divided into four classes:

Level I will generally be dealt with at the classroom level through teacher initiated strategies. Depending on the nature of the inappropriate behavior/rules violation, the teacher may initiate the following steps:

- Step 1: Verbal cue w/reminder of expected behavior
- Step 2: Non-verbal cue
- Step 3: Time-out with a verbal plan created
- Step 4: Teach initiated corrective consequence with parental contact
- Step 5: Student sent to Student Support with referral form

Level II will be generally dealt with at the Student Support Specialist level and with support specialist initiated strategies. Depending on the nature of the inappropriate behavior/rules violation, the support specialist may initiate the following steps:

- Step 1: Student will sit quietly for a few minutes.
- Step 2: MS-HS Student will complete a “think sheet” before any verbal processing begins.
- Step 3: Student will verbally process the who, what, when, where, and why of the situation.
- Step 4: Student and student support will write out a plan for re-entry to class.
- Step 5: Student will be escorted back to class with the plan. The plan is to be implemented by the student with a copy provided to the classroom teacher. Parents will be contacted and a written referral will be provided with the expectation that the referral is signed and returned.

Level III will generally require more severe disciplinary actions such as acts of restitution, in-school suspension, and short out-of school suspensions issued by the Principal and/or designee (Student Support Specialist).

Level IV are of an extremely serious nature and generally will warrant long term suspensions and/or expulsions by the Chelsea Board of School Directors. Each Level III offense in excess of six in any school year will be considered a Level IV offense to follow the reasonable policies and rules of the school and may subject the student to discipline, up to and including expulsion.

By implementing these standards, the Chelsea Public School can provide a safe environment which is consistently maintained throughout the school by all teachers and administration. All students subject to disciplinary procedures will be afforded due process, and all disciplinary actions will conform to *16 V.S.A. 1161a (7)*, and *29 U.S.C. 794 (Section 504, Rehabilitation Act of 1973)*, and policies of the Chelsea Board of School Directors.

Discipline Consequences

Teacher Behavior Sanction: May be assigned by the classroom teacher to students who detract from normal classroom instruction and management (Level I category). Parents will be notified prior to the serving of the behavior sanction. The duration of teacher initiated behavior sanction after school is at the discretion of the classroom teacher, generally not to exceed an hour.

In-School Suspension: The removal of a student from regular classes by an administrator for infractions noted in Level II and Level III of the Behavior Standards table.

Short Term Out of School Suspension: The removal of a student by the Principal for a period of time not to exceed 10 school days for misconduct identified in Level III and IV of the Behavior Standards table.

Long-Term Suspension: The removal of a student from school for a period in excess of 10 school days. The Superintendent, only with the approval of the Board and in accordance with *16 V.S.A. 1162 (a)* may impose a long-term suspension for longer than 10 days for misconduct identified in Levels III and IV of the Behavior Standards table.

Expulsion: Any student may be expelled from the school by the Superintendent, as authorized by the School Board, for gross misconduct, or for neglect or refusal to conform to the reasonable rules of the school or for an act of theft, destruction, or violence, or for possession of a weapon identified in Level IV of the Behavior Standards table and in accordance with *16 V.S.A. 1162 (a) (b) and (c)*.

Student Suspension: The Superintendent or Principal/designee may suspend a student. In all cases of suspension, the student and parents will be notified of the grounds, hearing and findings, as well as the duration and place of suspension.

Student Discipline: Misconduct described in Levels II through IV may result in the suspension of a student.

Hearing: Before recommending suspension of a student longer than one day, the principal or designee will conduct at least a rudimentary hearing, which will include at least notification to the student that the alleged violation is cause for suspension, specification of the violation, and the opportunity for the student to respond. In the event

the student denies wrongdoing or claims other circumstances, the principal or designee shall make further inquiry. On making inquiry, or at parent request, the principal may schedule a formal hearing. In cases where a suspension exceeds ten (10) days a formal hearing must be conducted.

Findings: When satisfied of the facts, the principal will report the hearing, findings and recommendation to the Superintendent.

Duration: Suspensions shall be of definite duration, in most cases not to exceed ten (10) school days. The student and parent/guardian must be given notice of the charges, an explanation of the evidence against the student, an opportunity for the student to respond, and a decision in writing to the parent/guardian. Suspensions longer than 10 days may only be authorized by the Superintendent. Long-term suspensions must be preceded by notice and formal due process procedures including the opportunity for a hearing before the School Board.

Place: At the principal's discretion, the student may spend the suspension in supervised studies or away from school. This will depend on the severity and level of the misconduct.

Manifestation Determination: A Manifestation Determination is a process, required by the Individuals with Disabilities Education Act (IDEA 2004), which is conducted when considering the exclusion of a student with a disability that constitutes a change of placement.

In circumstances where a student's continued presence constitutes a real danger to persons, property, or proves to be a serious disruption to the educational environment, the principal or designee may, once a rudimentary hearing has been conducted, may suspend the student for up to two school days while events proceed through inquiry, findings, recommendation, and the principal's decision. The principal will inform the parent and superintendent.

(Chelsea Board of School Directors F-1 Student Conduct and Discipline)

Dismissal

The school day ends at 3:00 p.m. Kindergarten will be dismissed at 2:55 p.m.

For students in Grades K-5:

- Parents/guardians that pick up students will meet students/teachers in the room across from the school cafeteria. Parents/guardians are required to sign out students daily. In order to be sensitive to the learning environment and limited indoor space in our lobby, please try to arrive at school to pick up your child no earlier than **2:50 pm**.
- Students riding the bus at dismissal will be walked by faculty to the busses at the rear of the school.
- Students riding bicycles will be walked by faculty to the rear of the school where the bicycle rack is located.
- Students that have parent/guardian permission to walk home will exit school through the main doors.

Dress

Developed by representatives of Chelsea High School Students and Faculty – July 2016

Chelsea Public School students and staff believe that appropriate dress and grooming contribute to a productive learning environment. Our decisions regarding dress are based on the need to promote a climate conducive to a caring learning community that nurtures personal growth and promotes safety, security and positive attitudes. A student who is found in violation of the dress code shall be subject to disciplinary consequences. The Principal and designees (Student Support Specialist, School Counselor and School Nurse) shall: 1) Provide the opportunity for the student to fix the situation; 2) Call a parent/guardian to bring a change of clothing; 3) Provide different clothes.

Regulations: The following regulations shall apply:

- T-shirts and other clothing and jewelry imprinted with words, pictures, or their insignia of alcoholic beverages, tobacco, or other drugs, obscenities, violent images, sexual references, gang identification, or which advocate prejudice or harassment of religion, race, ethnicity, sexual orientation or disability, are inappropriate and prohibited.
- Underwear and other undergarments may not be worn as outer garments as they are not meant to be seen.
- Hats, hoods, or other headwear may not be worn in the following areas: cafeteria during lunch; during assembly and ceremonial occasions and at staff/teacher discretion.
- Leggings and other form fitting pants are acceptable as long as they are opaque.
- Clothing that immodestly exposes chest, abdomen, midriff, and private areas are prohibited: spaghetti straps; short skirts and dresses must reach fist length; shorts must reach fist length; and straps must be at least 1” wide.
- Footwear must be worn at all times.
- Chains, studded bracelets, belts or necklaces and/or other items of dress which in the judgment of school administration pose a potential danger to persons and/or property are prohibited.

Drug, Tobacco and Alcohol Free Environment

The Chelsea Public School, *16 V.S.A. 140*, and *16 V.S.A 1165* recognizes that the use, possession or transfer of prohibited substances such as alcohol, tobacco, drugs, or drug paraphernalia is illegal, poses a threat to the health and safety of individuals, and that rehabilitation through counseling has been successful in dealing with this issue.

The Chelsea Public School will not tolerate the possession, solicitation, use, or transfer of alcohol, tobacco or prohibited drugs, real or counterfeit, or drug paraphernalia at any time on school district property, or at any school approved activity, or in any school vehicle while such vehicle is being used to transport students to or from school, or to or from any school approved activity.

Any student who has consumed or used alcohol, tobacco or drugs on or off school district property and is found to be on school district property, or at any school approved activity, shall immediately be reported to school administration or a designated school person in charge.

Any student who violates this policy shall be suspended from school for a period of up to five school days, shall be referred for possible drug assessment or other appropriate educational or rehabilitative services at the expense of the parents and or guardians, reported to the police, and the Superintendent of Schools.

Any student who violates this policy a second time is subject up to a ten (10) day suspension from school, a referral to a treatment program at the expense of the parents/guardians, reported to the police, and Superintendent of Schools. Further offenses will result in a long term suspension (more than 10 days) and a recommendation to the Superintendent for possible expulsion.

For student athletes who violate this policy, please refer to the *Co-Curricular Code of Conduct* in the Chelsea Public School Middle and High School Co-Curricular Guide

(Chelsea Board of School Directors F-9 Alcohol and Drug Abuse Policy 8-20-2003; Chelsea Board of School Directors E-8 Tobacco Prohibition Policy)

Electronic Devices

The Chelsea Board of School Directors recognizes that electronic communications and imaging devices, (cell phones, MP3 players, digital cameras, etc.) have become an increasing part of modern culture and communications. The Board acknowledges the need to maintain a climate conducive to teaching and learning and, at the same time, to provide for the appropriate use of electronic devices by students and staff. It recognizes its responsibility to maintain certain levels of confidentiality under the Family Rights and Privacy Act (FERPA). The Board has an interest in protecting the privacy of students and the staff who are employed by the school district. Furthermore, it has an interest in adhering to provisions of the Copyright Act of 1976 and restricting unethical distribution of course materials.

Acknowledging the proliferation of imaging devices, including but not limited to cell phones, PDAs, cameras and other electronic devices with built-in imaging capabilities that could be used to violate privacy and ethical guidelines, the Board supports their use as educational tools and explicitly prohibits their use to disrupt the educational process or to compromise individual rights to privacy or interfere with other students access to an education. Therefore the Board approves the following guidelines and procedures:

Electronic Devices:

Cell phones, iPods, MP3 players, CD players, digital cameras or recording devices, etc. are to be used appropriately. Students are to put all devices away when in class or in the library unless the teacher specifically authorizes their use. When class is not in session,

devices are allowed to be used in common areas, such as the lobby, hallways and cafeteria.

Cell Phones:

1. The use of cell phones in classrooms is a matter of teacher discretion. Teachers may allow students to use cell phones during classes for academic purpose (this includes but is not limited to: taking notes, photographing assignments, calendar and clock functions). Cell phones should be set on “silent” during classes and should be where teachers can see them if they are meant to be used for class.
2. Teachers may request at any time that the phones be put away. Students who fail to follow this reasonable request will be subject to the school’s discipline procedures.
3. Students may text only during their scheduled lunch period and from the cafeteria, and school lobby. Students may not text from classes, study halls, bathrooms or hallways. Texting or checking text messages will result in confiscation of the device used.
4. Cell phones should be placed on vibrate at all times. Students may not leave class in order to use a cell phone unless specifically authorized by a staff member. If a student is inappropriately using an electronic device during class time, a teacher will confiscate the device and send it to the office where the student may retrieve it at the end of the school day. On the second and subsequent offences, a teacher will confiscate the device and send it to the office and a parent/guardian must pick it up and the student will be prohibited from bringing the phone to class. The student may not use the fact that s/he was on the phone for ANY reason to be late to class at any time of the day.

Personal Music Players:

1. The use of personal music players in classrooms or learning block is a matter of teacher discretion. Teachers may choose to allow students to use personal music players while completing independent work such as homework, reading, writing, or studying or may choose to ban the use of such devices at any time.
2. Headphones must be used if listening to music to respect the rights of others and the volume must be kept at a low enough level so that it cannot be heard by anyone other than the person using the personal music player. The user must be able to hear a fire alarm over their music.
3. “Personal music player” is defined as a battery powered device with headphones or earplugs that allows one individual to listen privately to music. This would include, but would not be limited to, compact disk players, MP3 players, iPods, radios, and other similar devices.

Imaging Devices:

1. The use of electronic imaging devices may be used in classrooms at the teacher's discretion and/or direction to support or enhance teaching and learning.
2. Imaging devices must be used in any ethical and legal manner.

Prohibited Conduct:

1. Imaging devices may not be used to photograph another person who has reasonable expectation of privacy without that person's knowledge and consent.
2. Imaging devices may not be used in a way that would violate another person's copyright or otherwise constitute plagiarism.
3. Imaging devices may not be used to harass, intimidate, or bully another person or to invade another person's privacy.
4. An image taken using an imaging device may not be published, broadcast, or transmitted to any other person, by any means, without the knowledge and consent of each person appearing in that image who had a reasonable expectation of privacy at the time the image was recorded, or the person who owns the copyright in the material appearing in that image.
5. Imaging devices may not be used in the school building or on school grounds to take pictures of people who have a reasonable expectation of privacy or to reproduce course materials without an instructor's express permission.

Prohibited Locations:

1. Except events where the public is reasonably expected to attend, imaging devices may not be used in school without a teacher's or principal's permission. Permission will be limited to a specific purpose and location(s) for which the imaging device may be used and a specific date(s) on which the imaging device may be used.

Consequences for Violations:

1. Violation of any of the above rules may result in the student's electronic device being confiscated. The confiscated device will be kept in the main office and may be picked up by the student at the end of the day.
2. In the event of repeated violations the electronic device may be kept in the main office until it is picked up by a parent or guardian. In the case of a student who is emancipated, repeated violations may result in the student being forbidden to bring the device or devices to school.

3. In addition, in the event that an electronic device is used to violate the rights of others, the student may be subject to the additional disciplinary procedure connected with that violation.

Caution:

1. Care for electronic devices shall be the responsibility of the student and his/her parent. Neither the Chelsea Public School nor the Chelsea Town School District shall be responsible for devices that are misplaced, lost, or stolen and staff time will not be dedicated to such happenings.

(Chelsea Board of School Directors Policy on Electronic Devices 9-7-2011)

Elementary School Mission Statement

We believe we have a team taught multi-age environment at Chelsea Public School that will improve student learning, promote high expectations, provide broader curriculum opportunities and support meaningful relationships within the school community.

Emergency Response/Drills

In order to ensure the safety and well being of our students, Chelsea Public School works in cooperation with local and state agencies and authorities in maintaining up-to-date emergency response plans and procedures. A school safety plan is required by the Vermont Board of Education (*Rule 4101*). In addition, Chelsea Public School is required by state law to conduct eight (8) drills each school year. The drills enable faculty, staff and students to practice the procedures in the possible event of an emergency.

Every Student Succeeds Act

Teacher Qualifications:

Chelsea Public School seeks to employ fully qualified educators who hold an appropriate and current Vermont License from the Vermont Agency of Education. Unfortunately, due to the shortage of fully qualified educational professionals in many fields, this is not always possible. When it is not possible to have fully qualified personnel, the Chelsea School seeks to employ the most highly qualified candidate by applying to the Agency of Education for a waiver from licensing requirements. The waiver requires that the individual works to meet the requirements for licensure and is for a two year duration.

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

Right to Constitutionally Protected Prayer & Religious Beliefs and Practices:

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

Provision of Information to Military Recruiters:

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

Student Victims of Violent Offense at School:

The Chelsea School strives to keep all children safe and preclude violence at school. Under federal law, any student who has been a victim of a violent criminal offense on the grounds of any public school has the right to transfer to another school within the "Local Education Agency." For the Chelsea School, the Local Education Agency is the **White River Valley Supervisory Union** which includes the following schools: Bethel Elementary School, Bethel-Witcomb Jr. Senior High School, Rochester K-12, The Newton School, Sharon Elementary School, Stockbridge Elementary School, South Royalton School, Tunbridge Central School, and Chelsea Public School.

Schoolwide Program Authority:

The Chelsea Public School receives funding from the Consolidated Federal Programs grant as a "schoolwide" program. This status permits the Chelsea Public School to consolidate funds from the grant and those from other federal, state, and local sources to build programs that are directed at benefiting the whole school population. Having a school-wide plan, the school is *not* restricted in the application CFP grant monies by the particular "title" (a section of the law) of the federal statute under which the grant funds are authorized, but, rather, can use the funds from *any* title for *any* activity which is permitted by *any* title of the law.

The use of the CFP funds by the Chelsea Public School is governed by its written "school-wide plan" which is available for public review and input.

Field Trips

School sponsored or school approved field trips require parental permission. Funding for such excursions is incurred by classroom budget, class budget, or by the participant. Students are not to accept rides or drive or ride in private vehicles on field trips. Students are responsible for all missed work while out on a field trip. Parents and guardians who wish to chaperone a school sponsored or school approved field trip will require a criminal background check. Please check with the school Administrative Assistant for forms.

Friends of Chelsea

The Friends of Chelsea is a volunteer organization that provides parents/guardians and community members with the opportunity to become involved in Chelsea Public School. The purpose of the organization is to sponsor and support various school activities that require fund raising and volunteer work.

Grading – Middle/High School

Report cards are issued four times per year at the end of each quarter. Progress reports are reported to parents/guardians mid-way through each quarter. In June, all report cards are mailed home. Percentages are used on report cards and represent the following letter grades:

A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	65-66
F	64 and below

Harassment

The Chelsea School District is committed to providing a safe and supportive school environment in which all students are treated with respect. The purpose of this policy is to prevent harassment as defined in *16 V.S.A. 11 26(a)* and amended by Act 91 of 2004, and to ensure that the school's responses to allegations of harassment comply with *16 V.S.A. 565* as amended by Act 91 of 2004, Title VI and IX of the Civil Rights Act.

Harassment means an incident or incidents of verbal, written, visual or physical conduct 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, sex, sexual orientation, or disability that has the effect of interfering with a student's performance at school, or creates an intimidating, hostile or offensive environment in which to work or learn.

Sexual harassment includes a wide range of behaviors, from the actual coercion of sexual relations to unwelcome offensive comments, jokes and innuendo, other sexually oriented statements and unwelcome advances emphasizing sexual identity. Sexual harassment may be indirect and even unintentional.

Retaliation against a student who makes a complaint about sexual or other harassment is prohibited by state and federal law. Such retaliation is a form of harassment and will be handled in the same manner as other forms of harassment.

Unlawful harassment of any sort is a violation of Chelsea Board of Directors Policy and both state and federal law prohibit it.

Harassment Complaint Procedure

1. Students who have reason to believe that an incident of harassment occurred shall report such incident to any coach, teacher, school nurse, school counselor, student support specialist or principal. The report may be made orally or in writing.
2. The principal and/or designee (i.e. school counselor or student support specialist) shall conduct a timely, impartial, thorough and comprehensive investigation of the alleged harassment.
4. The principal and/or designee (i.e. school counselor or student support specialist) shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Copies of the confidential report shall be provided to the complainant, the accused and others directly involved, as appropriate. A confirmed report of harassment may be reported to law enforcement officials, and other agencies as appropriate.
5. If the investigation results in a substantiated finding of harassment, the principal shall recommend appropriate disciplinary action, as circumstances warrant, subject to *Chelsea Board of School Directors Policy F-1 Student Conduct and Discipline*.

(Chelsea Board of School Directors – F 30 - Policy on the Prevention of Harassment, Hazing and Bullying 12-2-2015)

Hazing

It is the policy of the Chelsea Board of School Directors, and as set forth in *16 V.S.A. 140 (a) – 140(d)*, that no student or employee of the school shall participate in or be members of any organization that is affiliated with the school or to a school activity; which is intended to have the effect of, or reasonably be expected to have the effect of humiliating, intimidating or demeaning the student or endangering the mental or physical health of the student.. No student organization or any person associated with any organization sanctioned by the School Board shall engage or participate in hazing.

“Endanger the mental or physical health” shall include, but is not limited to, any brutality of a physical nature, such as:

- Whipping
- Beating
- Branding
- Forced calisthenics
- Exposure to the elements
- Forced consumption of any food, alcoholic beverage, drug or controlled dangerous substance
- Or any forced physical activity which could adversely affect the mental health or dignity of the individual.

Hazing Complaint Procedure

1. Students who have reason to believe that an incident of hazing occurred shall report such belief to any coach, teacher, school nurse, school counselor, student support specialist or principal. The report may be made orally or in writing.

2. The principal and/or designee (i.e. school counselor or student support specialist) shall conduct a timely, impartial, thorough and comprehensive investigation of the alleged hazing.
4. The principal and/or designee (i.e. school counselor or student support specialist) shall prepare a written report summarizing the investigation and recommending disposition of the complaint. Copies of the confidential report shall be provided to the complainant, the accused and others directly involved, as appropriate. A confirmed report of hazing will be reported to law enforcement officials.
5. If the investigation results in a substantiated finding of hazing, the principal shall recommend appropriate disciplinary action, as circumstances warrant, subject to *Chelsea Board of School Directors Policy F-1 Student Conduct and Discipline*.

(Chelsea Board of School Directors – F 30 - Policy on the Prevention of Harassment, Hazing and Bullying 12-2-2015)

Health Services

All students are able to access health services as needed. Parents or guardians with questions may contact the school nurse at 685-4551 X 131.

Immunizations: All students are required to be in compliance with Vermont state immunization requirements. It is the parent/guardian's responsibility to insure the school health office receives all needed information. *(18 V.S.A. 1121-1123, Chelsea Board of School Directors F-40 Immunization)*

Medications: For the health and safety of all, student medications must be kept in the health office unless a specific contract has been created with the school nurse. All medicine must be in the original properly labeled container. Paperwork will need to be signed by the parent/guardian and MD for many medications to be administered at school. *(Chelsea Board of School Directors F-08 Medication in School)*

Illness: Students should not come to school if it is expected that they will not be able to fulfill all the requirements of the day including outdoor recess and gym (except in the case of documented physical injury and a developed alternative plan). All students should be fever and nausea/vomiting free for 24 hours prior to returning to school. Students who become seriously ill or injured in school will be sent home as soon as a guardian/ parent or emergency contact can be notified. Please be sure the school has all updated emergency contact information.

Students out of school longer than three (3) consecutive days will need to provide a Health Care Provider note related to the illness or injury. Please contact the school nurse or the principal.

Health Screenings: Following the guidelines set forth by the VT Agency of Education, screenings will be done for vision and hearing. The school nurse may use her discretion to do screenings of height, weight and scoliosis on a case by case basis. Parents/guardians/teachers may request additional screenings. *(16 V.S.A. 1421-1422)*

Emergency Care Plans: In compliance with ACT 158, any student who has a potentially life threatening allergy or illness should have a yearly updated emergency plan in place in the health office and or be evaluated for a 504 plan. Parents should contact the school nurse for details and questions. (*16 V.S.A. 1387, VT Act 158 – An Act Relating to Life-Threatening Allergies & Chronic Illnesses in Schools, Section 504 of the Rehabilitation Act of 1973*)

Pediculosis (Head Lice): If parents/guardians discover head lice or nits in a child’s hair they should notify the school nurse immediately so school actions can be put in place to contain any spread of this nuisance. Parents will need to be diligent in keeping the students head free of nits. Students may return to school after documentation of treatment and/or communication with the school nurse. Other students will be checked and parents will be notified of the situation so they can take the necessary precautions at home. All individual student information will be kept confidential. (*Chelsea Board of School Directors F-39 Head Lice*)

High School Completion Program

Vermont’s High School Completion Program (*16 V.S.A. 1049a*) allows an individual over the age of 16 who has not yet earned a high school diploma to request an individual graduation plan in order to obtain a high school diploma. Educational services may be provided by a public or approved independent high school, an approved provider, or a combination of these. School districts shall award a high school diploma to persons who successfully complete their approved graduation education plans.

For more information about high school completion programming and service providers, please contact the school counselor.

Homeless Students

The White River Valley Supervisory Union is interested in locating homeless children and youth. These children and youth are entitled to receive an education and have a full and equal opportunity to succeed in schools within the supervisory union. If you know any child considered homeless in the area who is not enrolled in school, please contact Cynthia Powers, Grant Coordinator, WRVSU, 461 Waterman Road, Royalton, VT 05068 or call (802) 763-7775.

Homework

Homework will be sent home with elementary students. By taking an active interest and encouraging your child to complete the work, you are helping him/her to feel the satisfaction of being prepared for school the next day. Please encourage your child to work in the afternoon or early evening before he/she becomes tired or frustrated.

Middle school and high school students who are absent from school are responsible to request any missed assignments, quizzes, exams from all classroom teachers. Students

and parents should also check for classroom assignments through Web2School portal. Students/parents are encouraged to check with the classroom teacher to review their specific procedures for make-up work.

Library Media Information

The Chelsea Public School Library has approximately 10,000 books, and 30 magazine and newspaper subscriptions, with a growing audio, e-book, and video collection. Interlibrary loans are shared through the Vermont Automated Library System, a consortium including all public, school, and college libraries in the state. There are 6 computer stations for student, faculty, and class use in the library, and the DESTINY automated catalog and online research databases are available on all computers in the school network. In addition, there is a computer lab equipped with 30 Chromebooks for student, faculty and class use. Students are welcome to use the library for reading, research, and studying daily from 8am to 4pm. The librarian is always available for reference assistance. The school library appears as a selection on the Chelsea Public School webpage (www.chelseaschoolvt.org), and many links connect the home or school user to excellent resources. Elementary classes have a weekly instruction period in the library. Middle and high school classes reserve the space or computers, as needed, for curriculum support. Library materials may be signed out for 2 weeks, and may be renewed if the item is not in demand. Audio-visual equipment, electronic devices (iPADs) can also be borrowed from the library for classroom use. Overdue notices are distributed quarterly. There are no fines, but lost items will be billed for replacement at the end of each year. For further information or questions please contact the School Librarian at (802) 685-4551 x126.

Lockers – Middle/High School

All middle and high school students are assigned lockers. Students receive locker assignments on the first day of school. Students who desire a combination lock, may inquire with the Head of Maintenance.

Lockers are the property of Chelsea Public School, and as such, the school reserves the right to access lockers to collect books and assignments, to clean or repair damaged lockers, to conduct general investigations or search individual lockers.

Lost and Found

It is recommended for elementary students that all outside clothing, sweaters, sneakers, boots, lunch boxes, and other items sent to school be labeled.

All found textbooks and valuables should be turned in to the nurse's office. To check for lost items, the lost and found area is located in the hallway outside the school cafeteria. Unclaimed lost and found articles will be disposed of at the end of each semester.

Messages and Phone Calls

At Chelsea Public School, we value the quality of the learning environment of our students. Please keep messages, phone calls and electronic communications to a minimum. The use of office personnel to deliver messages to students diverts time and resources away from education. For this reason, we will ask that this privilege be used only when necessary, not as a convenience. Office phones are for business purposes only.

Morning Opportunities – Before School

Chelsea Public School is pleased to offer the following programs to assist the academic needs of students and support working families:

Quiet Library Study (7:30 – 8:00 AM): Chelsea Public School is pleased to offer teacher supervision of the library from 7:30 – 8:00 AM. This service is open to middle and high school students who need a quiet study space or technology access prior to the opening of school. Students may access Quiet Library Study at the side entrance of the library.

Morning Gym (7:30 – 8:00 AM): Chelsea Public School supervised morning gym is available to all students K-12. The gym is open to all students to play organized activities or to sit and socialize with their friends in a safe environment. This service is also designed to support working families who must drop off their students prior to the opening of school.

Teacher Support: Chelsea Public School encourages middle and high school students to seek support from their teachers. This support, arranged with the teacher in advance is available beginning at 7:30 or after-school. Prior to the opening of school, students are expected to take advantage of these opportunities if they are arriving prior to 8:00 AM. Due to safety reasons, students are not expected to wait at the main entrance doors.

Non-Discrimination Statement

The Chelsea Public School does not discriminate in policies and practices on the basis of age, sex, sexual orientation, race, color, religion, national origin, gender, or marital status. Inquiries concerning application of these standards may be referred to the Principal at 6 School Street, Chelsea, VT 05038, (802)685-4551

Grievance Procedure for Title IX, Title VI, Section 504:

The following procedures covering Title IX, Title VI, and Section 504 is to be used:

1. The complainant will present his/her grievance in written form to the school principal. Within five (5) school days an investigation will be conducted and a written response to the grievance will be made.
2. If not satisfied with the resolution at Step 1, the complainant may appeal to the Superintendent within five (5) school days. The Superintendent will hear the complaint within the ten (10) school days of receipt of the grievance and render a decision within five (5) school days thereafter.

3. If the complainant is not satisfied with the decision at step 2, an appeal may be made within ten (10) school days to the School Board. The Board will hear the complaint at the next regular meeting. A written decision will be rendered within fifteen (15) school days following the hearing.

*(Chelsea Board of School Directors D-7 Title IX, Title VI, and Section 504
Discrimination)*

Parking – High School

Students who are legally able to drive are requested to park in the parking lot at the south end of the school or on either the north or south side of the South Common at the front of the school. Students are requested not to park vehicles at the top of the South Common as a courtesy for employees and visitors on official business at the Orange County Courthouse.

Policies

The Chelsea Public School operates under a set of guidelines set forth as policy by the elected members of the Chelsea Board of School Directors. The school administration is charged with implementing and enforcing policies. Selected policies are identified and quoted in this handbook. Complete copies of school policy manuals are available on the school website, at the school, or at the **White River Valley Supervisory Union Office**.

Public Display of Affection – Middle School/High School

Public Display of Affection is limited to holding hands. Improper student conduct will result in disciplinary consequences. First offense: verbal warning. Second offense: written warning and communication to parents or guardian. Third offense: Behavior Modification plan.

Pupil Privacy Rights

In compliance with federal requirements under the Protection Rights Act (PPRA) this is to provide parents with notice of specific parental rights of request with regard to the following:

1. Policy on the rights of parents upon request to inspect any survey created by a third party (a survey funded by a non-U.S. Department of Education source). If the third party survey involves questions related to political affiliations, mental or psychological problems, sexual behavior and attitudes, illegal or anti-social behavior, critical appraisals of family members, income, or privileged relationships such as doctors or lawyers, parents may opt their children out of its administration. This requirement also applies to the collection, disclosure, or use of student information for marketing purposes.
2. Secondary schools are to provide, upon request from military recruiters or an institution of higher education, access to secondary school student's names,

addresses, and telephone numbers. Parents may request in writing that their child's name not be on the list.

Policies and procedures are available at all schools in the White River Valley Supervisory Union or at the Supervisory Union Office, 461 Waterman Road, Royalton, VT 05068.

(Chelsea Board of School Directors F-42 Pupil Privacy Policy)

Recess – Elementary School

Students are outside daily for recess unless the temperature and/or wind chill factor is below ten (10) degrees or if it is raining. The school encourages students to wear boots, warm jackets, mittens/gloves, hats and snow pants. Any student without snow pants or boots will only be permitted on the paved/plowed areas. There are two adults responsible for the supervision of students during recess.

Reporting Suspected Child Abuse and Neglect

Purpose

The purpose of this policy is to protect children whose health and welfare may be jeopardized by abuse or neglect and to ensure that school district employees meet their legal reporting obligations under 33 VSA 4913. It is further the purpose of this policy to make clear to school district employees that it is not their role to be investigator, judge and jury in cases of suspected abuse or neglect. Rather it is the role of the school district employees to be faithful and timely reporters of suspected abuse or neglect so that allegations can be brought to the attention of objective, trained and experienced investigators.

General Policy

Any school district employee, regardless of whether he or she is a “mandated reporter,” shall report suspected child abuse or neglect to the building principal, school counselor, school nurse, school librarian or student support specialist. If the building principal or designee is the person suspected of child abuse, the report shall be made to the superintendent of schools. Any school district employee who is a “mandated reporter,” in addition to reporting such suspected abuse or neglect to the principal, principal’s designee, or superintendent, shall immediately report the suspected abuse or neglect to the VT Department for Children and Families (DCF). Upon receiving a report, the principal, principal’s designee, or the superintendent shall remind the reporter of his or her legal responsibility to further report immediately to DCF.

Definitions

“Mandated Reporter” means a school principal, school teacher, school counselor, school librarian, school nurse, and other health care provider.

“Immediately” means as soon as the abuse or neglect is suspected but in no case later than 24 hours after such abuse or neglect is suspected.

“Report” means an oral and/or written description of the suspected abuse or neglect. If the report is made orally, the reporter should make a written notation of when and to whom the report was made and when the report was made. A copy of this notation shall be submitted to the principal. A report to DCF shall contain the following:

1. The name and address of the reporter;
2. The name and address, if known, of the child and the child’s parents or other persons responsible for the child’s care;
3. The age of the child;
4. The nature and extent of the child’s injuries together with any evidence of previous abuse or neglect of the child or the child’s siblings.
5. Any other information the reporter believes might be helpful.

“Abused or neglected child” means a child under the age of eighteen whose physical or mental health or welfare is harmed or threatened with harm by the acts or omissions of the child’s parents or other individual who may be responsible for the child’s welfare (e.g guardian, foster parent, step-parent, teacher, etc.) or in the case of sexual abuse, any individual. Harm can be caused by the actual infliction of harm, by allowing such harm to occur, by failing to provide the child with adequate food, clothing, shelter or health care, or by abandonment of the child.

“Sexual abuse” means any act by a person involving sexual molestation or exploitation of a child. Sexual abuse also includes the aiding, abetting, counseling, hiring, or procuring of a child to perform or participate in any photograph, motion picture, exhibition, show representation, or other presentation which, in whole or in part, depicts sexual conduct, sexual excitement or sadomasochistic abuse involving a child. Sexual abuse may also be sexual harassment. However, following the school district’s policy on sexual harassment does not fulfill the mandatory reporter’s legal responsibility under the SRS reporting law. Suspected sexual abuse must be reported to SRS.

Availability of Policy

This policy shall be provided each year to parents of students in attendance and to each employee of the school district.

(Chelsea Board of School Directors F-10 Reporting Suspected Child Abuse or Neglect)

Responsive Classroom/Conscious Discipline Elementary School

The Chelsea Elementary School uses *Conscious Discipline* and *The Responsive Classroom*.

Conscious Discipline is a research- based comprehensive self-regulation program that combines social and emotional learning with discipline and guidance. Built on a

foundation of current brain research, the School Family™ is constructed from safety, connection and problem-solving.

In addition, Chelsea Elementary School uses components of *The Responsive Classroom*. It is a research- and evidence-based approach to elementary education that leads to greater teaching effectiveness, higher student achievement and improved school climate. Students learn and practice a specific set of skills including cooperation, assertion, responsibility, empathy, and self-control. Components of the *Responsive Classroom* include morning meeting, rules and logical consequences, apology of actions, guided discovery, academic choice, classroom organization, and reaching out to parents/guardians as educational partners.

The seven principles of *The Responsive Classroom* are as follows:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. The greatest cognitive growth occurs through social interaction.
4. There is a specific set of skills that children learn and practice in order to be successful academically and socially.
5. Knowing the children we teach is as important as knowing the content we teach.
6. Knowing the families of the children we teach is important as knowing the children we teach.
7. How the grown-ups at school work together is as important as our individual competence.

School Board Information

For the 2017-2018 school year, The Chelsea Board of School Directors meet once per month during the school year. Meetings are held on the 2nd Wednesday of the month at 6:30 PM at the Winifred J. Royce Library at the school or warned site. In addition, the Board may hold meetings as necessary on the third Wednesday of the month at 6:30 PM in the school library. Any special meetings, changes in meetings, or meeting time adjustments are warned in accordance with Vermont state statute. Meetings are open to the public. If you wish to speak at a meeting, or have a topic discussed, please contact the school principal or superintendent the week before the meeting.

School Cancellations, Delays, Emergency Closings

School cancellations, delays, and emergency closing will be broadcast through TV Station WCAX/Vermont Association of Broadcasters. Notification will also be provided through the school's BlackBoard Connect Phone Notification System to all parents/guardians, faculty and staff. Decisions regarding the closing or delayed opening of schools will be made by 5:45 AM. You are requested to look for such notices starting at 6:00 AM.

Emergency closings or early dismissal are those times when students may have to be transported home before the regularly scheduled dismissal time. The above mentioned BlackBoard Connect, TV Station WCAX/Vermont Association of Broadcasters will serve as means of notification of an emergency closing. When possible, every effort will be made to provide parent/guardians early notification of such an emergency closing. Delayed openings may be up to two (2) hours in the event of inclement weather (school starts at 10:15 AM). Students will be attending their normal schedule of classes following the delayed opening schedule.

School Property

The Chelsea Board of School Directors and Chelsea residents takes pride in maintaining and investing in the school's facilities and equipment. Damage to equipment or facilities should be reported to the office immediately. Writing or otherwise marking on walls, furniture or other equipment is not expected, and will not be condoned. There will be disciplinary consequences for this type of offense and restitution will be required.

Textbooks are furnished free of charge for student use and must be kept covered at all times. Students will be held financially responsible for books lost, destroyed, or damaged.

Financial responsibility for the replacement of materials, repair or replacement of equipment resulting from the use, either authorized or unauthorized, misuse or damage by a student shall belong to the student's parent/guardian or to the adult student.

Search and Seizure Policy

To maintain order and discipline in the school and to protect the safety and welfare of students and school personnel, school authorities may search a student, student use areas, student lockers or student automobiles under the circumstances outlined below and may seize any illegal, unauthorized, or contraband materials discovered in the search.

A student's failure to permit searches and seizures as provided in this policy will be considered grounds for disciplinary action.

Personal Searches

A student's person and/or personal effects (e.g. purse, book bag, etc.) may be searched whenever a school authority has reasonable suspicion to believe that the student is in possession of illegal or unauthorized materials.

If a pat down search of a student's person is conducted it will be conducted in private by a school official of the same sex and with an adult witness present, unless there are immediate safety concerns.

If extreme emergency conditions require a more intrusive search of a student's person, such a search may only be conducted in private by a school official of the same sex, with

an adult witness of the same sex present, and only upon prior approval of the Principal or Superintendent of Schools, unless the health or safety of students will be endangered by the delay which might be caused by following these procedures.

Student Use Areas

Instructional rooms and areas of student use are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of rooms and other areas of the school may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

Locker Searches

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

Automobile Searches

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains the authority to conduct routine patrols of student parking and inspections of the exteriors of student automobiles on school property. The interiors of student vehicles may be inspected whenever a school authority has reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Seizure of Illegal Materials

If a properly conducted search yields illegal or contraband materials, such findings shall be turned over to proper legal authorities for ultimate disposition.

(Chelsea Board of School Directors F-4 School Search and Seizure Policy)

Restrictive Behavioral Intervention

Physical restraint of students by trained school employees shall be used only when necessary to prevent a student from self-harm, harm to others and/or property and to assist a student who cannot regain self-control after becoming physically aggressive.

(Chelsea Board of School Directors F-41 Policy on Restrictive Behavioral Intervention)

Section 504 (Rehabilitation Act 1973)

In compliance with Section 504 Act of 1973, the White River Valley Supervisory Union provides this notice to all employees, beneficiaries, and the citizens who reside in the member towns of Bethel, Chelsea, Hancock, Rochester, Royalton, Sharon, Stockbridge, Strafford, and Tunbridge.

1. White River Valley Supervisory Union is responsible for identifying, evaluation and affording access to appropriate educational services if a student is found 504 eligible.
2. White River Valley Supervisory and member districts do not discriminate against otherwise qualified handicapped individuals in admission and/or access to education or employment in its programs and activities.
3. Any individual with a complaint or concern regarding White River Valley Supervisory Union's compliance with Section 504 may seek a resolution through Deborah Matthews, Director of Special Services, WRVSU, 461 Waterman Road, Royalton, VT 05068 or call (802) 763-7765.

Snacks – Elementary School

All students will be provided with a daily snack time. Please send a healthy snack that follows the Wellness Policy to school with your child. Caffeinated beverages, energy drinks, sports, drinks, and candy are not permitted.

Student Organizations – Middle/High School

Class Officers – MS/High School
Student Council – High School
National Honor Society – High School
Prom Committee – High School
Yearbook – High School

Student Records

ANNUAL NOTIFICATION OF RIGHTS OF PARENTS AND ELIGIBLE STUDENTS CONCERNING EDUCATION RECORDS

TO: All parents of students, and to eligible students* currently attending school in the White River Valley Supervisory Union and its member districts: As a parent of a student enrolled in a school in a member district of the White River Valley Supervisory Union, or as an eligible student, you have the following rights with respect to your child's (or, if an eligible student, your own) education records:

- a. To inspect and review the student's education records
 - b. To seek amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy rights
 - c. To provide consent prior to disclosures of personally identifiable information contained in the student's education records, except to the extent that the law allows disclosure without your consent.
 - d. To file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of law with respect to your rights under the Family Educational Rights and Privacy Act (FERPA). A complaint may be made in writing to the Family Policy Compliance Office, U.S. Department of Education, 4512 Switzer Building, Washington, D.C. 20202-4605.
2. The procedure for exercising your right to inspect and review educational records is available at the White River Valley Supervisory Union office and each member school site.
 3. The procedure for seeking amendment of educational records is available at the White River Valley Supervisory Union office and at each member school site.
 4. The supervisory union and its member school districts have a policy of disclosing educational records to school officials with a legitimate educational interest without prior consent. A "school official with legitimate educational interest" is defined as follows: any teacher, administrator, other professional or service provider employed by or contracted with the district to provide educationally-related services (including, but not limited to, consultants, attorneys, auditors, insurers, evaluators, support staff, substitutes, assigned student teachers, interns, volunteers, teacher's aides), or a school board member who needs information relating to a particular student in order to carry out his/her official duties for the district.
 5. The supervisory union and its member districts forward education records to other agencies or institutions that have requested records and in which the student seeks or intends to enroll.

This Annual Notification of Rights is only a summary of rights. Your right to inspect and

review education records, and the school district's duty to have your written consent prior to disclosure of personally identifiable information, are subject to limitations. Further details are contained in the school district's detailed student record policy and procedures, and in state and federal law.

***You are an eligible student if you are at least 18 years of age or are attending an institution of post-secondary education.**

Student Support Systems

School Counselor

The school counseling program focuses on encouraging the positive and individual development of each student. The school counselor provides classroom guidance as well as individual and group support with the goal of increasing the student's social, emotional, and behavioral skills. Parent/Guardian approval is required prior to any ongoing individual session.

Student Support Specialist

The school student support specialist works with students to ensure the school's behavior expectations are met. When a student is struggling with their behavior, a plan is created that helps the student learn what is expected. Students often need reminders and struggle with school rules. The student support specialist serves as an opportunity for the student to improve and make positive choices. Parents/guardians will be informed of misconduct in writing and/or by phone call.

Educational Support Team (EST)

The Chelsea Public School uses a variety of supports and services to help meet the needs of all children. These supports and systems make up our Educational Support Team (EST). Students are referred to the EST through school staff and/or parents/guardians who feel a student needs extra support to be successful at school. The EST is responsible for gathering information about the student who has been referred.

If a parent/guardian is concerned about their child they may:

- Contact the student's teacher to discuss their concerns
- Set up a meeting with staff to discuss their concerns
- Contact the EST Coordinator (Student Support Specialist) to discuss what to do with their concerns
- Complete an EST referral

Learning Block – Middle School/High School

Learning block is an innovative program designed to raise expectations for all students while providing them with the specific attention that is needed to succeed. It provides an opportunity for all students extended access to their teachers where they may receive individualized assistance. Learning block occurs as part of the academic schedule Monday through Friday. During this time it is the expectation that all students are working on academics such as the following: homework, receiving extra help from a teacher, remediation, taking a make-up exam, studying for an exam, college research, computer projects, and career research.

Each student is assigned a learning block advisor who they will meet with once a week to determine their learning block schedule. The role of the learning advisor is to offer assistance in setting goals during weekly advisory meetings, act as the liaison between; parent and teacher, student and parent, and student and teacher.

Technical Centers – High School

Chelsea Public School is affiliated with the Randolph Technical Career Technical Center (RTCC) in Randolph, Vermont. For programs unavailable at RTCC, Chelsea Public School may seek access/approval to nearby technical career centers in Barre and Hartford, Vermont. Technical and vocational programs for eligible students who meet program requirements are available during the junior and/or senior year of high school. Please contact the school counselor for program information and application materials.

Technology - Responsible Use Agreement for Students White River Valley Supervisory Union

Purpose

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

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

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

Rules for Use

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

Devices and Network Infrastructure

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

Online Resources

The schools provide access to the Internet primarily for educational purposes. Students are allowed to use our networks to access online resources. The availability of these

resources, however, does not imply endorsement of content nor the accuracy of information that may be accessed. The schools shall not be responsible for the content of information retrieved via the Internet.

Each school employ's "web content filters" that are effective at blocking most of the objectionable content on the Internet. However, it is possible that objectionable content can get through.

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

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

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

Privacy

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

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

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

Respect

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

Students should not access the accounts of other users or attempt in any way to impersonate others. Should a student encounter a situation where another user has

inadvertently left themselves signed in they should report the situation to an adult and sign the user out. Students should not attempt to impersonate others. Students should not make unauthorized access to devices, networks, or resources. Students are to cite the source of content taken from the Internet or other electronic sources. They are also expected not to use technology to copy class work inappropriately.

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

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

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

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

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

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

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

Social Networking

"Social networking" refers to the use of electronic devices to communicate with other individuals. It includes, but is not limited to, Facebook, Twitter, personal email accounts, instant messaging ("texting"), and blogs.

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

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

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

Consequences

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

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

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

Technology – 1:1 Take Home Programs White River Valley Supervisory Union

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

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

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

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

Students shall not loan their devices to other students.

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

Technology – Bring Your Own Device Program (BYOD) White River Valley Supervisory Union

Philosophy:

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

Parameters of Use:

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

- during lunch (i.e. middle school last 15 minutes).
- in learning block (with teacher's permission).
- during classes when such devices may be used as appropriate tools as directed by the teacher and with the teacher's permission.

Privilege of Use:

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

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

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

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

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

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

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

Transcripts and Records

Parents/guardians and students requesting a transcript or copy of records should contact the school counselor.

Visitors

Parents and community members are welcome to visit our school and take part in the programs and events that we offer. Parents wishing to visit a teacher or a class are requested to make prior arrangements with the teacher through the principal.

Students/families who are interested in visiting or attending Chelsea Public School are requested to schedule an appointment with School Counselor Melinda Farnham at (802) 685-4551 or by email at mfarnham@wrvsu.org.

All visitors must sign-in and sign-out with the Administrative Assistant and must have a visitor identification badge while in school facilities.

Volunteer Opportunities

The Chelsea Public School encourages parents and other community members to become active participants in the education process by volunteering. Some ways you may assist include: tutoring, reading, organizing special activities, chaperoning field trips or serving periodically on various committees. Please contact your student(s) teachers or the school on how you can become involved at the school. Volunteer opportunities will require background checks.

Appendix

Level I

Level I Offenses usually involve minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school. These misbehaviors can usually be handled by an individual staff member but may sometimes require the intervention of other school support personnel.

Student Offense	Procedural Responses	Disciplinary Options
Classroom disturbance Classroom tardiness Cheating and lying Abusive/obscene language Improper behavior in hallways Non-defiant failure to comprehend assignments or carry out directions. Failure to follow reasonable rules of the school. Bullying	<p>There is immediate intervention by the staff member who is supervising the student or who observed the misbehavior</p> <p>Repeated misbehavior requires that contact be established with the parent(s). A conference with the parent may be arranged. Involvement of the school counselor, student support specialist and/or administrator is appropriate.</p> <p>A proper and accurate record of the offense and disciplinary action is maintained by the staff member.</p>	Verbal reprimand Special assignment Behavior contract Withdrawal of privileges Teacher Behavior Sanction Parental contact Conference with Parents

Level II

Level II misbehaviors are behaviors whose frequency or seriousness tends to disrupt the learning climate of the school. The infractions generally require the intervention of other school support personnel and administration. Also, included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of administrative personnel.

Student Offense	Procedural Responses	Disciplinary Options
<p>Continuation of unmodified/repeated Level I misbehaviors.</p> <p>Disruptive classroom behavior</p> <p>School tardiness, unauthorized presence in a restricted area, or absence from one’s assigned area (i.e. cutting class).</p> <p>Failure to sign in/out of one’s assigned area.</p> <p>Misuse of a pass</p> <p>Use of electronics in an unauthorized area.</p> <p>Defiant failure to carry out a staff member’s instruction.</p> <p>Violation of dress code policy.</p> <p>Gambling</p> <p>Use of forged notes or excuses.</p> <p>Improper/unauthorized use of a motor vehicle.</p> <p>Refusal to identify oneself to a staff person.</p> <p>Disrespectful behavior toward others.</p> <p>Harassment/Sexual Harassment/Bullying</p> <p>Intentional pushing/shoving of others.</p> <p>Failure to follow the reasonable rules of the school.</p>	<p>The student is referred to the Student Support Specialist and/or administrator for appropriate disciplinary action.</p> <p>The Student Support Specialist and/or administrator meets with the student and/or teacher and effects the most appropriate responses.</p> <p>The teacher is informed of the Student Support Specialist and/or administrator’s action.</p> <p>A proper and accurate record of the offenses and the disciplinary action is maintained by the Student Support Specialist and/or administrator.</p> <p>A parental contact must be made.</p>	<p>Behavior Modification/Plan</p> <p>In-school suspension</p> <p>Any of the preceding disciplinary options under Level I.</p>

Level III

Level III are acts directed against persons or property but whose consequences do not seriously endanger the health or safety of others in the school (or at any school approved activity). These acts may be considered criminal but most frequently can be handled by the disciplinary options in the school. Corrective measures which the school should be undertake, however, depend on the extent of the school’s resources for remediating the situation in the best interests of all students.

Student Offense	Procedural Responses	Disciplinary Options
Possession of stolen property. Failure to follow the reasonable rules. Repeated unexcused absences. Stealing Fighting (simple) Threats to others Use of obscene or threatening language towards others. Possession of tobacco Smoking Repeated absence from one’s assigned class (i.e. cutting class) Gross misconduct Harassment/Sexual Harassment/Bullying Failure to follow administrator’s instruction. Unmodified/repeated Level II Offenses. Vandalism (minor)	The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences. The administrator meets with the student and confers with the parent about the student’s misconduct and the resulting disciplinary action. A proper and accurate record of offenses and disciplinary actions is maintained by the administrator. There is restitution of property and damages.	In-school suspension. Out-of-school suspension – short term (1-10 days). Long term out-of-school suspension (greater than 10 days at the discretion of the Superintendent). Imposition of conditions for readmission. Any of the preceding disciplinary options under Levels I and II.

Level IV

Level IV are acts which result in violence to another’s person or property or which pose a direct threat to the safety of others in the school (or at any school approved activity). These acts are usually criminal and are so serious that they may require administrative actions which result in immediate removal of the student from school, the intervention of law enforcement authorities and/or action by the Superintendent and Chelsea Board of School Directors. Vermont school authorities are obligated to report clearly established criminal offenses to law enforcement authorities.

Student Offense	Procedural Responses	Disciplinary Options
Unmodified/repeated Level III misconducts. Bomb threat Possession/use/transfer of dangerous weapons. Assault/battery Sale of stolen property Arson Use of fireworks Driving to endanger Flagrant or continued gross misconduct Extortion Flagrant or continued failure to follow the reasonable rules of the school. Any unlawful act or criminal offense not previously stated. Possession of alcohol, drugs and drug paraphernalia. Under the influence of drugs or alcoholic beverages on school property or at school sponsored events (internal possession) Transfer or sale of alcohol and/or drugs. Harassment/Sexual Harassment/Bullying.	The administrator verifies the offense, confers with the staff involved, and meets with the student. The student is immediately removed from the school environment. Parents are notified. Law enforcement officials are contacted. A complete and accurate report is submitted to the Superintendent for Board action. The student is given a full due process hearing before the Board.	Short term (1-10 days) out of school suspension. Long term out of school suspension (greater than 10 days at the discretion of Superintendent). 180 school day co-curricular suspension. Expulsion Other Board action which results in appropriate placement. Any of the preceding disciplinary options under Levels I-III. Imposition of conditions for readmission. Long term out of school suspension (less than 180 days) by School Board.

Acknowledgment Form

August 2017

Dear Students and Parents/Guardians:

To ensure that parents and students are fully informed regarding the contents of the Chelsea Public School Student Handbook, we require that both the student and a parent/guardian sign and return this tear-off sheet. These signatures indicate that parent/guardian and student have together reviewed the policies and procedures contained herein. Thank you for your assistance with this and if you have any questions please contact the school principal. Please return this sheet within the first week of school.

I have reviewed the handbook with my student and understand that he/she is expected to comply with the reasonable rules and policies outlined within.

_____ Date: _____
Parent/Guardian Signature

I have reviewed the handbook with my parent/guardian and understand that I am expected to comply with the reasonable rules and policies outlined within.

Student Signature: _____ Date: _____

Print Name: _____

As a parent or guardian of this student, I understand that computer and internet access at Chelsea Public School is for educational purposes only and violations will result in access being restricted and possible cost reimbursement. Please check one below that applies to your child.

____ Computer privileges with internet

____ Computer privileges without internet

Please check and complete the following:

____ If involved in the school's Bring Your Own Device Program, I agree to follow the guidelines included in this document.

Device Description _____

Device Serial Number _____