

**Bellows Falls Union
High School**

Home of the Terriers



Bellows Falls Union High School

406 High School Road

Westminster, VT 05158

Phone: 802-463-3944

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BFUHS Mission

“Enter to Learn, Go Forth to Serve”

The mission of Bellows Falls Union High School is to provide all students with the opportunity to expand their intellectual, social and physical capabilities, to foster their emotional growth and to assist them in recognizing and achieving their fullest potential.

BFUHS Beliefs

The Bellows Falls Union High School is committed to the following beliefs about learning:

- Students learn best when the school environment is safe, supportive, and cooperative.
- Students learn best when they are recognized as individuals and are fully engaged in lessons tailored to their needs, abilities, and educational goals.
- Students learn best when they become self-aware, self-motivated, community members with short and long term goals.
- Students learn best when relationships are formed between faculty, students, parents, and community, and when faculty members maintain a high degree of professionalism.
- Students learn best when the curriculum is flexible, challenging, appropriate, creative and applicable to all aspects of life.

Bellows Falls Union High School is a community committed to providing a holistic, accessible, and innovative curricular and co-curricular experience for all of our community members. The specific policies and procedures outlined in this handbook are rooted in the foundational beliefs that all individuals are deserving of respect, trust, dignity, due process, and a sense of belonging. Students who attend Bellows Falls Union High School agree to uphold the policies and procedures contained within this handbook in the spirit of ensuring a safe and respectful experience for all.

Teamwork

Engagement

Respect

Responsibility

Integrity

Encouragement

Resilience

Spirit

Teamwork: We believe in supporting each other and working together to reach a common goal.

Engagement: We believe in giving it our all every day to accomplish our goals and encourage others to do the same.

Respect: We value each other and treat each other with an appreciation of our differences.

Responsibility: We take accountability for our actions and focus on the safety of ourselves, others, and our school community.

Integrity: We are honest, fair, and work hard to “do the right thing,” even when others are not looking.

Encouragement: We trust and count on each other to provide support.

Resilience: We persevere through the challenges we face.

Spirit: We influence each other positively with a sense

*of pride in our school and
community.*

Important WNESU, State & Federal Policies

Definitions:

School Property - however characterized herein, means any property owned or leased by the school district and used at any time for school related activities including but not limited to school buildings, areas adjacent to school buildings, parking lots, athletic fields and school buses.

School Sponsored Activity - includes but is not limited to such activities as field trips, sporting events, work internships and dances.

Asbestos Management Plan

Windham Northeast Supervisory Union (WNESU), which includes the Bellows Falls Union High School, hereby provide the following notice in compliance with the Asbestos Hazard Emergency Response Act (AHERA) 40 CFR 763.93 [g.] [4] Requires that written notification be given that the following schools/buildings have Asbestos Management Plans 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 within the WNESU.

Child Find Notice

In compliance with the Individuals with Disabilities Improvement Act of 2004 (P.L. 108-446), we are required to locate and identify all school-age children, who may have a disability, and provide them with an appropriate education and developmental screening.

The Early Childhood Special Education program of Windham Northeast Supervisory Union provides free developmental screening to all preschool children and infants throughout the school year on an individual basis by appointment. If you have a child and you are concerned about his or her development, you may call the Early Childhood Special Education Coordinator at (802) 460-7827 to make an appointment. The purpose of this process is to locate children with disabilities who would benefit from early identification and intervention.

Any person having information regarding students with disabilities, who are not receiving a free, appropriate public education, should contact the Director of Student Services, at (802) 463-1612 or at the Windham Northeast Supervisory Union, 5111 US Route 5, PO Box 92, Westminster Station, VT 05159.

Education for Homeless Children and Youth

Vermont's Education for Homeless Children and Youth (EHCY) program ensures that students experiencing homelessness have equal access to the same free, appropriate public education provided to other Vermont children, with the opportunity to meet the same challenging State academic standards. The EHCY program is authorized under the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act, and seeks to identify and address the challenges that children and youth experiencing homelessness may face in enrolling, attending, and succeeding in school.

McKinney-Vento Definition of Homeless [42 U.S.C. §11434(a)(2)]

The term “homeless children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence, and includes children and youths who:

- Share the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
- Live in emergency or transitional shelters
- Are abandoned in hospitals
- Have a primary nighttime residence that is a public or private place not normally used as a regular sleeping accommodation for human beings
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Are migratory and qualify as homeless because they are living in circumstances described in the above situations

Rights of Eligible Children and Youth

The McKinney-Vento Homeless Assistance Act guarantees educational rights and supports for students experiencing homelessness. In general, McKinney-Vento eligible students have a right to:

- Equal access to the same free, appropriate public education, including public preschool education, as is provided to other children and youth [42 U.S.C. §11431(1)]
- Immediate enrollment, even when records normally required for enrollment are not present [42 U.S.C. §11432(g)(3)(C)]
- Remain in the school of origin, if it is in the student’s best interest, in order to maintain educational stability [42 U.S.C. §11432 (g)(3)(A)]
- Access all educational and related services for which they are eligible [42 U.S.C. §11432(g)(6)(A)(iii)], including Title I services and free school meals
- Full participation in school, which may include participation in extracurricular activities [42 U.S.C. §11432(g)(1)(F)(iii)]
- Transportation, provided by the LEA, to and from the school of origin [42 U.S.C. §11432(g)(1)(J)(iii)]

If you are experiencing homelessness or housing insecurity, please contact our building’s McKinney-Vento Coordinator (name and contact info), or our WNESU McKinney-Vento District Liaison, Shelley Wilson, at 802-460-1492 or shelley.wilson@wnesu.com.

Firearms and Weapons

It is the policy of the Windham Northeast Supervisory Union and its member school districts to comply with the federal Gun Free Schools Act of 1994 and the equivalent Vermont statute 16 V.S.A. § 1166 or other state law requiring school districts to provide for the possible expulsion of students who bring firearms to or possess firearms at school. It is also the intent of the Windham Northeast Supervisory Union and its member school districts to comply with Vermont Statute 13 V.S.A. § 4004, prohibiting the possession of all dangerous or deadly weapons, replicas or facsimiles of any dangerous or deadly weapon, at school or on school grounds. It is further the intent of the Windham Northeast Supervisory Union and its member school districts to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules. Prohibited Conduct

Possession and/or use of any dangerous or deadly weapon or facsimile of any dangerous or deadly weapon at school or on school grounds (including athletic fields, parking lots and leased facilities) or at school functions and events is prohibited and will not be tolerated under any circumstances. It is also a violation of this policy for any person to make, issue, or communicate by any means, a threat that a dangerous or deadly weapon has been, or will be placed or used on school grounds or property.

This policy is in effect before, during and after school, as well as at any school sponsored activity for 24 hours a day and 7 days a week regardless of school breaks. This policy does not apply to a law enforcement officer while engaged in law enforcement duties or to weapons or facsimiles of weapons used in school functions or ceremonies as approved by the Board or the Superintendent. Additionally, the Superintendent upon notice to the School Board may specifically authorize the possession or use of a weapon for instructional, educational or other specific occasions and purposes.

Definitions For the purposes of this policy, the terms "weapon", "firearm", "school" and "expelled" shall have the following meanings: Weapon as defined in 13 V.S.A. §4016 means any firearm, knife, fighting instrument or other weapon-like device, instrument, material or substance, whether animate or inanimate, which in the manner it is used or is intended to be used, is known to be capable of producing death or serious bodily injury. Examples of such weapons include knives, clubs, brass knuckles or nunchucks. Weapon also includes any reasonable facsimile, reproduction or replica of the above. It includes school grounds, buildings, parking lots, facilities, school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities including school buses and personal vehicles.

Expelled or Long Term Suspended shall mean the termination of educational services to a student for greater than a 10 day period. At the discretion of the Board, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

Sanctions for Firearm Violations: Any student who brings a firearm or destructive device to school or possesses a firearm or destructive device at school, as defined in 18 U.S.C. 921 shall be brought by the Superintendent to the School Board for a long term suspension or expulsion hearing. Following the opportunity for a hearing before the Board, a student found by the Board to have brought a firearm to school shall be long term suspended and expelled from the Windham Northeast Supervisory Union and its member school districts' schools and events for at least one calendar year. However, the Board may modify the expulsion on a case-by-case basis when it finds circumstances such as, but not limited to:

- The student was unaware he or she had brought a firearm to school
- The student did not intend to use the firearm to threaten or endanger others
- The student is disabled and the misconduct is related to the disability
- The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the pupil.

At the discretion of the school board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy. An expulsion hearing conducted under this policy shall afford due process as required by Law and Vermont State Board of Education Rules. In addition, any student who brings a firearm to school shall be referred to a law enforcement agency and a report may be made to the Vermont Department of Children and Families as necessary.

A full copy of the policy can be found here [WNESU Firearms and Weapons Policy](#)

Hazing, Harassment, and Bullying Policy

The Windham Northeast Supervisory Union and its member school districts (hereinafter “District”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

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

It is also the policy of the district to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The District shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board’s disciplinary policies or the school’s code of conduct. The model procedures are expressly incorporated by reference as though fully included within this model policy. The model procedures are separated from the policy for ease of use as may be required.

Constitutionally Protected Speech

It is the intent of the District to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person’s protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

Definitions

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

“**Bullying**” means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:

- a. Is repeated over time;
- b. Is intended to ridicule, humiliate, or intimidate the student; and
 - (i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
 - (ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student’s right to access educational programs.

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

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

1. Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:

- (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status, or progress; or
- (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student’s ability to participate in or benefit from the educational program on the basis of sex.

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

H. **“Hazing”** means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and

- Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

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

1. The goals are approved by the educational institution; and

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

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

1. is registered in or in attendance at an educational institution;
2. has been accepted for admission at the educational institution where the hazing incident occurs; or
3. intends to attend an educational institution during any of its regular sessions after an official academic break.

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| Designated Employees | Kelly O’Ryan Kelly.ORyan@wnesu.com BFUHS Principal | Mark Gebo Mark.Gebo@wnesu.com Dean of Students & Equity Coordinator |
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[WNESU HHB Policy & Procedure](#)

Community members who have a concern about a potential violation of the District’s HHB policy should complete a report here [Student Conduct Form](#) or contact a Building Administrator.

Individuals With Disabilities Education Act (IDEA)

The [Individuals with Disabilities Education Act](#) makes special education and related services a federal entitlement for students with disabilities. It requires that these students be offered a free appropriate public education in the least restrictive environment and focuses on parent participation, procedural safeguards, and confidentiality. Amendments have extended the entitlement for education to students three to five and addressed the needs of infants and toddlers with disabilities and their families. States receiving federal education funds are required to identify and evaluate students with disabilities and offer them an individualized education plan (IEP) or, in the case of infants and toddlers, an individual family service plan (IFSP) of special education and related services.

Mandated Reporting

As educators and mandated reporters, it is our duty to help protect students from abuse and neglect. Act 60 of 2015 provides that any mandated reporter who reasonably suspects abuse or neglect of a child shall report in accordance with the provisions of Section 4914 of this Title within 24 hours of the time information regarding the suspected abuse or neglect was first received or observed. 33 V.S.A. § 4913(c).

New Americans

We have a responsibility to ensure that all of our students feel safe and supported. Under Federal law, undocumented children and young adults have the same right to attend public primary and secondary schools as do U.S. citizens and permanent residents (Plyler vs. Doe, 457 U.S. 202 (1982.)). And, under state law, all Vermont children, including undocumented children are required to attend school until the mandated age of 16.

Public schools may not:

1. Deny or terminate a student's enrollment on the basis of actual or perceived immigration status.
2. Treat a student differently to verify legal residency in the United States.
3. Engage in any practices that have the effect of discouraging students from enrolling or attending school based on their immigration status.
4. Require students or their parents to disclose their immigration status or inquire of students or parents in ways that may expose their undocumented status.
5. Deny or terminate a student's enrollment due to the student's or parent's failure to provide a social security number.

Non-Discrimination Policy

It is the policy of the Bellows Falls Union High School District that it will not tolerate, at any time, (A) on any property of the Bellows Falls Union High School District, or (B) during any activity on or off property of the Bellows Falls Union High School District where the district is required or authorized to exercise control or supervision, any discrimination against any person on the basis of race, color, religion, ancestry, national origin, gender, sexual orientation, place of birth, age, disability, mental condition, physical condition, or any discrimination against any person on any other basis prohibited by law. We follow the Agency of Education's guidelines on Best Practices for Transgender and Gender Non-Conforming students which can be found here: [Continuing Best Practices for Schools Regarding Transgender and Gender Nonconforming Students](#)

Restraint and Seclusion

The purposes of State Board Rule 4500 are to create and maintain a positive and safe learning environment in schools; promote positive behavioral interventions and supports in schools; and ensure that students are not subjected to the inappropriate use of restraint or seclusion. Annually, at or before the beginning of the academic year, each school (defined in 4500.3(10)) shall inform all school personnel and parents of students enrolled in the school of the policies pertaining to the use of physical restraint and seclusion and the intent to emphasize the use of positive behavioral interventions and supports and its intention to avoid the use of physical restraint or seclusion to address targeted student behavior. This is also a reminder to make sure all staff receive adequate training and support for de-escalation strategies and personal safety as alternatives to the use of restraint and seclusion. Learn more about [Restraint and Seclusion in Schools](#).

School Choice

Under 16 V.S.A. § 563(28), school boards must annually inform students and their parents or guardians of their options for school choice under applicable laws or policy. This includes the board of a high school district announcing its capacity to accept students under 16 V.S.A. §822a(c) on or before February 1 each year. Information about BFUHS guidance on school choice is available on the WNESU site and can be found here: [BFUHS School Choice Overview](#).

Section 504 in WNESU

Section 504 of the Rehabilitation Act of 1973 is a federal civil rights statute prohibiting discrimination on the basis of disability. It specifically prohibits discrimination against students with disabilities and guarantees them a free and appropriate public education (FAPE). Every entity, including public and independent schools, that receives federal funding, directly or indirectly is subject to the

requirements of Section 504. There is no federal or state funding provided to assist schools in complying with Section 504; all costs are the obligation of the general school district or independent school budget.

Section 504 prohibits discrimination on the basis of disability which is defined in the Rehabilitation Act as a failure to provide students with disabilities the same opportunity to benefit from educational programs, services, or activities as provided to their nondisabled peers. This means that districts/schools must make programs and activities accessible as well as the buildings and grounds. As a civil rights statute, Section 504 focuses on ensuring a level of access to educational services (including both academic and extracurricular activities) that is equal to the level of access provided to non-disabled students. This includes providing eligible students who have a physical or mental disability with a free appropriate public education (FAPE).

34 C.F.R. §§104.7 and 104.8 require schools to notify parents and others that the school does not discriminate on the basis of handicap; the school's notice shall identify the responsible employee designated to coordinate compliance with Section 504 and of the availability of a grievance procedure to address complaints regarding Section 504 of the Rehabilitation Act.

If you have questions about Section 504 eligibility for students, or need to discuss a grievance procedure, please contact WNESU District 504 Coordinator Shelley Wilson (shelley.wilson@wnesu.com).

Searches

Bellows Falls Union High School recognizes that the Fourth Amendment to the United States Constitution protects students from unreasonable searches and seizures. However, the district further recognizes that a student's right to be free from an unreasonable search or seizure must be balanced with the necessity of providing a safe and secure learning environment for all students. School officials will be guided by the necessity of observing that balance and maintaining order and discipline in the school in order to fulfill their duties "in loco parentis" to protect the general welfare of the entire school community.

Special Education

Student Support Services focuses on academic outcomes, aspirations for our students, parent/community engagement, and regulatory compliance. Our goal is to help every child succeed. We provide our students with stability and continuity, new opportunities for inclusion, and higher-quality programs that are aligned with our district's goals of equity for all students. In collaboration with all WNESU schools, PreK-12, we strive to provide equitable opportunities to engage in high-quality instruction in the least restrictive environment, empowering each student to grow according to their ability.

Federal law guarantees every student the right to a free and appropriate public education regardless of disability. Special Education rules and regulations guarantee the right to an education in the "least restrictive environment." WNESU values inclusion and equity for all students.

If you believe that your child is having difficulty making progress in a regular classroom due to a disability, you have the right to request an evaluation of your child to find out if your student has a disability and is eligible for special education services. Please contact Student Support Services at (802) 463-1612 or your student's teacher or principal, for this evaluation.

Student Attendance

As daily school attendance is critical to successful school performance, we want all students and their families

in Windham County Pre-K-12 students to have support in ensuring student attendance at school. The WNESU process and procedures to ensure that students are in school and learning follows below.

Process and Expectations:

Absences

It is our shared responsibility to be sure that every child is safe and accounted for on every school day. If your child is absent from school please notify the attendance office within 30 minutes of your school's start time.

Unreported Absences

The school will contact the parent/guardian at home or at work. If a child is not in school on a given day and we have not received notification from the parent/guardian and are not able to contact the parent/guardian, this means that we are not able to verify the child's location. We will then contact the police/sheriff's department as early in the day as possible and appropriate for a welfare check. This is solely to ensure our student is safe. We will then make another outreach to the parent/guardian to make a plan to prevent further unreported absences.

Tardiness

Being on time sets a positive tone for the day and emphasizes the importance of education. Students are expected to arrive at school no later than the stated start time for your school. Students arriving after this time are considered late and will be marked tardy. Tardiness happens from time to time but regularly coming in late means the student misses the opportunity to be greeted by everyone, eat breakfast, settle into the day, learn the schedule for the day and generally get off to a positive start. If a trend of tardiness begins to appear, we will ask the parent/guardian to create a plan with the school to ensure that students arrive on time.

Approach

We utilize a team approach for school attendance, including the child, their family, and school officials to explore with the student and family what obstacles are hindering school attendance. A student-centered plan will be developed to increase school attendance. Follow-up steps are set to assess if the plan is working for the student and the family. Records are kept in school files of all contacts related to this plan made with the family of the student. Interventions of last resort regarding attendance typically involve the Windham County State's Attorney and the Department of Children and Families.

Involvement of those agencies happen after habitual absences and very low family involvement with the school.

Team Membership

We rely on school staff to support improved attendance. If needed, staff from state and community agencies, as well as home to school liaison supports, will assist. Team meetings can be part of EST, 504, IEP, Coordinated Services Plan (ACT 264), Interaction (formerly known as Youth Services), and other necessary support for the student.

Procedure

WNESU School staff typically will use the following procedures to support families with school attendance, however families should be aware that every situation is different, so this is a not to be interpreted as the sole protocol:

Tardiness

After five tardy days Letter to go out to family from principal
School personnel contacts family in person or by phone

After seven tardy days Letter to go out to family from principal

Parent meeting scheduled with counselor and teacher

After ten tardy days

Letter to go out family from principal

Parent meeting scheduled by school staff, with principal, counselor, teacher, and any other necessary school staff.

At the meeting, a release of information may be signed by the family to allow discussion between the school and outside agencies if necessary.

Absences

After five absent days

School personnel contact family in person or by phone, AND by mail.

Based on the previous year, families may be referred to community supports or state agencies once an absence trend is identified.

After ten absent days

Letter to go out to family including, if appropriate, a request for information related to any medical diagnoses that your student may be experiencing that is preventing them from attending school.

Parent meeting scheduled with Educational Support Team (EST) or Attendance Committee and school personnel (including teacher, counselor, and principal.)

A referral to community support may be necessary at this stage.

After fifteen absent days

Letter to go out to family

Parent meeting scheduled according to guidelines established in Coordinated Services Plan Meeting (Act 264) with school personnel and representatives from outside agencies. These could include DCF, designated mental health, family support, and truancy agencies, as well as law enforcement.

Subsequent Absences

Depending on the situation, the school will continue to refer to community supports and will determine if a referral to DCF or the Windham County State's Attorney will be necessary.

Family Court Involvement

State's Attorney

An affidavit goes to Windham County State's Attorney detailing the amount of absences, records of outreach between the school and the family, and what supports have already been put in place.

The State's Attorney will review the materials and determine if they believe the student is a Child in Need of Services.

If the State's Attorney makes this determination, a prosecutor will file a case in the Windham County Family Court to formally intervene with the student's habitual absences.

Family Court

This is to ensure that a plan will be followed to remedy the

absences and have your student regularly go back to school.

The Family Court judge evaluates any case filed by the State's Attorney and determines if conditions need to be imposed on the family related to your student's attendance. If a case is brought, you will be entitled to an attorney for both you and your student.

Please note: The School is not formally involved with truancy cases brought by the State's Attorney (meaning that the school is not suing your family). Any truancy cases in Court are brought by the State of Vermont.

Schools have been encouraged to consider making referrals earlier than the timelines set forth here, if a student struggled with attendance last year and shows signs of similar issues in the previous school year.

Student Records

The Windham Northeast Supervisory Union and its member school districts recognize the importance of keeping accurate and appropriate education records for students as part of a sound educational program and is committed to act as trustee of this information, maintaining these records for educational purposes to serve the best interests of its students. The principles of accuracy and confidentiality underlie all policies and procedures for the collection, maintenance, disclosure and destruction of education records.

It is the policy of the District to protect the confidentiality of education records and release information only as permitted by law. Annually or when the student enrolls, the district will inform parents, guardians, and students eighteen years and older of their rights with respect to the student's education records and the available procedures for exercising those rights.

This shall include notification of the following:

1. The right to inspect and review the student's education records within 45 days after the day the district receives a request for access.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that the law authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA).
5. The procedure for exercising the right to inspect and review education records.
6. The procedure for requesting amendment of records.
7. The types of personally identifiable information that the district has designated as directory information, and a parent or eligible student's right to opt out of the disclosure of directory information.
8. The procedure for a parent or eligible student to notify the district that they want to opt out of the district's disclosure of directory information.

9. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest as defined by FERPA.

Title IX Sexual Harassment

Prohibiting Title IX Sexual Harassment. Per Title IX of the Education Amendments Act of 1972 (“Title IX”) the Windham Northeast Supervisory Union and its member school districts (hereinafter “District”) does not discriminate on the basis of sex in its educational programs and activities, including employment and admissions. All forms of sex-based discrimination, including sexual harassment, are prohibited in the District. A District with actual knowledge of sexual harassment in an educational program or activity of the District against a person in the United States must respond promptly in a manner that is not deliberately indifferent. A District is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances. A District may be deemed to have been deliberately indifferent based on its restriction of rights protected under the U.S. Constitution, including the First, Fifth and Fourteenth Amendments.

Retaliation. Retaliation as defined by this Policy is expressly prohibited. Complaints alleging retaliation may be filed according to the Title IX Grievance Procedures set forth in Section IV.

Concurrent Statutory Obligations. While all forms of sex-based discrimination are prohibited in the District, the purpose of this policy is to address, and only address, sexual harassment as defined in Title IX and Section II.M. below. For conduct which satisfies that definition, a school’s response is governed by this policy, and in those cases for which they have received a filing of a formal complaint of the same, as set forth under the Title IX Grievance Process set forth in Section IV below. For other forms of inappropriate conduct, or conduct which may satisfy the definition of harassment on the basis of sex under Vermont law, including student misconduct and employment based statutes prohibiting unlawful harassment and other forms of misconduct, the District may have the separate obligation to address those behaviors as required by other school policies and applicable laws.

Covered Parties. This Policy shall apply to all students, employees and any third party who contracts with the District to provide services to District students or employees, upon District property or during any school program or activity. A third party under supervision and control of the school system will be subject to termination of contracts/agreements, restricted from access to school property, and/or subject to other consequences, as appropriate.

Definitions.

As used in this Policy and during the Title IX Grievance Process, the terms below shall have the meaning ascribed.

“Sexual harassment” prohibited under Title IX and by this Policy is conduct on the basis of sex, occurring in an education program or activity of the District, against a person in the United States, that satisfies one or more of the following:

1. A school district employee conditioning the provision of an aid, benefit, or service of the District on an individual's participation in unwelcome sexual conduct; OR
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, AND objectively offensive that it effectively denies a person equal access to the District’s education program or activity; OR

3. Any conduct which would satisfies one or more of the following definitions:
 - a. Sexual assault: Any sexual act(s) directed at another person without consent of the victim, including instances where the victim is unable to lawfully give consent because of age or cognitive ability. Consent to a sexual act exists where words, actions or other non-verbal conduct objectively communicates a desire to participate in the sexual act(s). Consent to some sexual act(s) does not indicate consent to all sexual acts. Consent may be withdrawn at any time by objectively communicating through words, actions or other non- verbal conduct AND/OR
 - b. Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or an intimate nature with the victim. The existence of the relationship shall be considered with reference to the length of the relationship, the type of relationship and the frequency of the interactions between the persons involved in the relationship. AND/OR
 - c. Domestic violence: Felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner or any other persons protected under 15 V.S.A. section 1101 from domestic abuse. AND/OR
 - d. Stalking: A course of conduct by a person directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

Limitation in Scope. For purposes of this policy conduct shall not be deemed to satisfy Title IX's definition of "sexual harassment" if the conduct occurred either (1) outside of the United States and/or (2) includes locations, events or circumstances over which the District did not exercise substantial control over both the respondent and the context in which the harassment occurred.

Reports of Sexual Harassment

Any Person May Make a 'Report of Sexual Harassment'. Any person may report sexual harassment whether relating to her/himself or another person. A Report of Sexual Harassment may be made at any time, in person, by mail, by telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

- a. Any Staff Member May Receive Reports. Additionally, while the District strongly encourages Reports of Sexual Harassment to be made directly to the Title IX Coordinator, the report may be made to **any** District staff member, including, for instance, a counselor, teacher or principal.

Reports of Sexual Harassment that pertain to the Bellows Falls

Union High School community can be submitted through the Student Conduct form here:

[Student Conduct Form](#)

WNESU Title IX Coordinator
Shelley Wilson (Shelley.Wilson@wnesu.com)

BFUHS Deputy Title IX Coordinator, BFUHS Principal
Kelly O’Ryan (Kelly.ORyan@wnesu.com)

- b. In Cases where Title IX Coordinator is Alleged Respondent. If the Title IX Coordinator is the alleged respondent, in such cases either the Report of Sexual Harassment or Formal Complaint of Sexual Harassment may be made directly to the Superintendent, who shall thereafter fulfill the functions of the Title IX Coordinator regarding that Report/Complaint, or delegate the function to another person.

[Link to Full Title IX Policy](#)

Visitors

Parents are always welcome in all WNESU schools. Visitors, students or adults, must check in at the kiosk in the main lobby. Visitor badges will be available and **must be worn**. Anyone may be denied visiting privileges at the discretion of the administration.

WNESU Federal Funding Support (Title I) Information

The Elementary and Secondary Education Act (ESEA) or Title I was designed to provide instructional help for students experiencing academic difficulty. Funding is given directly to the schools and is based upon the number of families who are considered “low-income”. WNESU is required to provide funding and other resources to increase parent involvement in their child’s education. Schools are required to use instructional strategies based on scientifically based research and to implement parental involvement activities.

Schools enrolling at least 30 percent of students from economically disadvantaged families are eligible to use Title I funds for school wide programs that serve all children in the school. Title I programming support in WNESU is available to all schools and all of our students, regardless of income level.

Funds are used to promote:

1. High academic/achievement for all children
2. Initiatives for Safe and Healthy Schools
3. Improved communication between school and home
4. An enriched and accelerated educational program
5. Professional development for staff
6. Meaningful opportunities for family engagement

WNESU Home-To-School Compact

School Agreement:

We believe all children can learn and succeed in school. Therefore, we will:

- provide high-quality instruction.
- provide a school environment that encourages positive relationships.
- teach students to resolve conflicts in an appropriate and positive manner.
- provide meaningful homework when appropriate that supports student learning.
- use methods of assessment that enable us to monitor the learning of individual students and plan for effective instruction.
- collaborate with one another, students, families, and the community so that students will experience success.
- commit ourselves to ongoing professional development and continuous improvement.
- communicate with parents keeping them informed of their child's progress in a variety of ways.
- pursue the joy of learning together.

Parent/Guardian Agreement:

It is important that I encourage my child in the learning process. Therefore I will:

- see that my child attends school regularly and on time.
- stay in close contact with my child's teachers.
- motivate and help my child with homework.
- read with my child and let my child see me read.
- support the school discipline policies as stated in the school handbook.
- encourage my child's learning with a healthy lifestyle (nutrition, hygiene, sleep)

Student Agreement:

As a student of WNESU, I contribute to the standard of excellence. Therefore, I will:

- help create a safe and positive school climate.
- I always work to the best of my ability.
- attend school regularly and be ready to learn every day.
- be an active and positive member of the school and community.
- read at home.
- follow the classroom and school rules.
- accept responsibility for my own actions.
- ask for help when needed and give help when asked.
- treat everyone, including myself with respect.
- resolve conflict peacefully.
- make healthy and positive choices.
- get to bed on time and remain rested and ready for learning

More information can be found here [Title I Information](#)

**Internal School Calendar & Daily Schedules
2024-2025**

| Quarters | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Q4 Seniors |
|-------------------------------------|----------------------------------|---|--|---|---------------------------------|
| Term Dates | August 28, - October 31, 2024 | November 4, 2024 - January 15, 2025 | January 21, 2024 - April 4, 2025 | April 7, 2024 - June 13, 2025 | April 7, 2024 - June 4, 2024 |
| Progress Report Grades Close | September 27 | December 6 | March 7 | May 16 | May 14 |
| Progress Report Grades Due | October 1 | December 10 | March 11 | May 20 | May 16 |
| Report Card Grades Close | November 1 | January 17 | April 4 | June 13 | June 4 |
| Report Card Grades Due | November 5 | January 21 | April 8 | June 18 | June 6 |
| Semester Exams* | | Jan. 15 - B4 Jan. 16 - B2 & B3 Jan. 17 - B1 | | June 13 - B4 June 16 - B2 & B3 June 17 - B1 | June 5 & 6 |
| Eligibility Notification | Oct. 2 Nov. 6 | Dec. 11 Jan. 22 | March 12 April 9 | May 21 June 18 | June 11 |
| Incompletes Due By | November 21 | February 7 | April 29 | Fall 2025 add / drop date | TBD |
| Inservice Days | Sept. 20 Oct. 15 | Nov. 1 Jan. 21 | March 3 March 21 | June 18 | |
| Early Release Days | Sept. 13, Oct. 11, | Dec. 13 Jan. 17 | Feb. 14 March 14 | May 16 | |
| Altered Schedules | Sept. 24, 26, 27 | Jan. 15 | Feb. 4, 6 April 1, 3 | May 6, 13 | |
| No School (Holidays) | Sept. 2 Oct. 14 | Nov. 27 - 29 Dec. 23 - Jan. 3 Jan. 20 | Feb. 17-21 March 4 | April 14 - 18 May 26 June 19 | |

Bellows Falls Union High School Daily Bell Schedule

(Audible Bells Only Ring On Blocks)

| | | |
|--|-------------|----------------------------|
| Block One: 8:00-9:20 | | |
| Period One | 8:00-8:40 | Late: 8:00 |
| Period Two | 8:43-9:20 | Late: 8:43 |
| Announcements (B1) | 9:20-9:23 | Remain in Block 1 |
| Break: 9:23-9:37 | | |
| Block Two: 9:40-11:00 | | |
| Period Three | 9:40-10:20 | Late: 9:40 |
| Period Four | 10:23-11:00 | Late: 10:23 |
| Block Three: 11:03-12:51 (Lunch A & B) <i>Colors reflects arrival/departure times of students by strands</i> | | |
| Lunch A | 11:03-11:28 | Late: 11:03 |
| Period Five A | 11:31-12:10 | Late: 11:31 (From Lunch A) |
| Period Six A | 12:13-12:51 | Late: 12:13 |
| Period Five B | 11:03-11:43 | Late: 11:03 |
| Period Six B | 11:46-12:23 | Late: 11:46 |
| Lunch B | 12:26-12:51 | Late: 12:26 (To Lunch B) |
| Block Four: 12:54-2:14 | | |
| Period Seven | 12:54-1:36 | Late: 12:54 |
| Period Eight | 1:39-2:14 | Late: 1:39 |
| Terrier Time | 2:17-2:45 | Late: 2:17 |
| Dismissal: 2:45 | | |

Bellows Falls Union High School
2 Hour Delay Bell Schedule
(Audible Bells Only Ring On Blocks)

When Used for Testing:
Testing: 8:00-9:57

Block One: 10:00-11:02

| | | |
|-------------------|-------------|-------------|
| Period One | 10:00-10:31 | Late: 10:00 |
| Period Two | 10:34-11:02 | Late: 10:34 |

Block Three: 11:05-12:35 (Lunch A & B)

Colors reflects arrival/departure times of students by lunch assignments

| | | |
|-------------------|-------------|-------------|
| Lunch A | 11:05-11:30 | Late: 11:05 |
| Period 5 A | 11:33-12:00 | Late: 11:33 |
| Period 6 A | 12:03-12:35 | Late: 12:03 |
| Period 5 B | 11:05-11:35 | Late 11:05 |
| Period 6 B | 11:38-12:07 | Late 11:38 |
| Lunch B | 12:10-12:35 | Late 12:10 |

Block Two: 12:38-1:40

| | | |
|---------------------|------------|------------|
| Period Three | 12:38-1:09 | Late 12:38 |
| Period Four | 1:12-1:40 | Late 1:12 |

Block Four: 1:43-2:45

| | | |
|---------------------|-----------|------------|
| Period Seven | 1:43-2:14 | Late: 1:43 |
| Period Eight | 2:17-2:45 | Late 2:17 |

Dismissal

Bellows Falls Union High School
Early Release Bell Schedule
(Audible Bells Only Ring On Blocks)

Block One: 8:00-8:41

| | | |
|-------------------|-----------|------------|
| Period One | 8:00-8:20 | Late: 8:00 |
| Period Two | 8:23-8:41 | Late: 8:23 |

Block Two: 8:45-9:25

| | | |
|---------------------|-----------|------------|
| Period Three | 8:45-9:04 | Late: 8:45 |
| Period Four | 9:07-9:25 | Late: 9:07 |

Block Four: 9:28-10:09

| | | |
|----------------------|------------|------------|
| Period Seven | 9:28-9:48 | Late: 9:28 |
| Period Eight: | 9:51-10:09 | Late: 9:51 |

Block Three: 10:12-11:21 (Lunch A & B)
Colors reflects arrival/departure times of students by strands

| | | |
|----------------------|-------------|-------------|
| Lunch A | 10:12-10:37 | Late: 10:12 |
| Period Five A | 10:40-11:00 | Late: 10:40 |
| Period Six A | 11:03-11:21 | Late: 11:03 |
| Period Five B | 10:12-11:13 | Late: 10:12 |
| Period Six B | 10:16-10:53 | Late: 10:16 |
| Lunch B | 10:56-11:21 | Late: 10:56 |

Dismissal: 11:21

Bellows Falls Union High School
Morning Assembly Bell Schedule
(Audible Bells Only Ring On Blocks)

| | | |
|---|-------------------------------|-------------|
| Homeroom: 8:00-8:05 | | |
| Assembly: | 8:08-9:08 (Location may vary) | Late: 8:08 |
| Block One: 9:10-10:25 | | |
| Period One | 9:10-9:48 | Late: 9:10 |
| Period Two | 9:51-10:25 | Late: 9:51 |
| Block Two: 10:28-11:42 | | |
| Period Three | 10:28-11:06 | Late: 10:28 |
| Period Four | 11:09-11:42 | Late: 11:09 |
| Block Three: 11:45-1:27 (Lunch A & B) <i>Colors reflects arrival/departure times of students by strands</i> | | |
| Lunch A | 11:45-12:10 | Late: 11:45 |
| Period 5 A | 12:13-12:47 | Late: 12:13 |
| Period 6 A | 12:50-1:27 | Late: 12:50 |
| Period 5 B | 11:45-12:30 | Late: 11:45 |
| Period 6 B | 12:33-12:59 | Late: 12:33 |
| Lunch B | 1:02-1:27 | Late: 1:02 |
| Block Four: 1:30-2:45 | | |
| Period Seven | 1:30-2:08 | Late: 1:30 |
| Period Eight | 2:11-2:45 | Late: 2:11 |
| Dismissal: 2:45 | | |

Bellows Falls Union High School
Afternoon Assembly Bell Schedule
(Audible Bells Only Ring On Blocks)

Block One: 8:00-9:15

| | | |
|-------------------|-----------|------------|
| Period One | 8:00-8:38 | Late: 8:00 |
| Period Two | 8:41-9:15 | Late: 8:41 |

Block Two: 9:18-10:34

| | | |
|---------------------|------------|------------|
| Period Three | 9:18-9:56 | Late: 9:18 |
| Period Four | 9:59-10:34 | Late: 9:59 |

Block Three: 10:37-12:19 (Lunch A & B)
Colors reflects arrival/departure times of students by strands

| | | |
|-------------------|-------------|-------------|
| Lunch A | 10:37-11:02 | Late: 10:37 |
| Period 5 A | 11:05-11:40 | Late: 11:05 |
| Period 6 A | 11:43-12:19 | Late: 11:43 |
| Period 5 B | 10:37-11:12 | Late: 10:37 |
| Period 6 B | 11:15-11:51 | Late: 11:15 |
| Lunch B | 11:54-12:19 | Late: 11:54 |

Block Four: 12:22-1:37

| | | |
|---------------------|-------------------------------|-------------|
| Period Seven | 12:22-1:00 | Late: 12:22 |
| Period Eight | 1:03-1:37 | Late: 1:03 |
| Assembly | 1:40-2:45 (Location may vary) | Late: 1:40 |

Dismissal: 2:45

**Bellows Falls Union High School
3 Hour Delay Testing Bell Schedule**

(Audible Bells Only Ring On Blocks)

Testing: 8:00-11:00

Lunch: 11:03-11:29

Block One: 11:32-12:18

| | | |
|-------------------|-------------|-------------|
| Period One | 11:32-11:55 | Late: 11:32 |
|-------------------|-------------|-------------|

| | | |
|-------------------|-------------|-------------|
| Period Two | 11:58-12:18 | Late: 11:58 |
|-------------------|-------------|-------------|

Block Two: 12:21-1:07

| | | |
|---------------------|-------------|-------------|
| Period Three | 12:21-12:44 | Late: 12:21 |
|---------------------|-------------|-------------|

| | | |
|--------------------|------------|-------------|
| Period Four | 12:47-1:07 | Late: 12:47 |
|--------------------|------------|-------------|

Block Three: 1:10-1:56

| | | |
|--------------------|-----------|------------|
| Period Five | 1:10-1:33 | Late: 1:10 |
|--------------------|-----------|------------|

| | | |
|-------------------|-----------|------------|
| Period Six | 1:36-1:56 | Late: 1:36 |
|-------------------|-----------|------------|

Block Four: 1:59-2:45

| | | |
|---------------------|-----------|------------|
| Period Seven | 1:59-2:22 | Late: 1:59 |
|---------------------|-----------|------------|

| | | |
|---------------------|-----------|------------|
| Period Eight | 2:25-2:45 | Late: 2:25 |
|---------------------|-----------|------------|

Dismissal: 2:45

Building Expectations & Procedures

Cafeteria

Students reporting to the cafeteria during their assigned lunch period are to remain in the cafeteria or outside at an approved location during the entire assigned lunch period. Students will be dismissed from the cafeteria by the bell. Alternative lunch venues will be at the discretion of the administration and are only supported in cases where it is covered in a plan (504, IEP). Expectations are that students will engage in appropriate conduct which demonstrates respect for fellow others and the larger environment. **No students, except for those seniors with approved open campus privileges, are allowed to leave school grounds during lunch.**

Cell Phones and Electronic Devices

Students are expected to partner with expectations around our cell phone policy with the ultimate goal being their ability to self-manage possession of a cell phone while honoring our community expectations of their not being used during the academic portions of the day. Teachers have the autonomy to define cell phone expectations in their respective spaces. Some teachers may require the use of a cell phone caddy (meaning phones are turned in), others will hold to an expectation that cell phones must remain out of sight in a bag or purse. Cell phone use in class (ex. listen to music during independent work) is permitted only when explicit permission is granted by the staff member overseeing the space.

Cell phone use is only permitted during breakfast, morning break, during a student's scheduled lunch, and passing time between classes.

Students who fail to follow this policy may have the cell phone confiscated by the teacher or administrator. Failure to comply with teacher directives will be addressed through the Conduct Policy under our community standards (respect) and non-compliance policy.

Chromebooks

Each student will be issued a 1 to 1 Chromebook while attending BFUHS. Students will be responsible for the computer, case, and power cable (see IT guide for computer protocol). Students may purchase their model when they graduate or return it. Students who forget their Chromebook may check out a loaner from the Main Office.

All students must sign and submit the Acceptable Use Agreement attached at this link: [Acceptable Use Agreement](#)

Fire Drills/Emergency Evacuations

Directions for leaving the building at the time of a fire drill or emergency evacuation are posted in all class areas. Teachers will discuss procedures, but it is important that students check these postings. For the safety of all students, these instructions should be followed with careful attention. Our goal for fire drills is a safe and orderly evacuation of the building in less than one minute.

Learning Labs

Some of the students at BFUHS will have a Learning Lab scheduled during the regular school day. The Learning Lab is part of the school day in which students have the opportunity to catch up with their work or plan ahead. Learning Labs are not periods of time designed for social purposes, phone calls, leaving the building or the school campus (unless a student has Senior Privilege).

Learning Labs provide an excellent opportunity to study, do homework, visit the library for school related purposes, engage in sustained reading, work quietly on projects in small groups, arrange an appointment with a school counselor or arrange for assistance/meetings with a teacher, advisor, or administrator. **These meetings must be pre-arranged.**

ATTENDANCE IS REQUIRED IN A LEARNING LAB AS IT IS IN ALL OTHER PERIODS OF THE SCHOOL DAY. Attendance will be taken at the beginning of each Learning Lab period. Even if students have made pre-arranged appointments for part of the period (i.e., school counselor, nurse, coach, advisor, library, etc.), and have already obtained a signed/dated pass. **Students must first report to their assigned Learning**

Lab for attendance purposes each period.

The Library/Media Center

The Library/Media Center is available to the students, faculty, and staff with support from the library/media specialist between the hours of 7:55 AM and 3:25 PM on school days.

Teachers must sign-up at the circulation desk and online if they intend to bring a class of students to the library/media center.

Students may come to the library/media center from their learning labs, lunch, and during any other free period, but only with permission from a teacher and the library media specialist. If the student accesses the library with the pass from the library/media specialist, the student must show that pass to their teacher, and then report back to the library/media center and sign in. [Seniors making use of *Senior Privilege* may not use that time to stay in the library. *Senior Privilege* is designed to give seniors the opportunity to leave campus during time not scheduled for a class. Students that sign out as part of the *Senior Privilege* process must leave the school grounds.]

Library/Media Center rules must be observed at all times. These rules are posted at the circulation desk. All materials must be checked out at the circulation desk. Respect the rights of others. The Library/Media Center is a quiet place for the purpose of reading, research, or study.

Online Resources Opt-Out Notice

We believe in leveraging technology to enrich your child's education, and we use various online applications to enhance their learning experience. These applications often require parental consent. We respect your choices and offer you the opportunity to opt out of granting consent for specific applications.

Opting out might impact your child's learning journey, potentially differing from their peers who use these applications. Alternative resources will be provided, but we encourage you to consider the benefits these applications offer.

For example, some of the applications we use include:

- **Google Workspace for Education:** Enabling collaborative projects and document creation. This includes features such as Google Classroom for managing assignments, Google Drive/Docs for collaboration, and Google Meets for hybrid learning.
- **Zoom:** Facilitating virtual classrooms and interactive discussions.
- **Securly:** Supporting online learning management and student safety.

Our full application list can be provided upon request.

To exercise your opt-out choice, please complete the "Online Applications Opt-Out Form" available at our website wnesu.org/technology/forms. Opt-outs are by September 10th or within 10 days of enrolling within our schools. We value your partnership and the positive impact it has on your child's education.

Please contact us at helpdesk@wnesu.com with any questions regarding applications available at your child's school or with any questions about this opt-out process.

Posters and Announcements

Many bulletin boards exist throughout our school. Any announcement placed on these boards must be approved by *office personnel* before being put on display. Whoever posts an announcement is responsible for its timely removal. Any items on display must be free of violence, sexuality, religion and drug use.

Purple and White Days

Our schedule is a 4 x 4 block schedule. Most classes meet daily. Some classes may meet on alternate days – which are designated **purple (day 1) and white (day 2) days**. It is important to **check your schedule** to see when your classes meet to see if it is a purple or white day. This is especially important following school closings due to unforeseen circumstances, such as weather, etc.

School Closing/Delayed Opening/Early Dismissal

On days when school must be closed or the normal schedule altered because of emergency situations (weather, mechanical problems, etc.) the appropriate announcement will be made via the SchoolMessenger emergency notification system utilized by WNESU. The hope of this system is that when there is a school cancellation or emergency, all individuals who wish to be notified will be. To be on the SchoolMessenger notification list for the Bellows Falls Union High School group, parents/guardians should complete the information form and submit it to Melanie LaRoss in the counseling office. The notification for a school closing will normally be announced by 6:30 a.m. The appropriate announcement will also be made on local radio. A delayed opening simply means that the bus should arrive later and that school will start later. School closing/early dismissal will normally be announced by 11:30 a.m. If there is a school closing please refer to the WNESU school calendar on the WNESU webpage.

School Nurse

The Vermont State School Nurses' Association recognizes that at the present time, many students are able to attend regular school because of the effective use of medication in the treatment of chronic disabilities or illnesses. We believe that it is more desirable for medication to be administered in the home. However, any student who is required to take medication during the regular school day must comply with the school regulations.

These regulations include:

- **Written orders** from a physician including the name of the drug, dosage, reason, and times at which it is to be taken.
- **Written permission** from the parent/guardian of the student requesting that the school district comply with the physician's orders.
- **Medication** must be brought to school in a container appropriately labeled by the pharmacy or physician and immediately delivered to the school nurse.
- **A locked cabinet** in the health office will be provided for the storage of medications.
- **Students** should NOT bring medication to school. Disciplinary Action may be taken if a student is found in possession of medication, *even over the counter medication*.
- **Over the counter medication** for pain relief and indigestion can only be obtained from the Health Office with written permission of the parent.

Students who need to visit the nurse **may only do so with a pass from their teacher.** Should the need arise to visit the nurse between classes, the student must first report to their next scheduled teacher and obtain a pass.

Students becoming ill during the school day may not leave school independently, but must report **first** to the nurse. The **nurse will decide**, following her assessment, the necessity to go home. The school nurse will first inform the parent/guardian, after which the student will be released from school.

If students are absent for over two days in a row **OR** if they have been seen by a physician for an illness or an injury, the parent should contact the school nurse so that there will be appropriate follow-up at school.

The nurse does not write passes to miss a gym class. Health concerns, both long term and short term, that may impact a student's ability to participate must be brought to the attention of the Physical Education teacher(s) as soon as possible, students may be required to provide documentation from a physician.

Vermont Immunization Law (VSA 18, Chapter 23, Subchapter 4) requires new students and transfer students to be immunized before school entry unless exempted from immunization for medical, religious, or moral reasons. Section 1125 of the law allows local school boards to expand immunization requirements to other grades. Effective July 1, 1980, the Board of Education, in accordance with the regulations governing the above law, extended immunization requirements to all grades and all students.

Senior Privileges: Open Campus Policy

The Bellows Falls Union High School Board of Directors seeks to encourage academic excellence and personal responsibility through its Open Campus policy. The High School expects that members of the senior class will demonstrate a level of maturity that is consistent with their grade placement. Therefore, it shall be the policy and procedure of the Bellows Falls Union High School to allow members of the senior class who are in good academic standing as evidenced by a "B-" (80%) or better average across their subject areas, with no individual grades below a "C-" (70%), and up to date and complete with their senior Project to be eligible for Open Campus privileges. Senior privilege is based upon the students latest quarter four grades.

"Good academic standing" is defined as the following and determined by the last eligibility check.

- "B-" (80%) or better average across their subject areas
- No individual grades below a "C-" (70%)
- Successfully completed 30 hours of community service
- Current on PLP requirements
- Current on Senior Project

Seniors who are determined to be eligible and have returned signed permission forms are granted the privilege of leaving the school building and campus during learning lab time, lunch time, and Terrier Time (Monday-Thursday) with the exception of when they are required to join rotating obligations (class meetings, PLP check-in, advisory, etc. and any other day when a required school event or meeting is scheduled and communicated by administration. Eligible students must follow their schedule if they are in the building.

Please be advised that the following rules must be followed or your senior privilege may be revoked.

Senior Privilege is only for Learning Labs, Lunch, and Terrier Time (Monday - Thursday).

1. Students under the age of eighteen must have on file a signed parent permission form.
2. Students must sign in and out at the attendance office when exercising open campus privileges for learning labs or lunch.
3. Students who exercise their use of open campus privilege, must leave school grounds.
4. Students must arrive back to the high school on time for every class for which they are scheduled, or risk the suspension and/or elimination of open campus privileges as deemed necessary by administration.
5. Students are required to attend all scheduled classes, including advisory and Terrier Time when there are required events.
6. Students will sign in to all learning labs and state that they are choosing to use senior privilege.
7. If a student has a learning lab 1st block, and chooses to exercise their right to use open campus privileges, they must contact the attendance office to report this information.
8. Students will not attempt to leave and return during scheduled class breaks.
9. All Vermont State and school driving rules apply. At no time may another student who does not have open campus privilege, be transported by the student with senior privilege.
10. While taking advantage of Senior Privilege, students must leave school grounds. If students remain on school property, they must follow their schedule.

Junior Privileges: Open Campus Policy

The Bellows Falls Union High School seeks to encourage academic excellence and personal responsibility and we expect that members of the junior class will demonstrate a level of maturity that is consistent with their grade placement. Therefore, members of the junior class who are in good academic standing are eligible, with permission of parent / guardian, to depart school at the start of Terrier Time (Monday-Thursday).

“Good academic standing” is defined as the following and determined by the last eligibility check.

- “B-” (80%) or better average across their subject areas
- No individual grades below a “C-” (70%)
- Successfully completed 20 hours of community service
- Current on PLP requirements

Juniors who are determined to be eligible and have returned signed permission forms are granted the privilege of leaving the school building and campus during days when we run Terrier Time (2:17-2:45) with the exception of Fridays when they are required to join rotating obligations (class meeting, PLP check-in, advisory) and any other day when a required school event or meeting is schedule and communicated by administration. **Eligible students must follow their schedule if they are in the building and students are strongly encouraged to stay and take advantage of extra academic support and / or enrichment opportunities offered during this time.**

Please be advised that the following rules must be followed or your junior privilege may be revoked.

****Junior Privilege is only for Terrier Time Monday-Thursday.****

1. Students under the age of eighteen must have on file a signed parent permission form.
2. Students must sign out each day.
3. Students who exercise their use of this privilege, must leave school grounds.

4. If a student is requested by a teacher to remain back for an academic check-in they must honor this requirement. Failure to honor this expectation will result in the loss of Junior Privilege for the duration of the Quarter.

Student Passes

Our goal is to provide an environment conducive to learning and free of ongoing disruptions, as well as to assure parent(s)/guardian(s) that students are under direct supervision. Students should not be in the hall outside of passing time without a valid pass. Students found in the halls without a valid pass will be escorted to the office or to their class and would likely receive disciplinary consequences.

Valuables (Lost and Found, Theft)

Because we do not have secured student lockers, students are encouraged to take personal responsibility for their belongings. Students must not assume that any cubbies are secure.

- **Lost and Found** - Students missing item(s) should check lost and found, and notify the office if they do not find their item within lost and found. . Students who find lost articles are asked to bring the items to the office.
- **Lost/Damaged School Property** - BFUHS furnishes students with books and other types of equipment for their use in the classroom and for co-curricular activities. The students and their parents/guardians are responsible for replacement costs of books, equipment, or uniforms that have been damaged, lost, or stolen. Students will not be permitted to attend school events (such as prom) if property dues have not been addressed. Transcripts will be held until such accounts are settled.
- **Lost/Damaged Personal Property** - Students are cautioned to refrain from bringing large amounts of money, phones or other electronic devices, cameras, or other valuables to the school building. If it is necessary to do so, bring the money/valuables to the office so they may be kept in the school safe, otherwise the school cannot be responsible for loss. (Students are not allowed to enter the safe.)
- **Theft** - Students are responsible for taking reasonable precautions to secure their personal belongings according to the above guidelines and suggestions. The administration is to be notified immediately should a theft occur, especially after all reasonable precautions have been observed. **Theft will not be tolerated at BFUHS.**

Vehicle Use

Students are allowed the privilege of driving their vehicle to school. Permissible vehicles include only those legally registered for operation on public thoroughfares. Unauthorized vehicles include dirt bikes, 3- and 4-wheeled ATVs, and any vehicle whose primary function is off-road work or recreation. The only exception to this expectation is a snowmobile provided that the operator has filed the proper permission paperwork with the administration and that the snow conditions preclude any damage to school grounds.

Because it is our goal to provide a safe environment, students must abide by the driving and vehicle regulations listed below. **FAILURE TO DO SO WILL RESULT IN THE LOSS OF DRIVING PRIVILEGES.**

1. Parking will only be allowed in designated areas in the front of the building or at the side of the building along the tree line. Students will park only in the “General Parking” (white lines) areas and will not park in “Staff Parking” (yellow lines) nor “Reserved Parking” (front) areas. **Students shall not park in the area behind the gym or next to the softball field.**
2. Parking passes must be displayed by all vehicles that are parked at the high school, except as described below. Prior to receiving a pass, a registration card must be filled out. Vehicles which are parked without a pass may be towed at the owner's expense.
3. The areas near the back entrance to Hadley Field and near the entrance to the soccer/field hockey fields are designated as “Open Parking” areas. Passes are still required to park in these areas. However, there is no plan to plow these areas in the winter. They are only available for parking outside of the snow season.
4. Staff shall not park behind the gym unless specific permission is granted by the Principal.
5. Violations of these rules may result in removal of the vehicle from an invalid parking area **AT OWNERS EXPENSE** and loss of parking privileges.
6. After parking their car in the morning, students may not enter the parking lot during the school day without permission from the administration. Neither may student(s) sit in a vehicle during the school day.
7. A student may apply for a driving permit from River Valley Technical Center or Windham Regional Career Center. A student who decides to drive independently to the career and technical center must follow these guidelines:
 - a) Unless actively involved in a co-curricular activity or given permission by the school administration for a special event, the student should not drive to BFUHS before departing for the center or stop by BFUHS after classes at the center.
 - b) A student who is excessively tardy or absent at the Career and Technical Center due to transportation problems may have his/her driving privilege revoked at the discretion of the administration.
8. If a vehicle is parked illegally, the person to whom the vehicle is registered with the school will be held accountable for any penalties. In short, if you register your car with the school and someone to whom you loan the car (a friend or sibling) parks the car illegally, **YOU** will pay for the towing. (Please ensure that anyone who borrows your car and brings it to school is aware of these parking regulations.)
9. Any violation of traffic laws (not wearing seatbelts, violations of graduated driver license provisions, **any unsafe driving**, etc.) may be cause for revocation of driving privileges for a period of time up to a permanent loss of driving privileges.

Student Support Services

Multi-Tiered Systems of Support

Multi-Tiered Systems of Support (referred to as MTSS) is a systemic approach to decision-making for excellence and equity within a culture of continuous improvement that focuses on successful outcomes for all students. This systemic approach:

- Supports the collaboration of all adults to meet the academic, behavioral, social and emotional needs of all students,
- Provides a layered system of high-quality, evidence-based instruction, intervention, and assessment practices that are matched to student strengths and needs,
- Relies on the effective and timely use of meaningful data,
- Helps districts and their schools organize resources to accelerate the learning of every student, and
- Engages and develops the collective expertise of educators, students, family and community partnerships.

WNESU schools comply with 16 V.S.A. § 2902 by ensuring that each school in our district maintains a tiered system of academic and behavioral supports for the purpose of providing all students with the opportunity to succeed or to be challenged in the general education environment.

Universal Supports

Educators often refer to **Tier 1 supports** as “universal” because they are provided to every student. Strong Tier 1 practices are essential for strengthening school climate, relationships, and classroom instruction. Examples of Tier 1 supports include:

- High-quality core instruction.
- Embedding social-emotional learning into curriculum and assessment.
- Cultivating a positive and inclusive school climate.

Many school districts create Tier 1 school climate teams or embed Tier 1 supports into school improvement planning.

Targeted Supports **Tier 2 supports** are targeted, additional interventions delivered to students who are not responding to Tier 1 supports. Typically, around 15 to 20% of students will receive Tier 2 support, which are often given in small group settings.

WNESU Schools convene MTSS School-level and CARES (Coordination, Assessment, Response, Education) teams to identify at-risk students who need more targeted support and use data from multiple domains to determine appropriate interventions.

Intensive Support **Tier 3 supports** refer to intensive services that 1 to 5% of students receive if they continue to struggle and require even more individualized intervention or +support. It is also for students who are undergoing more of an acute challenge.

Care Team

The CARE (Coordination, Assessment, Response, and Education) Team exists to examine factors that could potentially disrupt a student's academic or social well-being within the school community. The goal is to intervene as early as possible in order to help support the student with engagement and attendance goals. The team will review existing data sources (i.e. Panorama, PowerSchool), discuss individual cases, and coordinate an appropriate action plan for response. The CARE team serves as a pre-EST/Kid-Talk model to provide a coordinated effort of intervention for students at the universal level within WNESU’s Multi-Tiered System of Support.

The mission of the CARE Team is to:

- To support student success and belonging
- To lead a collaborative multidisciplinary effort to promote health and safety for all members of the school community
- To develop strategies that best utilize school, district and community resources to assist students and staff, and provide early intervention for problematic behaviors

Possible outcomes from the CARE meeting:

- Referral for Home to School Liaison Services
- Referral for School-Based Clinician Services
- Creation of a short term intervention plan (academics, attendance, behavior)
- Connection to under utilized resources
- Connection plan with parent/families
- Consideration of Truancy Affidavit and/or DCF reporting
- Review of broader trends (e.g. community data re: Truancy, Bias incidents, HHB / Title IX, discipline referrals) within the community as it pertains to engagement, safety, and belonging.
- Referral to EST (Educational Support Team) or Student Support Services

Contacting Teachers/Staff

You may contact teachers at Bellows Falls Union High School by calling the main office. All teachers/staff have voice mail which can be accessed at any time. Email addresses can be accessed from our website or the standard email address is first name.last name@wnesu.com (i.e. john.smith@wnesu.com). Faculty and staff have email capability and access. Please note that during the academic day our priority is supporting students and we may not be readily available during the teaching day for phone calls. If you have an urgent concern, please contact the Main Office for assistance.

Counseling Office

School Counselors support the academic, career, and personal, social development of all students. Counselors are available to meet with students and/or parent(s)/guardian(s) from 8:00 a.m until 3:30 p.m. Monday through Friday. School Counselors meet with their assigned students multiple times per year to support academic, career, and personal/social counseling.

Parents/guardians are encouraged to call the administrative assistant in the school counseling office with any questions or concerns.

Educational Support Teams (EST Teams)

An EST is a collaborative team that has regularly scheduled meetings at the school level and is a statutory requirement under 16 V.S.A. §2902. EST meetings are part of the WNESU MTSS continuum of student support and parent/guardian/family participation is a vital component of the process.

EST meetings have shared agendas, identified roles for participants, and norms to ensure that they are safe, ordered, and productive. The EST has an effective process for documenting discussion and all decisions made

in the meetings. School EST includes an administrator, teachers, a school psychologist, school counselor(s), parents/guardians, a social worker, and other staff with behavioral and/or academic expertise.

The EST relies on student data. This data may refer to a student's academic progress, school behavior, or both. Student referrals may be brought to the team through a referral process or the team may use screening assessments to identify students who might need additional support. Student data is also used to determine the effectiveness of interventions.

WNESU EST teams should consider the following when developing interventions:

- An EST plan is typically intended to address a clearly defined concern – one that is measurable.
- The EST plan includes the current level of performance, the desired change, and a schedule for review.
- The plan should clearly define what will be done, by whom, where, and when.
- The plan should address ways to enhance the capacity of the general classroom to support/accommodate the student.
- Review dates should be frequent, typically from 4 to 8 school weeks.
- If the student is not showing adequate progress when the plan is reviewed, consider changing the plan.

School-Based Counseling Services

School-based clinician services are clinical supports offered to students who are experiencing challenges reaching educational goals. School-Based Counseling extends services to students in ways that build individual strengths and empower families to effectively use formal and informative community resources. They assist students with difficulties in the school, home, or community. This may include emotional, health, attendance, behavior, academic failure/underachievement, substance abuse, and/or family issues.

Highlights include:

- Supportive counseling
- Individual and group therapy
- Classroom supports
- Crisis response
- Parent support

Academics

A full summary of our Program of Studies can be found here: [2024-2026 PROGRAM OF STUDIES](#)

Academic Honors

Academic achievement is highly valued. At the end of each report card/marketing period, students will receive recognition for academic honors on an **HONOR ROLL** divided into three categories:

1. **HIGH HONORS ELIGIBILITY:** students who have earned all "A" grades in their course work with one "B" allowed (enrollment in 6 credits over the whole year required.)
2. **HONORS ELIGIBILITY:** students who have earned all "B" grades or better in their course work and who are not eligible for High Honors (enrollment in 6 credits over the whole year

required.)

3. **INTERNAL HONORS ELIGIBILITY:** students who are recognized by their teachers for exceptional work or considerable improvement in the classroom. With hard work and dedication, any student may achieve this recognition.

Access to Academic Information

WNESU schools use a web-based program to provide parents/guardians with access to confidential web-enabled pages. Access information is sent to parents/guardians in the summer mailing prior to the start of school; it is also available on the school [website](#).

Please note:

If you provide us with your email address, **all** Bellows Falls Union High School information, including report cards will be sent to your email address. Please be sure to provide us with an accurate email address. Also, please update us on any changes to keep your email address current.

If you do **not** provide us with your email address, **all** Bellows Falls Union High School information will be mailed to your home (including report cards, etc.). If you would like to receive both, please notify **Melanie LaRoss or Rebecca Kobel** by September 15, 2024.

Adding/Dropping Courses

Students must request a program change within 7 school days after the start of the semester for first semester classes and for second semester classes with approval by parents/guardians and school counselors. After 7 school days, all courses to be *added* require teacher approval.

Class Night

Students and parent(s)/guardian(s) are encouraged to visit or call the Counseling Office early in the school year to inquire about the various awards and/or scholarships which might be available to BFUHS students. At Senior Class Night, during graduation week, over fifty awards are available to BFUHS graduates to honor the outstanding achievements of the senior class.

Class Rank

A weighted grading system reflecting the level of instruction of each course is used to determine class rank. All classes, except those designated as “unleveled” (U), are included in computing the Grade Point Average (GPA) using the grade point table below. A student receives these points for grades earned in a particular course (see Program of Studies for course levels). Points for all classes are then added together, divided by the number of credits a student has attempted, and a GPA is determined. All students are then ranked within their class according to their earned GPA.

| | | Level 2 | Level 3 | Level 4 | Level 5 |
|----|--------|---------|---------|---------|---------|
| A+ | 97-100 | 5.33 | 6.33 | 7.33 | 8.33 |
| A | 93-96 | 5.00 | 6.00 | 7.00 | 8.00 |

| | | | | | |
|----|-------|------|------|------|------|
| A- | 90-92 | 4.67 | 5.67 | 6.67 | 7.67 |
| B+ | 87-89 | 4.33 | 5.33 | 6.33 | 7.33 |
| B | 83-86 | 4.00 | 5.00 | 6.00 | 7.00 |
| B- | 80-82 | 3.67 | 4.67 | 5.67 | 6.67 |
| C+ | 77-79 | 3.33 | 4.33 | 5.33 | 6.33 |
| C | 73-76 | 3.00 | 4.00 | 5.00 | 6.00 |
| C- | 70-72 | 2.67 | 3.67 | 4.67 | 5.67 |
| F | 0-69 | 0.00 | 0.00 | 0.00 | 0.00 |

Controversial & Sensitive Issues

In the course of a student’s education at school, topics may be presented which could cause discomfort in light of a student’s or families’ background or personal beliefs. If this occurs, students and/or their parents/guardians may request an alternative educational experience. This request can be made to the student’s counselor or administration.

Class Standing/Promotion

Promotion from one grade to the next is based on the following criteria:

Promotion from Grade 9 to Grade 10

A total of six (6) credits are required.

Promotion from Grade 10 to Grade 11

A total of thirteen (13) credits are required, including:
One credit each of English, Social Studies, Math, Science.

Promotion from Grade 11 to Grade 12

A total of twenty (20) credits are required, including:
Two credits each of English, Social Studies, Math, Science.

Flexible Pathways Summary

At the Bellows Falls Union High School, students can make progress toward earning a diploma through a variety of non-traditional learning experiences. Those experiences are summarized below:

- **Dual Enrollment Coursework:**

Currently, BFUHS offers three classes in-house for both high school credit and college credit. Our Advanced Placement Calculus courses can earn a student college credit through River Valley Community College. Credit through Community College of Vermont can be obtained through successful completion of the following courses: Honors American Literature, and 21st Century Writing. Students can also earn Dual Enrollment credit by successfully completing courses taken at colleges and universities, with prior approval from the school administration. Students have the option to take

courses at colleges/universities as a level 4-Honors or unlevelled. This must be figured out with their school counselor.

- **Early College Program:**

Qualified students can spend their senior year of high school as a fully enrolled college student, thus finishing their requirements for their high school diploma while also completing their first year in college.

- **Work Based Learning:**

We strive to support our students in finding success in many ways. Among the Flexible Pathway options there are opportunities for students to participate in work-based learning experiences. Work-based learning experiences involve student interactions with industry or community professionals in real or simulated work environments that expose learners to postsecondary options, provide opportunities for skill development and proficiency attainments, and allow students to reinforce and deepen their school-based learning. These opportunities particularly help students make the connection between academic principles and real world applications. For many, understanding the "why do I need to know this?" provides motivation for more learning.

- **Independent Studies:**

When students have an interest in taking BFUHS courses but have schedule conflicts, they may be able to take a class as an "Independent Study" (if a teacher is available). Students will only be approved for an independent study if the teacher, school counselor, and administrator all agree that the student has the skills needed to work independently, with a couple of meetings with the teacher in a week, and still meet the expectations of the course in question.

- **Online "Virtual" learning:**

Students can take online courses for credit toward graduation. We most commonly access Vermont Virtual Learning Collaborative (VTVLC) for such learning experiences, although other accredited vehicles for high school courses will also be considered on a case-by-case basis.

While online courses provide increased educational options and flexibility, it is imperative for students to know that taking an online course is a significant commitment. ***** All final online course grades (passing or failing) are officially reported on the transcript and affect a student's overall GPA.***** Students interested in taking an online course should first discuss this with their counselor. Students and parents must sign the Online Student Course Contract before being enrolled in an online course.

- **Career Center programs:**

AT BFUHS, we have a distinct advantage in the area of Career Center options for students. Our students can attend either the Windham Regional Career Center (WRCC) in Brattleboro or the River Valley Technical Center in Springfield. If schedule conflicts arise, students may be able take classes at the high school associated with those Career Centers, in the interest of removing all potential barriers to a student's participation in a Career Center program.

- **Vermont Adult Learning High School Completion Program:**

Students can earn a BFUHS Diploma by completing a VT Adult Learning High School Completion Program plan, which is created in collaboration with the student (and family), a representative of Vermont Adult Learning and a representative of the high school. This plan can include a wide variety of learning experiences and may or may not include coursework at BFUHS. Similar plans can also be created "in-house" at BFUHS when needed through a student's PLP.

Grading System

WNESU is committed to ongoing communication with parents about their child's progress across the year. Progress will be shared in a variety of ways including student conferences, progress reports, and formal report cards. At this time, assessment results and progress updates will be shared with an opportunity for face-to-face discussion. Formal report cards will be sent home at the end of each semester (January and June).

National Honor Society

Membership in the *Jessie A. Judd and Merilee Huntoon Chapter of the National Honor Society of Secondary Schools* is based on scholarship, service, leadership, and character. To be eligible, a student must attain an average of 5.5 or better on the weighted scale in scholarship for the first two and one-half (2 1/2) years of school and maintain that average. New members are inducted into the society at special programs held in the winter and spring.

Proficiency Based Grading System:

The State of Vermont has mandated that beginning with the Class of 2020 students will be assessed relative to a set of standards, or proficiencies, in order to make progress toward earning a diploma. Each course taken will have a set of proficiencies associated with the class. Success on those proficiencies will determine if a student will earn credit for the class. Grades within this system will be recorded and reported on a four-point scale, with the points indicating a student's level of mastery of the individual proficiencies according to the following table:

| 1 | 2 | 3 | 4 |
|-----------------------|------------------------------------|-----------------|-------------------|
| Little to no evidence | Nearly or partially meets standard | Meets standards | Exceeds standards |

As well as state mandated proficiency grades, we will also still be reporting "traditional grades." That system is summarized below:

| A | B | C | F |
|------------------------------------|-------------------|-----------------|--|
| Exceeds standards with distinction | Exceeds standards | Meets standards | Failing grade |
| P | I | W | WP/WF |
| Pass | Incomplete | Withdrawal | Withdrawal Pass Withdrawal Fail (Indicates status at time of withdrawal. No credit is awarded for a withdrawal, regardless of pass/fail status.) |

Failing grades (grades of F) will be assigned as the final grade when the student performance is below the standard for content mastery and the most reasonable recourse for mastering the content is to repeat the course.

Students who receive grades of I or F as a progress grade (a grade prior to the final grade) will be expected to meet with his/her teacher outside of the normal class time on a regular basis until the grade is improved to a C- or better. Receipt of a failing grade as a final grade will require repeating the course in order to receive credit. A grade of I at the end of the course will require successful completion of a “Plan for Recovering Credit” that must be completed within a reasonable time frame as determined by a meeting between the teacher and student.

Graduation Requirements

BFUHS students must accumulate a minimum of **twenty-eight (28) credits** in order to graduate. The following graduation requirements and guidelines have been established:

| | |
|--------------------|------------------------------------|
| English | 4 Credits |
| Social Studies | 3 Credits* |
| Mathematics | 4 Credits |
| Science | 3 Credits |
| Physical Education | 1.5 Credits |
| Electives | 9.5 Credits |
| Foreign Language | 1 Credit |
| Fine Arts | 1 Credit |
| Health | 1 Credit |
| Community Service | 40 hours (non-credit) |
| Senior Project | Successful Completion (non-credit) |

**At least one credit U.S. History or its equivalent and at least once credit of modern world studies or its equivalent*

Homework Requests

Parents/guardians are requested to provide the Attendance Office with the following information when calling to request homework for students who will be absent for an extended period of time.

- phone number where you may be reached.
- length of time the student is likely to be out of school.
- name of a person who will pick up assignments.

Every effort will be made to have homework available **within a 24-hour period**. Because of the coordination necessary to obtain information from all teachers, contact the Attendance Office to be certain requested materials are ready before coming to school.

Parent Portal in Powerschool

Every student and parent will be provided with a username and password that will give access to up-to-date grade information along with other useful and timely information about our school and our academic program.

 [WNESU PARENT PORTAL QUICK GUIDE.pdf](#)

 [Instruction for Parents to access reports.pdf](#)

Progress Reports

Progress Reports will be prepared by teachers for students during the fourth or fifth week of every marking period. Progress reports enhance communication between school and home, advising parents of students' efforts to date. Progress reports may note highly satisfactory progress or indicate serious deficiencies in performance. **If a parent has questions regarding any grade report, contact the teacher(s) involved and/or the guidance office.**

AP, PSAT, and SAT Dates for 2024-2025

SAT School Day (offered at BFUHS)

| Registration Deadline | Test Administration Date |
|--|--------------------------|
| Fall: September 9, 2024 (seniors only) | October 17, 2024 |
| Spring: TBD (juniors only) | TBD |

PSAT

| Registration Deadline | Test Administration Date |
|-----------------------|--------------------------|
| September 3, 2024 | October 10, 2024 |

AP

| Class | Test Administration Date |
|-------------------------------------|--------------------------|
| Comparative Government and Politics | May 7, 2025 |
| English Literature and Composition | May 7, 2025 |
| World History: Modern | May 8, 2025 |
| United States History | May 9, 2025 |
| Calculus A/B | May 12, 2025 |

Report Cards

Reports Cards are issued at the end of each quarter to report student progress at the end of the 10-week session. Letter grades and proficiency grades are used to designate a student's progress (see graduation requirements) and comments may also be included. Grades are available by viewing the Parent Portal in PowerSchool. If a caregiver would like to receive a hard copy of grades, please notify your student's School Counselor.

Transfer Students and Credit

Course credit being transferred from another high school (transfer student, on-line courses, etc.) will be placed on a student's transcript based on the grading criteria/standards of the sending institution.

Terrier Time

Daily opportunities for extra help with all teachers will be scheduled in the last half-hour of the school day (Tuesday - Thursday) through the use of our “Terrier Time” schedule. This is a chance for students to schedule extra help with specific teachers or for teachers to schedule students with them if they deem the extra help necessary. If neither teacher nor student sees a need for extra help on a particular day, a student can be scheduled for time to work independently on their school work in their homeroom or an enrichment opportunity to work with a staff member on certain co-curricular activities or unique projects.

Co-Curricular Program

You are encouraged to get involved! We take *great pride* in our students' efforts in academic, social, civic, and community related activities. Students choosing to become involved in school clubs and organizations are taking on a **leadership role**, and the responsibilities and expectations associated with that role. When you commit to an activity, it is important to give your best efforts and to remember that others involved in that activity are dependent upon your dedication and responsible behavior.

For a full summary of Co-Curricular policies and expectations, please see the following:

 [Bellows Falls Middle & High School Co-Curricular Handbook 2024-2025](#)

The co-curricular program contributes much to the total education of the student who participates.

The program aims to:

- a) Provide students with an opportunity to excel in the activity of their choice;
- b) Provide an environment for the students to learn leadership skills, self-discipline, cooperation, sportsmanship, and appreciation for others abilities;
- c) Provide healthy surroundings for the teaching of good health habits and attitudes;
- d) Encourage students to recognize the importance of good academic standing;
- e) Provide a clean, wholesome environment for any activity;
- f) Assist in developing good school spirit and loyalty;
- g) Encourage good school citizenship and scholarship;
- h) Instill in students the desire to put forth their best efforts.

The following clubs/organizations are a sample of what has been offered here at BFUHS:

| | | |
|---------------------------------|-------------------------|------------------------|
| Gender & Sexulities Alliance | Student Council | Yearbook |
| Senior & Intermediate Math Team | National Honors Society | Drama Club |
| Gaming Club | German Club | The Howler (Newspaper) |
| Playwriting Club | Art Club | Pep Band |

Early Dismissal for Co-curricular Activities

Many students must be excused from classes early in order to participate in events scheduled in other locations. The time of departure from school will be as late as reasonably possible in order to minimize missed class time. In order to minimize the impact on academics, the following guidelines must be followed:

- 1) A student's first responsibility is his/her academic work. Each student must understand that being dismissed from classes for participation in a co-curricular event is a privilege. All schoolwork missed as a result of early dismissal shall be made up as soon as possible. **Teachers may require students to make up classes missed due to a co-curricular activity by mandating attendance for a period of time after school equivalent to the time missed, even if this results in missing practices.**
- 2) If a student's performance in the missed class is unsatisfactory, he/she will be subject to forfeiture of their early dismissal privilege.
- 3) Teachers must report to the school administration any student having the early dismissal privilege that is not doing acceptable work in class and may request forfeiture of that privilege.
- 4) Students who are involved in a situation requiring disciplinary action may forfeit their early dismissal privilege.

School Attendance for Co-curricular Participation

The following attendance rules shall be in force:

- a) If a participant is absent unexcused, or absent due to illness on the day of a co-curricular activity, he/she will **not** be permitted to participate in that activity.
- b) A student will not be allowed to participate in any co-curricular activity on the day of a third unexcused tardy arrival to school in that sport season. He/she will also not be allowed to participate on the days of any subsequent tardies during that sport season. (The definition of tardiness is absence from the first block after the morning late bell has sounded.)
- c) Any student who arrives at school **after 10:00 a.m.** will not be allowed to participate in any co-curricular activity that day unless the tardiness was due to a previously arranged appointment approved by the administration.
- d) A student who is absent on a Friday, preceding a Saturday event, may not participate on Saturday unless given permission by the principal, assistant principal, or athletic director.
- e) A student who is dismissed from school due to illness (which necessitates missing a class) may not participate in any co-curricular activity that day.

Suspension from Co-curricular Activities

It is the policy of BFUHS that **no student at any time shall possess, use, sell, give, or otherwise transmit** any alcohol, drugs, muscle steroid, stimulant, drug paraphernalia, or tobacco product on school owned or leased property or at any school sponsored activity off school grounds.

Athletics

Statement of Philosophy

As a participant in co-curricular activities at the Bellows Falls Union High School, students not only access some voluntary learning experiences that involve opportunities beyond the traditional classroom setting, but those students also serve as ambassadors to other schools and the greater Union High School community. Therefore, the Bellows Falls Union High School Board of School Directors acknowledges the need for additional behavioral expectations for student participants in co-curricular activities. Compliance with these behavioral expectations is required of co-curricular participants in order to maintain their status as a member of that activity's group, club, or team. Failure to meet the behavioral expectations described in the following paragraphs will have the indicated impact on the student's participation in co-curricular activities. While the Board fully acknowledges the great value to the overall high school education of active engagement in co-curricular activities and, thus does not want in any way to discourage students from becoming involved in activities, the Board also acknowledges the educative influence that the privilege of participation can have to help students avoid destructive or dangerous decisions. This certainly can be and should be a part of the learning that happens for high school students through participation in co-curricular activities.

A wide variety of sports, from clubs to varsity, are available to BFUHS students. We take great pride in the efforts of our student athletes and teams. Students choosing to be involved as team members are taking on a **leadership role**, and all of the responsibilities and expectations associated with that role.

The following athletic programs are available to our students:

| Fall Sports | Winter Sports | Spring Sports |
|--------------------|----------------------|----------------------|
| Boys Soccer | Boys Basketball | Baseball |
| Girls Soccer | Girls Basketball | Softball |
| Field Hockey | Indoor Track | Girls Tennis |
| Cross Country | | Track & Field |
| Football | | |

Athletic Association (AA)

All students, especially those involved in athletics and band, are encouraged to purchase AA tickets at a cost of \$10.00.

This ticket admits the student to all home athletic events free of charge. If you plan on attending more than five home football games or boys or girls basketball games you will save money if you buy an AA Ticket. Tickets may be purchased in the main office. Upon purchasing a ticket, the purchaser is considered a full member of the Athletic Association, and can participate in all meetings as well as elect officers.

Code of Conduct for Spectators and Parents:

Both spectators and participants are important to the games and are encouraged to conform to accepted standards of good behavior and sportsmanship.

Spectators and participants should at all times respect officials, visiting coaches, players, and cheerleaders as guests in the community and extend all courtesies to them.

Spectators are encouraged to cheer for their team, not against the opponent.

Booing, whistling, stamping of the feet, and disrespectful remarks are to be avoided. During a free throw in basketball, all courtesies should be extended.

Under no circumstances will harassment of opponents or officials be tolerated. School policies regarding verbal, sexual, and racial harassment are in place and will be adhered to by all participants and spectators.

Spectators will be asked to leave the premises if they violate the code of good sportsmanship by ringing bells, sounding horns, or using other noisemakers at indoor contests during play.

Pep bands or school bands, under the supervision of school personnel, may play during timeouts, between periods, or at half time. Bands must coordinate their play so as not to interfere with a cheerleading squad on the floor or field.

Throwing of debris, confetti, or other objects from the stands is prohibited. Offending individuals will be asked to leave the premises.

Enjoy the games! Be Courteous and respectful and display exemplary qualities of good sportsmanship!

A full summary of the Athletics expectations can be found here:

 [Bellows Falls Middle & High School Co-Curricular Handbook 2024-2025](#)

Student Conduct

Students are expected to adhere to the Bellows Falls Union High School Student Conduct Policy. Understanding that each situation is unique and requires a tailored response, all policy violations follow a progressive discipline model guided by our behavior matrix and any consequences will be informed by policy, the law, best practices, foundational community standards of respect, safety, and honesty, and WNESU restorative practice guidelines. Community members are expected to conduct themselves in a manner that shows respect for foundational community standards and all policies & statues outlined in this handbook. Overt acts of defiance, refusal to follow redirection to cease a behavior of concern, retaliation, threats, physical violence, and targeted acts of intentional harm are explicitly forbidden. Sanctions could include verbal warnings, restorative conversations, mediation, community services, restitution, restriction of privileges, social probation, temporary safety measures (orders of No Contact, Structured Day Plan), up to suspension or expulsion.

Teamwork
Engagement
Respect
Responsibility
Integrity
Encouragement
Resilience
Spirit

Teamwork: *We believe in supporting each other and working together to reach a common goal.*

Engagement: *We believe in giving it our all every day to accomplish our goals and encourage others to do the same.*

Respect: *We value each other and treat each other with an appreciation of our differences.*

Responsibility: *We take accountability for our actions and focus on the safety of ourselves, others, and our school community.*

Integrity: *We are honest, fair, and work hard to “do the right thing,” even when others are not looking.*

Encouragement: *We trust and count on each other to provide support.*

Resilience: *We persevere through the challenges we face.*

Spirit: *We influence each other positively with a sense of pride in our school and community.*

In order to ensure the proper atmosphere in a school focused on quality education, students and adults are expected to cooperate and show respect for themselves, for others, for school property, and for the teaching and learning process. **Students and adults are responsible for the choices they make and will be held accountable for their behavior.** This applies whether the misconduct occurs in the school, on school grounds, within the classroom, or as part of a co-curricular activity. However, students with active co-curricular involvement who engage in behavioral misconduct must realize their inappropriate behavioral choices have the ADDED DIMENSION of negatively impacting their involvement/eligibility in co-curricular activities. It is important for students to realize that they are accountable for their actions and must accept the consequence of their chosen behavior. **Please note that in some instances, as governed by policy and statute, students may be held accountable for behaviors that take place outside of the school day / off school grounds.**

It is the policy of the Windham Northeast Supervisory Union and its member districts to maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures. It is the policy to work to ensure schools are free from hazing, harassment, bullying and other disruptive misconduct. The goal of this policy is to create an environment where the expectations for student behavior are clearly stated, are understood, and accepted by students and staff, and are applied in compliance with due process requirements and Vermont law and State Board of Education rules. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a, the requirements of 16 V.S.A. § 1162, and in conformance with State Board Rule 4500, and any policies adopted by the District with regard to the Use of Restraint and Seclusion. The primary goal of guidance and discipline is to allow for maximum social and emotional growth for individual children within the group setting. Children will be physically safe; they will gain self-awareness, self-esteem, and self-control. They will learn how to work together to solve problems. Teachers will work with children in creating the basic classroom rules. The rules emphasize the positive and lay the groundwork for future expectations.

The principal, in consultation with the educational staff, will develop an overall discipline plan (the “Plan”) pursuant to 16 V.S.A. §1161a. The Plan will include clear guidelines for student behavior. It is the responsibility of the school staff to make it clear to each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the school district and individual classrooms. The Plan may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school community. The Plan may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student’s equal access to educational programs and/or where such student conduct violates the District’s policy for the prevention of harassment hazing and bullying, with respect to sexual harassment, or harassment, or hazing, and such discipline is reasonably designed to prevent a reoccurrence of such conduct. The Plan shall include any prohibitions against possession by students of knives, weapons, and dangerous instruments while at school, and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed at school as part of an educational program sponsored or sanctioned by the school. The Federal Gun Free Schools Act defines “school” as “...any setting that is under the control and supervision of the local education agency for the purpose of student activities approved and authorized by the local education agency. 20 U.S.C. § 7151(b)(f). 4 16 V.S.A. §1162(a). 5 See 16 V.S.A. § 1162(a)(3)

The superintendent or designee shall ensure the analysis of student discipline data to identify and address any disproportionalities in discipline. Notwithstanding anything to the contrary in a school's Plan, a student enrolled in a public school who is under eight years of age shall not be suspended or expelled from the school; provided, however, that the school may suspend or expel the student if the student poses an imminent threat of harm or danger to others in the school.

It is the practice of BFUHS that school district employees may detain students to question them regarding violations of law or school rules if reasonable in light of the possible infraction and the degree of suspicion. School officials may act on information related to violations received from outside law enforcement personnel. School officials are not required to notify a parent/guardian/caregiver of interrogations of students and parents are not permitted to be present during conduct related conversations due to FERPA.

Social Probation

Social Probation is a restriction placed on a student who fails to demonstrate responsible behavior, meet minimum academic requirements, and/or who has chosen to violate the student code of conduct, school board policy, or law. The purpose of Social Probation is to provide intervention for students to support their academic needs, while teaching them to act responsibly in social situations. During the probationary period, staff will provide remediation opportunities for students. Social Probation, meaning suspensions from participation in or attendance at school activities outside of school hours, including but not limited to: athletic contests, musical/dramatic performances, school club events, ceremonial events such as homecoming, prom and commencement. To any extent possible, a student who has been placed on social probation shall be able to demonstrate good conduct over time and thereby be reinstated to good standing and participation in all social activities.

Re-Entry Meetings

The purpose of a re-entry meeting following either an in school or out of school suspension serves several important functions aimed at supporting the student and ensuring a smooth return to the school environment.

The key purposes of a re-entry meeting include:

Clarification of Expectations: The meeting provides an opportunity for school administrators, counselors, and possibly teachers to clearly communicate the expectations and conditions for the student's return. This includes reviewing the reasons for the suspension, discussing any behavioral expectations moving forward, and emphasizing the importance of adhering to school policies and rules.

Support and Guidance: It serves as a supportive environment where the student can receive guidance and assistance. School counselors or administrators may discuss any underlying issues that contributed to the suspension, offer resources for academic support or counseling if needed, and help the student develop strategies for making positive behavioral changes.

Reintegration into the School Community: The meeting helps facilitate the student's reintegration into the school community in a positive manner. By addressing concerns, answering questions, and fostering open communication, the school aims to create a supportive atmosphere that encourages the student to re-engage with their academics and extracurricular activities.

Monitoring and Follow-up: A re-entry meeting often includes establishing a plan for monitoring the student's progress and behavior following the suspension. This may involve regular check-ins with school personnel, academic progress reviews, and ongoing support to ensure the student stays on track and successfully transitions

back into school life.

Restorative Practices and Learning Opportunity: In some cases, the re-entry meeting may incorporate principles of restorative practices, focusing on repairing harm and restoring relationships within the school community. It provides a chance for the student to reflect on their actions, take responsibility, and learn from the experience, fostering personal growth and accountability.

Overall, the re-entry meeting following suspension plays a crucial role in supporting the student's academic and personal development while maintaining a positive and respectful school environment. It aims to facilitate a successful return to school and promote the student's long-term success both academically and behaviorally.

Academic Honesty and Cheating

A student must respect and acknowledge the research and ideas of others in their work and to meet the regulations governing any work required by the teacher or teacher's substitute. Students are expected to do their own work. Students are not allowed to copy another individual's work, ideas, paper, or other assignments that are used for assessment of grading. Any student who misrepresents their work or collaborates in the misrepresentation of another's work as their own has committed a serious violation of this code. Students are expected to correctly document the source of any information by crediting the source when citing specific materials, whether printed or distributed by electronic or other media. If a student has been involved in an incident in which he/she has cheated, copied, plagiarized, or otherwise violated academic honesty, the teacher will bring this incident to the administration as soon as possible. The student and parent will be informed that a zero will be given for the work. Conversations and/or meetings may take place with some or all of the following people, administration, guidance counselor, teacher, student and parent, to formulate a plan of action that may include disciplinary action. Repeat academic integrity issues could result in additional sanctions, including up to failure of a course or suspension.

Artificial Intelligence or "AI" tools, particularly ones that support text generation, can create content that mimics human writing styles and produces seemingly original material. These tools, while they can be beneficial for productivity and creativity, can also inadvertently facilitate plagiarism if misused. Use of ChatGPT (or related tools) may be permitted in a class and on a teacher specific basis. When a teacher gives explicit permission for use of AI it is required that the use be appropriately cited. Failure to cite use of AI, or use of AI on assignments or in classes where use has not been explicitly approved, constitutes a violation of our school's academic dishonesty policy.

Bus Regulations and Disciplinary Policy (WNESU)

The Windham Northeast Supervisory Union school bus drivers perform a very important and responsible job every day. The passengers we carry are our children and the children of the communities we serve. It is our goal to maintain a transportation system that assures each student a safe, comfortable ride to and from school. In order to do this, it is important that we follow procedures, which are easily understood by all students, parents and employees.

1. **Cooperate with the driver.**
2. Stay in your seat while the bus is moving.
3. Do not eat or drink on the bus.

4. The bus driver is authorized to assign seats. If you are assigned a seat, stay in that seat until the driver tells you that you may again choose your own seat.
5. Be courteous. (No loud or profane language.)
6. Keep the bus clean.
7. Do not smoke, chew tobacco, or consume drugs or alcohol.
8. Do not be destructive to either the bus or other student's property.
9. Keep head, hands, feet and all other body parts inside the bus and out of the aisles, if possible.
10. Observe the same rules as expected in the classroom.

The following disciplinary procedures will be used:

1. At the first violation of the rules, the bus driver will verbally warn the student.
2. If the student fails to comply, the bus driver will report the incident to the building principal or designee, both verbally and in writing. The principal will notify the transportation supervisor and the parent (within 24 hours).
3. For severe behavior, the bus driver will contact the appropriate principal, the transportation supervisor and/or the SU office immediately upon completing his or her run. Student riding privileges are suspended until the parent or guardian consults with school personnel who are knowledgeable about the incident. The driver fills out the incident report, or forwards it to the building principal as soon as possible. The building principal contacts the parents and may suspend the student's riding privileges for up to 10 days.
4. Future violations will be reported to the building principal which may result in the suspension of bus riding privileges for the student for a minimum of one to a maximum of ten days. Parents will be notified of each violation.
5. At some point when the safety of the students is threatened, violation of the rules of the bus may lead to the suspension of bus riding privileges for the **remainder of the school year. Transportation is a privilege – not a right.**
6. The riding privilege of a student may be suspended for the entire school year without following the above steps for more serious violations such as bringing a weapon on the bus, fighting, or causing injury, etc.
7. When a student has been suspended from the school bus, the school district will not be responsible for providing transportation. The suspension will apply to other school districts within the Supervisory Union. Before a student is reinstated on the bus, a meeting between the parent/guardian, student, building level principal, and transportation supervisor or bus driver must take place. Any questions regarding this policy should be directed to the **transportation supervisor at 463-9958, extension 120.**

Dress Code

The responsibility for the dress and grooming of a student rests primarily with the student and their parents or guardians.

Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent, and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments.
- Fabric covering all private parts must not be see-through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, tech ed, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.
- Teachers have discretion to require head coverings be removed in instructional or assessment scenarios

Non-Allowable Dress & Grooming

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.
- Clothing, including gang identifiers, must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

False Public Alarms

A person who initiates or willfully circulates a report of an impending bombing or other offense or catastrophe, knowing that the report or warning is false or baseless and that it is likely to cause evacuation of a building, place of assembly, or facility of public transport, or to cause public inconvenience or alarm, shall, **for the first offense**, be imprisoned for not more than two years or fined not more than \$5,000.00, or both. **For the second or subsequent offense**, the person shall be imprisoned for not more than five years or fined not more than \$10,000.00, or both. In addition, the court may order the person to perform community service. Any community service ordered under this section shall be supervised by the department of corrections. Additionally, any student who initiates a false public alarm will also lose his/her driver's license for 180 days for the first offense and for two years for the second offense. If the guilty party is not old enough to hold a driver's license, that penalty will be imposed when the individual is eligible to obtain a driver's license. Beyond the aforementioned criminal penalties, any student involved in initiating, circulating, or perpetuating "False Public Alarms" will be subject to expulsion for the remainder of the school year.

Use of Illegal Substances

If a student appears to be under the influence of alcohol or drugs, the same procedure will be used as when a student shows signs of a serious illness. The school nurse, guidance counselor, and principal/assistant principal,

will be notified immediately. The student will be taken to the nurse's office. Based on the seriousness of the situation and the findings of the school nurse, the student's parent(s)/guardian(s) will be notified. The principal/assistant principal will arrange a parent/guardian conference, as necessary. All action will be documented.

Possession of Illegal Substances

If a student is found dealing in or in possession of drugs, alcohol, or similar substances, the incident will be reported immediately to the principal and/or assistant principal. Parent(s)/guardian(s), school nurse, superintendent of schools, and the appropriate law enforcement agency will be contacted immediately. The students involved will be suspended from the school in accordance with our school's Alcohol and Drug Abuse Policy.

Use of Tobacco

Federal law demands all public school facilities be smoke free. This applies at all times to BFUHS, the school grounds, and the school buses, including after school and weekend co-curricular activities, meetings or events. Therefore, it is the policy of BFUHS that no student at any time shall possess, use, sell, give or otherwise transmit any tobacco product, including vapes, on school owned or leased property or at any school sponsored activity off school grounds.

Vandalism

Vandalism is considered a costly and irresponsible criminal act. Parent(s)/guardian(s) are liable by state statute for damage caused by the willful/malicious damage of property by their children. Students responsible for vandalism are subject to suspension or expulsion. They will also be held responsible for reparations to correct the damage caused by their vandalism.

Out of Bounds

Out of bounds behavior in a high school setting refers to actions or behaviors that interfere with a student's ability to follow their schedule and be accounted for during the school day. Not following your schedule in high school refers to deviating from the structured timetable of classes and activities established by the school administration. Adhering to one's schedule is crucial for maintaining academic progress, ensuring proper utilization of resources, and fostering a productive learning environment for all students. Consequences for out of bounds behavior can vary depending on the severity and frequency of the infraction, ranging from warnings, restorative conversations, structured day, or suspension. The goal of addressing out of bounds behavior through a student handbook is not only to enforce rules but also to educate students about responsible behavior, respect for others, and the importance of maintaining a positive school community. Ultimately, adhering to your schedule in high school is not just about fulfilling requirements but also about developing essential time management skills, respecting school resources, and contributing positively to your own educational journey and the school community as a whole.