NORTHFIELD MIDDLE/HIGH SCHOOL
Family/Student Handbook
2025–2026

37 Cross St. #2
Northfield, VT 05663
(802) 485-4500
Fax (802) 485-4440
https://www.cvsu.org/Domain/8

Revised: July 2023

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GENERAL SCHOOL AND CONTACT INFORMATION

SCHOOL HOURS: 8:10 – 2:55

- ➢ Students cannot arrive until 7:45am each morning
- ➢ Buses arrive around 7:45am each day
- ➢ After 8:10am, students will go directly to their first period classroom.
- ➢ After 2:50pm, students will need to leave the building unless otherwise instructed.

CONTACT INFORMATION: NORTHFIELD MIDDLE HIGH SCHOOL (NMHS)

37 Cross St. #2
Northfield, VT 05663
Phone: (802) 485-4500
Fax: (802) 485-4440
www.cvsu.org – Please refer to this website for school policies and all school information and resources

CONTACT INFORMATION: CENTRAL VERMONT SUPERVISORY UNION (CVSU)

111b Brush Hill Road
Williamstown, VT 05679
Phone: (802) 433-5818
Fax: (802) 433-5825
http://www.cvsu.org – Please refer to this website for district policies and all district information and resources

Matthew Fedders, Superintendent of Schools
Abby Wiggins, Director of Special Education
Reneé Badeau, Director of Curriculum, Instruction & Assessment
Christopher Locarno, Business Manager
Tyler Orton, Athletic Director
Cara Sargent, Director of Afterschool Programs
Trey Cates, Director of Technology
Amanda Pugliese, MTSS Coordinator
Sara Thompson, Medicaid Coordinator
Brucie Donahue, Technology Integration Specialist
Danielle Palmer, Pre-K Coordinator

CONTACT INFORMATION: Paine Mountain School District Board of Directors

Jessica VanDeren, Williamstown - Chair, jvanderen@cvsu.org
Dan Morris, Northfield - Vice Chair, dmorris@cvsu.org
Mike Macijeski, Northfield - Clerk, mmacijeski@cvsu.org
William Eberly, Northfield - Member, weberly@cvsu.org
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Matt Sullivan, Northfield - Member, msullivan@cvsu.org

CONTACT INFORMATION: Northfield Middle High School

Lee Ann Monroe, Principal - lmonroe@cvsu.org
Christine High, Assistant Principal - chigh@cvsu.org
Michelle Aftuck, Coordinator of Student Support - maftuck@cvsu.org

Tracy Ferrell, School Home Coordinator - tferrell@cvsu.org
Kathy Robertson, Administrative Assistant - krobertson@cvsu.org
Amy Klinger, Registrar - aklinger@cvsu.org
Marci White, School Nurse - mwhite@cvsu.org

FAQs: WHERE DO I GO IF…

- I arrive at the school late? Main Office. Always sign in at the office when you arrive after 8:10.
- I don't feel well and the nurse isn't in? Main Office.
- I left my lunch, books, etc. at home? Main Office.
- My lock is stolen, lost, or broken? Main Office.
- I wish to bring a visitor to school? Main Office. Ask for the request form.
- I feel that I was treated unfairly by a staff member? Advisor, Coordinator of Student Support, Coordinator of Student Affairs, or Principal.
- I am expecting a message? Main Office.
- There is an emergency or accident to report? Main Office or any adult.
- I found a valuable item? Main Office or the nearest adult.
- I am sent out of class for not meeting expectations? The Student Center
- I would like to discuss a personal problem? Make an appointment with Coordinator of Student Support. Crisis? Coordinator of Student Support, nurse, principal right away.
- I need an adjustment to my schedule? Coordinator of Student Support. Make an appointment.
- I want to check on my current grades? JumpRope
- I would like to sign up for work experience? Coordinator of Student Support
- I need information about graduation requirements? Advisor, Coordinator of Student Support
- I am looking for career education information? Coordinator of Student Support
- I am looking for scholarship information? Coordinator of Student Support. Check the folders, bulletin boards, and senior Google Classroom.
- I need PSAT, SAT, and test information? Coordinator of Student Support
- I need information about athletics, clubs, activities? Athletic/Activities Director
- I want to know if the game is on? Athletic/Activities Director or Main Office
- I am looking for something I lost or misplaced? Custodians or Main Office
- Need to complete a Planned Absence Form? Main Office

WHAT WE BELIEVE ABOUT TEACHING AND LEARNING

CENTRAL VERMONT SUPERVISORY UNION MISSION STATEMENT

The CVSU community of schools is committed to cultivating within all our students the knowledge, skills, and character essential to becoming purposeful, productive and engaged members of their world.

To achieve this mission, the Central Vermont Supervisory Union will uphold a united culture across the communities of CVSU and coordinate services to:

- Ensure a physically and emotionally safe learning environment that fosters mutual respect and the creation of healthy relationships;
- Provide high-quality learning experiences that authentically engage all students; ➢ Develop and support creative and resilient thinkers and problem solvers;
- Foster opportunities for members of the CVSU family to meaningfully contribute, individually and collectively, to school and community life;
- Foster an understanding of and engagement in the democratic process of local, state, and national government as citizens committed to positively affecting their society;
- Develop in our schools, habits of leadership and ethical decision-making;

➢ Inspire students to confidently advocate for and design growth experiences that help them define who they are and where they are headed as individuals;

➢ Provide opportunities for students to acquire the essential skills they will need to lead independent and productive lives;

➢ Craft learning opportunities that nurture environmental stewardship;

➢ Ensure that our students meet or exceed state and national academic standards;

➢ Hire and cultivate a team of compassionate, creative, and innovative personnel;

➢ Foster leadership that promotes innovation, equity, sustainability, and the responsible use of all available community resources.

Final Draft: April 4,2018

EQUITY STATEMENT

The Paine Mountain School District board stands in support of Black Lives Matter. This means that we support the lives, safety and dignity of Black People and People of Color in our local community, state, nation and the world; and we stand in steadfast opposition to local bigotry and systemic racism.

Approved: October 7, 2020

NON-DISCRIMINATION STATEMENT

Central Vermont Supervisory Union is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information or disability, as defined and required by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

ACADEMIC INFORMATION

NMHS MISSION STATEMENT

To provide an academically rigorous, safe, and healthy learning community that fosters the intellectual integrity, strength of character, respect, and accountability required of capable, contributing citizens of a global society.

NMHS CORE VALUES

Curiosity. Courage. Compassion.

We expect graduates of Northfield Middle High School to be:

Respectful Learner (Personal Development)	**Responsible Learner (Work Ethic)**	**Engaged Learner (Critical Thinking)**	**Effective Learner (Communication)**
Relationships - Demonstrates knowledge of traits and attitudes relating to healthy interpersonal relationships.	**Goals** - Has clarity about purpose and intent, sets reasonable short-term and long-term goals, and makes plans to achieve goals.	**Curiosity -** Asks questions, seeks to understand why and values multiple perspectives.	**Purpose** - Adjusts communication to suit the audience, context and purpose.
Personal Integrity - Takes responsibility for actions, perseveres, and demonstrates	**Adaptability** - Demonstrates flexibility to learn, unlearn and relearn by changing focus	**Creativity -** Generates new ideas and pursues alternative solutions supported by	**Organization -** Demonstrates organized and purposeful communication in a variety of

honesty.	and goals as the situation demands.	evidence.	ways.
Self-Respect - Cares for own physical and mental wellness, keeps safe physically and emotionally, and shows self-control.	**Preparedness** - Completes individual and group work using organizational strategies according to deadlines and expectations.	**Perspective** - Recognizes and evaluates bias and point of view in the search for solutions.	**Collaboration -** Works effectively with others to advance learning.
Problem Solving -Applies problem solving strategies to responsibly manage daily academic, environmental and social situations.	**Revision and Reflection** - Seeks and accepts feedback to reflect on progress and experiences in order to revise and improve.	**Evidence** - Utilizes inquiry to support ideas, conclusions and solutions with valid evidence from active speaking, listening and reliable texts or media.	**Literacy -** Demonstrates the essential communication skills of reading, writing, speaking, and listening required for living in a global society.
Conflict Resolution - Knows and applies strategies to peacefully resolve conflicts individually and within a group.	**Technology** - Uses digital media responsibly to demonstrate learning and to access, manipulate and learn from information.	**Analysis** - Reasons logically, looks for connections, compares and contrasts, finds patterns, makes inferences and determines importance.	**Innovation**- Identifies opportunities for innovation and collaboration.
Lifelong Learning - Identifies and actively pursues interests in preparation for lifelong learning and growth.	**Citizenship** - Contributes to the welfare of the classroom, school and community, and participates in school and/or community service.	**Synthesis and Application** - Synthesizes information from a variety of sources and experiences into new understanding; applies knowledge and skills.	**Self Efficacy-** Demonstrates confidence in communication of newly acquired ideas, knowledge and understanding.

CVSU GRADUATION VERIFICATION - *Approved: November 4,2020*

Students will demonstrate proficiency in each area of the Proficiency Based Graduation Requirements (PBGRs). To demonstrate proficiency, **students must attain an overall course score of 2.01 or higher**. To meet graduation requirements, students demonstrate proficiency through a minimum of the courses below and/or by accessing equivalent learning through Flexible Pathways. **While these are the minimum requirements for students to graduate from Northfield Middle High School, students should expect to exceed these requirements in their quest for post-secondary education.**

GRADUATION REQUIREMENTS

Course requirements for Graduation, beginning with the Class of 2023.

English: 4 credits
Science: 3 credits
Math: 3 credits
Global Studies: 3 credits (1 US History)
Fine Arts: 1 credit
Health: 0.5 credit
Physical Education: 1.5 credits
Electives: 5.5 credits
TOTAL: 21.5

Current: Students must demonstrate proficiency of all Proficiency Based Graduation Requirements, both Content and Habits of Success. To demonstrate proficiency, students must attain an overall course score of 2.01 or higher.

- ➢ Summative Assessments/Learning Experiences will determine final progress towards performance indicators. Formative feedback is not factored/averaged in the final level of progress.
- ➢ Students' progress on proficiency reports will reflect their progress on semester learning targets/ performance indicators. Progress can also be seen in real time in PowerSchool.

CVSU Proficiency Conversion Chart with GPA

Grade Point Averages will be reported on student transcripts. The transcript will include an overall GPA which will show performance over a student's career with the Central Vermont Supervisory Union. As well, other flexible pathways students access will be included in their overall GPA, such as Dual Enrollment, Online Learning, Work Based Learning, Early College and Technical Center. These GPA contributions will be based on the grading scales used by the respective program and will not be translated to match that used by the CVSU.

CVSU Proficiency Course Score	Traditional GPA Points	Traditional Letter Grades
3.70-4.00	4.0	A+
3.40-3.69	4.0	A
3.01-3.39	3.7	A-
2.70-3.00	3.3	B+
2.30-2.69	3.0	B
2.01- 2.29	2.7	B-
Credit awarded for a proficiency score of 2.01 and higher		
1.80- 2.00	2.3	C+
1.50-1.79	2.0	C
1.30-1.49	1.7	C-
1.01-1.29	1.3	D+
1.00	1.0	D
0.0-0.99	0.0	F

DROPPING OR CHANGING COURSES

The DROP/ADD period is normally the first two weeks of the course. Adding and/or dropping a course can be done only with parent, Coordinator of Student Support, principal, and advisor support/acknowledgment.

- DROP/ADD forms may be picked up from the registrar or Coordinator of Student Support.
- A parent/guardian signature is required.
- The advisor's signature is required.
- The coordinator of student support's signature is required.

- The principal's signature is required.
- Once all signatures are on the form, the office will process the change and issue a new schedule.
- **Students must remain in the current scheduled classes until given a new schedule.**
- If a student chooses to drop a class after the Drop/Add period the student needs to secure permission from their advisor and the co-coordinator of support. Students will receive a (W) withdrawn if using the traditional credit bearing system.

INDEPENDENT AND ALTERNATIVE STUDY PROGRAM – FLEXIBLE PATHWAYS - HIGH SCHOOL
For information, please look in the Pathways Manual and talk to the coordinator of student support.

SUMMER SCHOOL AND ON-LINE COURSES – HIGH SCHOOL
Please meet with the Coordinator of Student Support, Michelle Aftuck, prior to registering for courses outside the NMHS program to earn credit.

WORK-BASED LEARNING – HIGH SCHOOL

Community/Work Based Learning provides learners a learning-by-doing experience utilizing the community as an extension of the classroom. These experiences add authenticity to learning by affording supervised real-world experiences to those eager to explore work and hobby related interests. Through mentoring provided by community partners, learners' experiences expand beyond the school walls; their perspectives on themselves as engaged young adults and responsible community members change and mature.

Community/Work Based Learning is open to all learners who have room in their schedules to be out in the community. Learners interested in Community/Work Based Learning are required to enroll in Pathways and create a Pathways Contract in conjunction with the Pathways Coordinator. In addition to participation in the community, this opportunity provides a structured environment in which learners complete performance tasks, share their experiences with their cohort, and learn from the experiences of their peers in the Pathways classroom.

Hours each learner devotes to their individual experiences vary greatly depending upon the particular placement. Learners are expected to communicate regularly and in a professional manner with their Pathways Coordinator and community partner. A Pathways log will be kept by the student to record their hours of service. This log will be shared with the Pathways team when it's created.

- Work release requests will be reviewed by the Principal for approval. Where appropriate, consult and planning with the work-based learning coordinator will be required.
- The student shall display a conscientious attitude toward both on-the-job and in-school assignments.
- The student is responsible for notifying the school if it is necessary to be absent or tardy to the job.
- If the student is not going to be at work, it is their responsibility to be at school.
- The student and his/her parents are responsible for transportation to and from work. The student may not change job assignments without school approval.
- Unreasonable absences from school or work shall be grounds for revoking this agreement.

ASSESSMENT – Continuous Progress
NMHS believes that all students can learn, and we understand that students learn in a variety of ways. We expect students to meet learning goals and standards, but we also make allowances for different paces of learning. We expect students to make continuous progress, and we continuously assess learning as an ongoing process.

In addition to students completing their weekly Academic Support Plans and sharing them with families, we will also be sending home progress reports half way through each semester and prior to parent teacher conferences.

BELL SCHEDULE

Within the daily schedule, all students begin the day in their Teacher Advisory (TA) class. Each day of the week includes a universal approach to TA in order for students and teachers to check in with each other to begin the week, engage in Academic Support Planning, bond as a multi-year group, ensure they are each set up for the week with tech-checks and binder/locker house cleaning. TA is a home-base for small groups to bond over multiple years and ensure students are prepared for each day.

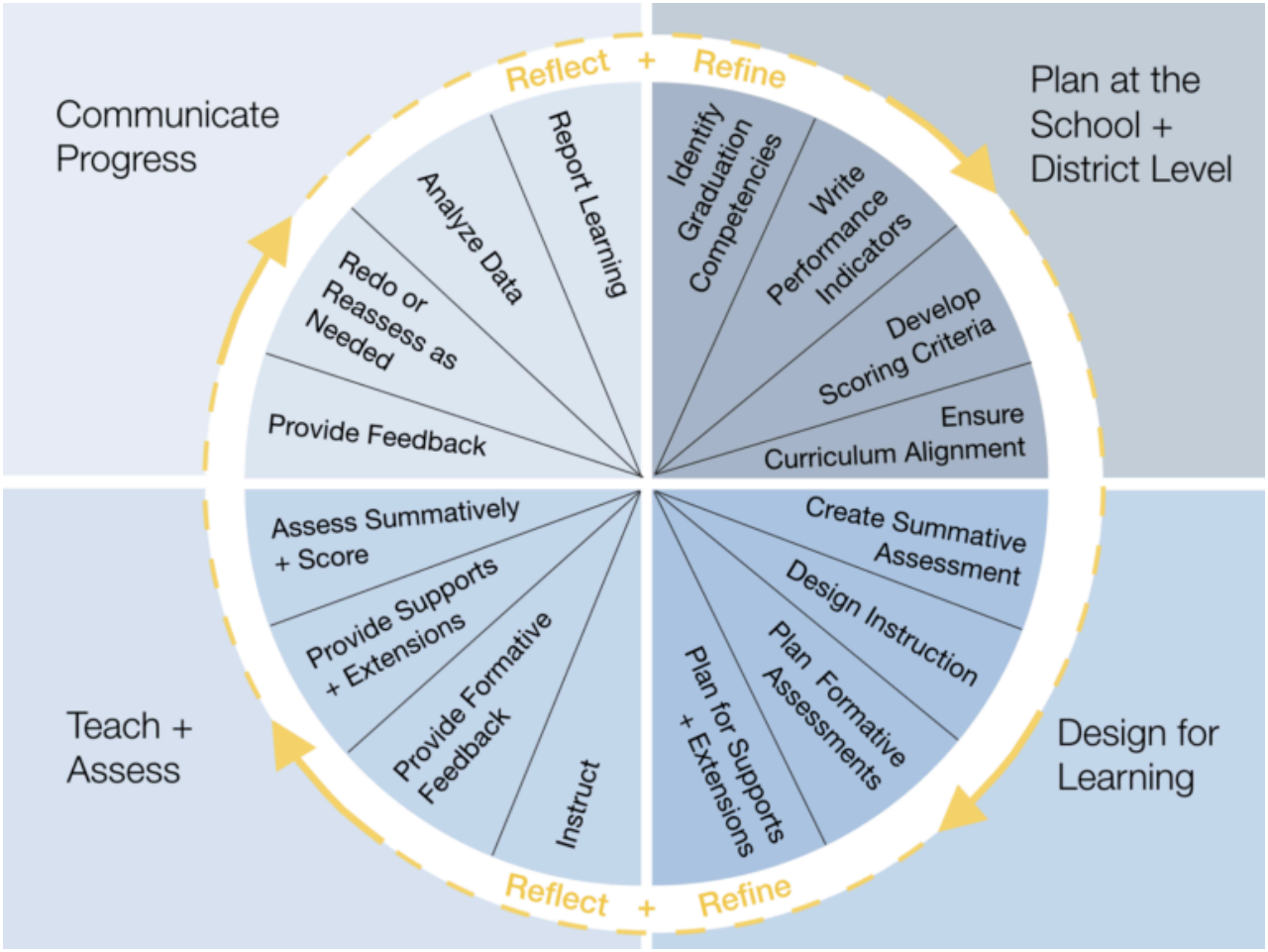
Marauder Time is built into the schedule to provide students with dedicated time to work with teachers on specific assignments, assessments, and to collaborate with peers on work.

	Monday / Thursday (A)		Tuesday / Friday (B)	
	MS	HS	MS	HS
8:10 - 8:25	TA	TA	TA	TA
8:30 - 9:45	P1	P1	P2	P2
9:50 - 11:05	P3	P3	P4	P4
11:05 -12:55	P5	Lunch (11:05 - 11:35)	P6	Lunch (11:05 - 11:35)
	Lunch (12:25 - 12:55)	P5	Lunch (12:25 - 12:55)	P6
1:00 - 2:15	P7	P7	P8	P8
2:15 - 2:55	Intervention	Marauder Time	Marauder Time	Marauder Time

Wednesday		
	MS	HS
8:10 - 8:50	P1	P1
8:53 - 9:33	P2	P2
9:36 - 10:16	P3	P3
10:19 - 10:59	P4	P4
11:00 - 11:30	Extended TA	Lunch
11:33 - 12:03	Lunch	Extended TA
12:06 - 12:46	P5	P5
12:49 - 1:20	P6	P6
1:32 - 2:12	P7	P7
2:15-2:55	P8	P8

DEADLINE: A non-negotiable end date or an essential deadline due to the demands of an authentic audience or school-year timeline. If the student does not hand in anything by the deadline, the assessment is entered as *Missing/No Evidence*.

FEEDBACK LOOP: When a summative assessment is given, the date it is due is the **deadline.** Students may discuss with the teacher the possibility of an extension but this must be done prior to the deadline and agreed upon by the teacher and the student, and will be on a case by case basis unless this is an accommodation documented in a plan. Once the deadline has occurred, no further revisions may occur on that assessment for proficiency.



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ASSESSMENT - Explanation of Grades

ASSESSMENT DEFINITIONS:

4.0 - Meeting expectations with <u>excellence</u> consistently in multiple and varied situations

- The student demonstrates *thorough, in-depth* understanding of essential *and extended* concepts and skills.
- Performance is characterized by application of the concepts and skills *with consistent accuracy, a high level of quality, and independence*

3.0 - Meeting expectations with <u>proficiency</u> consistently in multiple and varied situations

- The student demonstrates *thorough* understanding of essential concepts and skills.
- Performance is characterized by application of the concepts and skills *with accuracy, quality, and independence.*

2.0 - <u>Approaching</u> expectations at this time

- The student demonstrates *foundational* understanding of essential concepts and skills.
- Performance is characterized by *a basic application* of the concepts and skills.
- Meeting some standards without consistency in performance.

1.0 - <u>Not meeting</u> expectations at this time

- The student demonstrates *minimal* understanding of essential concepts and skills.
- Performance is characterized by application of essential concepts and skills *with assistance.*

0.0 - "M" - <u>No evidence</u> of learning at this time

- The student has not completed a summative assessment at this time
- Performance is not evident.

UNIVERSITY OF VERMONT GREEN & GOLD SCHOLARSHIP

Each high school can establish their own criteria to determine the most academically talented Vermont student. *This is not a "Valedictorian Scholarship" and we do not have to rank our students to decide.* If you do rank students, it does not have to be the #1-ranked student.

The nomination is not intended for the strongest student likely to attend UVM, or the one with the highest standardized test scores. Weighted GPAs are a good place to start as they capture a student's achievement relative to rigor of study, but other factors such as strong performance in college-level courses, involvement in extracurricular activities, commitment to community service, and school leadership roles may also be considered.

The Green and Gold Scholarship is a full-tuition scholarship (currently valued at over $65,000) awarded to the strongest academic Vermont student (based on their grades through their junior year) from each eligible high school. Each Green and Gold nominee will also receive an invitation to UVM's prestigious Honors College.

MAKE-UP WORK DUE TO ABSENCES

Students who have been absent from a class shall have the opportunity to make-up class and homework assignments from the day of the absence. It is the student's responsibility to meet with individual teachers, outside of class time, and check their Google Classroom to review what was missed and what is expected. Students will receive two days to make up work for every day they are absent. If a student is present at any time during the day, all assignments for that day are due on time. Students absent for scheduled events (such as doctor appointments and sports matches) are responsible for all assignments given that day, whether they are present in class or not.

COLLEGE ADMISSION TESTING

Our Coordinator of Student Support advises students on the testing needed for college admissions, and reminds them of dates and deadlines.

STANDARDIZED TESTING

In compliance with the Federal regulations established by the 2015 Every Student Succeeds Act., NMHS annually administers standardized tests to students in spring. These additional tests help us to gather important information about student progress and instructional programs and are used as a school accountability measure.

OTHER TESTING: The i-Ready Math & Reading assessments are administered at the beginning, middle, and end of the school year to monitor student progress and use data to target specific areas of growth and development. Other testing may be done in grades 9, 10 and 11, providing important information for career and academic planning. This may include the ACT "Plan" "Explore" testing or the ASVAB (Armed Services Vocational Aptitude Battery). All juniors are encouraged to take the PSAT in October. Students in middle school may take career interest, learning style, and personal interest inventories.

COLLEGE BOARD - SCHOLASTIC APTITUDE TEST (SAT) AND AMERICAN COLLEGE TESTING (ACT)
NORTHFIELD MIDDLE & HIGH SCHOOL CODE: 460-300

STUDENT SERVICES AND PROCEDURES

EMERGENCY CLOSING OF SCHOOL
School cancellations and changes in the school day will be communicated through our "Blackboard Connect" system, radio, facebook/website, and television. It is important that we make sure that current emergency numbers and email addresses are on file in the event of an emergency. Please make certain to contact Amy Klinger in the main office with updated information if your contact information changes.

NURSE / ILLNESSES

Students who become ill during the school day (and wish to go home) need to report to the nurse's office in order to be dismissed. If the nurse is unavailable, they should report to the main office. The student will be dismissed for the remainder of the day once the school nurse or administration determines that the student should not remain in school, but no student will be dismissed without the consent of a parent or his/her designee.

Students who are injured or temporarily unable to participate in co-curricular activities or physical education should have a doctor's note turned into the front office. The excuse will be routed to the school nurse who will notify all necessary parties, including athletic director, coaches, teachers and student support. The school nurse will contact the parent the same day as the note is received to discuss a plan to be put into place during the period of restrictions. Students whose injury precludes them from writing activity or other classroom experiences should also bring a note to the front office. These notes will also be routed to the nurse for notifying the appropriate staff. Similarly, when the restrictions are done and students are released from the restrictions, the note should go through the front office and nurse as well. Questions regarding doctor orders should be discussed with the school nurse.

MEDICATION POLICY
Many children 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 (who have medication administered to sustain and/or preserve life) please to the following:

Provide a written order from a physician detailing the name of the drug, dosage, time interval medication is to be taken and the level of expertise/training necessary to administer the medication, if any. The school nurse needs the:

1. Diagnosis
2. Reason for giving
3. Training required, if any
4. Written permission from the parent or guardian of the pupil requesting that the school district comply with the physician's order. All written permission forms must be kept on file indefinitely.

In addition:

- Medication must be brought to school in the original container or in a container appropriately labeled by the pharmacy or physician.

- ➢ Parents should send only an amount equivalent to a school day's requirement unless directed otherwise by the administration.
- ➢ An appropriately locked container/cabinet must be provided for the storage of medication.
- ➢ All medication will be dispensed by the school nurse, principal or their designee.
- ➢ Opportunities must occur for communication with the pupil, parent and physician regarding the efficacy of the medication administered during school hours.

CONCUSSIONS

The CVSU and its member districts of Echo Valley and Paine Mountain School District, are committed to the health and safety of its students. Concussions are one of the most commonly reported injuries in children and adolescents who participate in athletic and recreational activities. Therefore, in accordance with Vermont State Statute (16 V.S.A. §1431) students will not be permitted to continue to participate in any training session or competition associated with a school athletic team if the coach has reason to believe that the student has sustained a concussion or other head injury during a training session or competition. The student must be examined by and receive written permission to participate in athletic activities from a health care provider licensed and trained in the evaluation and management of concussions and other head injuries.

STUDENT SUPPORT SERVICES

The NMHS Student Support staff advocates for academic, career, and personal/social development for all students and welcomes family, staff, and community collaboration for our students. We are dedicated to a counseling system that works for the students, families, staff, and community providing a wide range of services and programs.

The Student Support Team is available to assist students and families in finding solutions to any issues that affect school life and learning. The Student Support Team is also there to assist students and families to access resources in and out of school. The team supports students with their middle and high school academic planning in order to seek post secondary placement in career and college. Military and college representatives are welcome to visit the campus and that is arranged by the Coordinator of Student Support.

The Student Support Team will support students by guiding them to resources and support that will help sustain a positive school climate for relevant and purposeful learning. It is the team's aim to support students to attain skills to manage their social, emotional, and behavioral concerns in order to be "ready to learn" in the classroom as well as promote the development of school-wide programs, models, and expectations.

The School to Home Coordinator supports students and works with families to access school and local resources. This position collaborates with counselors, special education, alternative school settings, mental health agencies, and many other resources within the state.

The Student Support Team also works closely with outside agencies (Washington County Mental Health) and other independent counselors to support students and families in prevention, intervention, and post-intervention issues of substance abuse.

The NMHS Student Support Team provides assistance in education for any student. NMHS does not discriminate on the basis of handicap; therefore the special educator assigned to the grade level cluster will coordinate plans for Section 504 of the Rehabilitation Act and are available at grievance procedure to address complaints regarding Section 504 of the Rehabilitation Act.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

All students are progress monitored for achievement/learning throughout the school year at NMHS. This means that universal assessment data is used in a problem solving process to set goals for all individual students. Students are then progress monitored based on assessment data every six weeks in order to track whether or not they are making adequate gains in achievement. If students aren't making the expected gains, or if students are flagged for intervention then the

data team works together to ensure that a successful intervention plan is implemented. We are committed to ensuring that all students at NMHS are receiving the appropriate interventions and enrichment to reach their greatest potential and to have the academic foundation to successfully pursue a post-secondary pathway of their choosing.

TARGETED SUPPORTS

Targeted Intervention occurs if a student is identified as needing extra support in order to fill achievement gaps or to gain prerequisite foundational skills in either reading or math to achieve/access the instruction that is occurring in the classroom. Targeted support is often temporary until appropriate gains are made and are used fluidly for all students throughout the year.

ACADEMIC SUPPORT PLAN (ASP)

In order to facilitate transparency, accountability, and awareness of a student's grades between themselves, their guardians, and their teachers, all NMHS students will complete An Academic Support Plan (ASP) on a weekly basis in their TA. The TA teacher facilitates a meeting between the student, the student's trusted adults, teachers, and other necessary participants. Parents and guardians should expect their student to share their ASP on a weekly basis for all to be informed and to view a student's plan for working towards proficiency in each of their courses.

High School Academic Support Plan (ASP) Template

Middle School Academic Support Plan (ASP) Template

INTENSIVE SUPPORTS

One form of intensive supports occurs through the special education programs and services are funded through monies appropriated by federal, state and local monies. They provide the support needed to implement Individual Educational Plans (IEP) for eligible students. Eligibility is based on the identification of a disability, its adverse effect on a child's educational success and a need for a specialized education. The Special Education Department at NMHS consists of a dedicated team of professionals including four special educators and a speech language pathologist. This group of individuals provides services to children from grades 6-12 and works as a team with classroom teachers and parents in order to meet the needs of students in the most effective way possible. For more information about this program, please contact the principal.

*** Do note that "intensive supports" doesn't necessarily equal special education.**

PARENT/SCHOOL COMMUNICATION

We believe that it is imperative for parents to have a clear means for communicating with NMHS teachers and administrators. In order to provide the best possible program for all students, we know that teachers and parents need to have current information about academic and behavioral progress of students. When concerns and issues are communicated in a timely manner, we can provide appropriate support and intervention. In order to assist parents in getting and providing information about their child to the school the following communication system has been devised:

- **Concerns about a specific class** should be communicated directly to the teacher. Often issues can be easily resolved by quick and direct communication. It is easiest to reach teachers by email, and usually an answer to the email will be within 48 hours. Contact, messages, and requests for meetings can also be made via the school office.
- **For general concerns and questions**, parents should contact the student's advisor or the specific teacher.
- The principal should not be contacted until these avenues have been exhausted.
- In cases where concerns still exist after communicating with the teacher and the principal, please contact the superintendent of schools.

School and Home Communication

At NMHS we value communication with families but our teachers' primary focus during the school day is student safety and great instruction. Your child's teacher is fully engaged with their students throughout the school day and not checking email or dojo frequently. If you have immediate concerns or time sensitive information to share, please contact the front office. Kathy Robertson, the administrative assistant, will gladly get a message to the classroom teacher.

Please be respectful in all communication with NMHS staff in person, via email and/or over the phone. Disrespectful language and raised voices create a climate of unrest for students and staff and is not the type of communication we condone at NMHS. The building principal reserves the right to request that email communication be directed through them if the volume or tone of email communication becomes disrespectful or abusive and therefore a distraction to the teacher's ability to perform their job responsibilities.

BLACKBOARD CONNECT NOTIFICATION

Whenever appropriate, school officials will contact parents using the Blackboard Connect notification system, which sends recorded messages to phone and email contacts. These notices may include reminders about school events, meetings, report cards, and emergency information. Please be sure that your contact information is up to date.

LATE ARRIVALS

When a student arrives at school late, they will sign-in on the sign-in sheet located in the main office. A pass will be given to the student for admission to class. A note signed by a parent stating the reason for the late arrival is expected at this time. Parents/guardians may also email excuses to Kathy Robertson,krobertson@cvsu.org. Please know that students accumulating more than three unexcused tardies to school or to individual classes are subject to LoFT (Loss of Free Time). We start each advisory and following class period by discussing the plan for the day, setting expectations, checking in with each other, hearing announcements, and building our preparedness skills - it is essential students are present for this.

EARLY DISMISSALS

Students will be dismissed from school before regular school closing time when a request is made by a parent or guardian. Please present a written request for early dismissal, signed by a parent or guardian, prior to 8:10 a.m. A parent or guardian may also call in advance to notify the main office of a student's early dismissal. The student will be shown in the attendance program as having an early dismissal and it will indicate the time the student is leaving. When a student leaves, please sign out on the sign-out sheet in the office.

ATTENDANCE

Regular student attendance is essential to the academic success of all students in Northfield Schools. Frequent absences from school disrupt the continuity and overall objectives of the instructional process. Furthermore, post-secondary schools, as well as business and industry, require records of attendance. Research and experience clearly show that regular attendance in school is a prerequisite for academic success and personal growth. If a student must be absent, we ask families to call the school office prior to 8:00 a.m. Written excuses are to be submitted to the main office within 5 days of the date of absence. Email is an acceptable written notification - krobertson@cvsu.org. All missed work is expected to be completed as soon as possible: Lab, TA, and After School Homework Help are available for students who need extra time/help doing this.

The primary responsibility for acceptable student attendance is shared by the students, parents, and the school. Therefore, it is imperative that we require students to attend school on a regular basis, not only to assure them of an excellent education but also to instill in our students the importance of commitment, responsibility and self-discipline.

Students who are chronically absent from school, excused or unexcused, may be referred to our School-Home Coordinator, Tracy Ferrell. Working with students, families, and the school team, Tracy will develop a plan to ensure the student has the support to be successful in school. Should the absences continue, it may become necessary to file a truancy report with the state. Please see the truancy policy below for additional information.

OFF CAMPUS LEARNING OPPORTUNITIES

Field trips enhance the curriculum and provide learning experiences not available within the school setting. Some trips are considered to be *curricular/required* field trips and are an essential part of the curriculum or part of a Personal Learning Plan; others are deemed to be *non-curricular/optional* trips, which are voluntary and not considered to be an integral part of the school curriculum.

1. A teacher planning an off campus learning opportunities, curricular/required or non-curricular/optional, shall timely submit a written request and plan to the principal, who may modify the plan as appropriate. If the trip involves travel beyond 50 miles, the principal shall present the plan to the superintendent for approval. If the trip involves one or more overnights, the plan must also be submitted to the Board for approval. If the plan involves multiple visits to the same location these requirements may be fulfilled with a single plan.
2. The plan shall:
   a. Describe the goals and educational benefits of the trip.
   b. Outline the itinerary of the trip, including proposed transportation and accommodation arrangements. If private vehicles are to be used, the teacher must obtain proof of liability insurance and a valid license. The use of private vehicles must be pre approved by the superintendent or designee.
   c. Detail the number of adult chaperones and other means of ensuring adequate supervision and reasonable safety of participants.
   d. Describe and justify any criteria for the eligibility of participating students. Students shall not usually be denied the opportunity to participate in curricular/required field trips on academic grounds or for disciplinary reasons unrelated to the field trip.
   e. Explain how the trip's costs shall be funded. For curricular/required field trips, students and parents shall not be asked to pay a fee, although students may be asked to engage in fundraising activities to contribute to overall trip costs in a manner that equally benefits each student participant. Principals will determine if a field trip is curricular/required. For non-curricular/optional field trips, participating students and their parents may be asked to pay a fee in order to participate, in addition to any fund-raising activities. Any income from fundraising will be used towards overall costs. Principals will develop procedures that ensure any student who does not participate in fundraising activities for **non-curricular field trips** may not be supported by those funds. Students who do not participate in fundraising activities also may not be allowed to participate in the **non-curricular** field trip. Organizers must make efforts to ensure that no student **under the age of eighteen** is denied the opportunity solely because of financial circumstances.
   f. Propose appropriate alternative arrangements at school or, with parent approval, at home, for any student who is unable to participate. Curricular field trips are considered to be an integral part of the curriculum and students are expected to participate, subject to excusal based on compelling circumstances. Non-curricular field trips are voluntary.
3. Once a plan is approved, it shall be distributed to parents/guardians of eligible students along with authorization forms including medical forms. No student may participate without authorization by a parent or guardian.
4. Multiple trips to an approved off campus learning opportunity will only require additional notification to parents or

guardians by the teacher/advisor.

5. As appropriate for the scope of the field trip, the teacher shall provide to parents information such as emergency procedures, names of chaperones, contact information for all overnight accommodations, costs, clothing lists, and similar matters.
6. All participants of curricular/required or non-curricular/optional field trips will comply with all policies, rules and procedures of the Paine Mountain School District and Central Vermont Supervisory Union.
7. All chaperones are subject to policy 3.7 Volunteers, Work Study Students and Interns, and its corresponding procedures.

Warned: 4/30/12 First Reading: 3/13/12 Second Reading: 5/18/12 Adopted 5/18/12
Warned:1/6/2014 Revised:1/14/2014
Warned 11/2/2017 Revised 11/15/2017

STUDENTS WHO ARE 18

We recognize that students who are 18 and older are legally adults. We expect them to manage their education maturely and responsibly. As students enrolled in the NMHS, older students are required to abide by all the same expectations and rules as other students. (Vermont Statute 16.1122)

Students of legal majority may sign their own permission forms and attendance notes. Parents continue to receive all normal school communications, including notice of permissions and attendance unless a student has chosen to revoke that right.

TRANSFERRING ELSEWHERE

If a student is transferring to another school, please make an appointment to see the coordinator of student support. Prior to departure, the students will obtain a sign-out sheet from the main office to be signed by appropriate faculty and staff indicating that all books, materials, and work have been returned.

STUDENT ACTIVITIES

OUTSIDE OF THE SCHOOL DAY:

After 3:00pm, students will be with their supervisors for an activity in an authorized area of the building or not in the building if not involved in an activity.

ELIGIBILITY FOR GAME, PRACTICE, CONTEST/PERFORMANCE:

- If a student misses any part of the school day preceding a practice or contest/performance they must get approval from the administration in order to participate.

- Participation in a weekend game/performance is not jeopardized by absence from school on Friday. However, a coach or individual team rule may apply that could impact playing time.

- A student who is suspended from school is not permitted to practice, play in a contest/performance, or travel with the team in any capacity until the next full day after the suspension is completed. If it is an in-school suspension then participation can take place once the punishment has been carried out.

- Attendance and promptness at ALL practices are important. Being part of a team, even in those sports that are highly individual in nature is part of the very essence of athletics. Failure to attend or being late to practices or games conveys the unspoken message that your team and your teammates are not as important as the individual who decides not to attend or to be late. Arriving late or missing practice-- in most cases will result in loss of playing time.

- ➢ There are times when missed practices or late arrivals are justified (i.e. make-up school work, extra academic help, doctor's appointment, etc.) In such cases it is the student's responsibility to inform the coach.

ACADEMIC ELIGIBILITY

Paine Mountain School District recognizes the very valuable role that student activities play in engaging our students in their own personal development and the vital contributions they make to our larger community. PMSD is committed to ensuring that every student has access to and support in participating in these activities, as a means to increase their leadership abilities, cultivate new relationships, and assume personal responsibility. Students who elect to play sports, participate in student governance, or join a school group, club, or team make a voluntary commitment to these pursuits and earn the privilege of representing their school and community.

At PMSD, we have developed an eligibility system designed to foster perseverance in our students through academic support such as advisory, lab, and afterschool support, rather than punish them by removing opportunity. Our system is as follows:

1. Ongoing progress checks through our online reporting system, PowerSchool, recorded in a student's individual academic support plan
2. Activation of support when PowerSchool indicates student level of progress is below a 2.01 or a staff member has concerns (extended absence/illness) - recommendation completed by teacher advisor and notification sent to student, family, athletic administration
    a. The student will develop a plan with their teacher and be required to attend advisory, Marauder Time, or afterschool help for two weeks
    b. The student <u>will be</u> permitted to attend and participate in co-curricular activity *as long as they are making progress and attending assigned work times*
    c. <u>If the student is making progress</u> per the plan, they may continue participation
    d. <u>If the student is NOT making progress</u>, the plan will be revisited and they will be suspended from the co-curricular activity for two weeks
        i. The student may return to participation if at the end of the two weeks they are making progress per their plan

TRAINING RULES

Students are expected to abstain from the use or possession of tobacco/nicotine (smoke and smokeless), alcohol, illegal drugs, drug paraphernalia, and/or using legally prescribed drugs in an illegal fashion beginning with the activity's first practice and ending with its last practice, contest, or performance. Any student involved in any individual event beyond the activity's regular season is expected to abide by these rules (New England competitions, music festivals etc.).

Any violation of the training rules, which is reported to the coach/advisor, athletic director, or administration by a reliable, first-hand witness, will be thoroughly investigated. If the allegation is proven to be true, the following procedure will be implemented:

1. After the first offense during an academic year, the student will be suspended from game participation for a minimum of three weeks (or equivalent of ¼ of contests/performances). In addition, they will be required to attend substance abuse counseling. Upon successful implementation of substance abuse counseling the student will be reinstated after the conclusion of their suspension. If an athlete self-reports, which means initiating a meeting with the Activities Director or his/her designee and this meeting takes place before an investigation is started, the first offense would be reduced to two weeks, and a minimum of 2 games/performances (depending on total number of games/performances in the season). A first offense suspension will not carry over to the next year.
2. If a second offense occurs during an academic year, the student will be suspended from game participation for a minimum of five weeks (or equivalent of 10 contests). In addition, they will be required to attend substance abuse

counseling. Upon successful implementation of substance abuse counseling the student will be reinstated after the conclusion of their suspension.

3. Should a third offense take place during an academic year the student will be suspended from all interscholastic participation for one calendar year. In addition, they will be required to attend substance abuse counseling. Upon successful implementation of substance abuse counseling the student will be reinstated after the conclusion of their suspension.
4. Attendance is mandatory for both practices and games/performances during the suspension. Failure to be in attendance may result in increased suspension time. The student will also be referred to the targeted/intensive social/emotional team. The coach, parent(s), athletic director, or the athlete him/herself may do this referral.

INTERSCHOLASTIC ATHLETICS

Athletic programs are available for participation and competition on an interscholastic level.

Students participating in these programs need to meet eligibility requirements, and be willing to abide by the school's Athletic Code. No student will be permitted to participate in interscholastic athletics without having on file with the Athletic Director, a statement signed by both student and parent verifying that they are aware of the school's Athletic Code and are willing to abide by its policies, as well as the other required forms.

SCHOOL SOCIAL FUNCTIONS

Social functions for the school year will be scheduled on the Master Calendar in the main office.

Petitions for any school function must be submitted to the main office at least two weeks prior to the date of the scheduled event and approved by the Principal. Special forms must be used and are available in the main office. Specific rules and regulations in effect regarding dances are listed. Sponsoring parties, please read and abide by these rules and regulations.

CO-CURRICULAR / EXTRA-CURRICULAR ACTIVITIES OFFERED

Please call the school to find out advisors/coaches/supervisors for each activity. We offer:

- 6-12 – Class Advisors – Each class has a staff advisor to coordinate class activities and meetings
- 7-12 – Sports – Fall: Boys and Girls Soccer, Cross Country – Winter: Boys and Girls Basketball, Wrestling, Hockey – Spring, Boys Baseball and Girls Softball, Golf (we also work with local schools to compete and participate in other sports that are not offered at NMHS – please ask the Athletic Director for details)
- MS Leadership, HS Leadership, Northfield Honor Society, MHS GSA - Queer Chaos, HS Yearbook, MS Yearbook, MS and HS Theatre

STUDENT ACTIVITY FUNDS

The Student Activity Fund, which is maintained by the office in conjunction with the treasurers of the school organizations, is essentially a school-operated bank that functions as a service to the varied organizations within the school. The source of all money must be accounted for, as well as expenditures. All treasurers will receive the necessary instructions in regard to the accounting practices at the beginning of the school year. These accounts are audited; therefore, please use the following procedures:

- The Student Activity Fund is to be the only depository for all students' funds.
- All payments for goods and services rendered to any class or organization will be paid by a Student Activity Fund Check. Under no circumstances should a class or organization pay a bill by cash. Money taken at the door for the sale of tickets to any activity may not be used to pay bills.
- Each organization, class or club will maintain an accounting system designed by the administration. The administration will maintain a similar but separate accounting system that will be consistently checked with the student's accounts.
- Since the students raise class funds in cooperation with the parents and townspeople for school purposes, only those funds that are needed should be raised.

- ➢ No funds may be withdrawn without the approval of the faculty advisors and the principal. Funds may be used only for a school approved function or activity.
- ➢ Each graduating class is to leave an amount of $100.00 in its account to cover any bill that may be received by the school after the class has graduated. Prior to graduation, each class will designate how this sum should be spent by the administration for the betterment of the school, assuming this money is not absorbed by late bills.
- ➢ All funds should be turned in within 48 hours of collection.

Northfield Honor Society

Membership in the Northfield Honor Society requires:

- ➢ 15 hours of community service
  - ○ Must be completed throughout the student's high school career.
  - ○ Ample opportunities will be provided on campus throughout the year.
- ➢ 3.0 GPA
- ➢ Letter of intent

Invites will go out after the first semester.

Mentor-Mentee Program

Goals:

- ➢ To build community and culture between middle and high school students
- ➢ To minimize adult involvement in student interactions and promote peer-to-peer conflict resolution
- ➢ Where appropriate, to offer additional academic/social support for MS students
- ➢ For High School students to work towards habits of success (Collaboration, Preparedness, Goals, Citizenship)

SCHOOL EXPECTATIONS

BEHAVIOR EXPECTATIONS AND PROCEDURES

Expectations at Northfield Middle High School are based on our community values of Courage. Curiosity. Compassion. They are designed to foster a safe, orderly, and nurturing environment, free from bullying, harassment, and hazing, to foster self-discipline, and to preserve the right for each of us to teach and learn.

Creating and maintaining a positive school climate based on our community values is everybody's job. Learning to be a contributing member of the NMHS community is a commitment that everyone is expected to make. The following discipline guidelines were developed for our school community to use for maintaining the principles of our community values.

NMHS, in partnership with families and the community, strives to create a respectful school environment, where each student can become a critical and creative thinker, lifelong learner, and a responsible global citizen. We are committed to a school-wide culture based on respect, responsibility, and recognition.

ACADEMIC HONESTY STATEMENT

Northfield High School is a community that values learning and honesty. As a community, we require all students to participate in this value system of intellectual integrity. Any student that is found to not be participating will undergo disciplinary action which may include a family meeting, redoing the work, and/or restoration.

Examples of not participating in this value system include plagiarism and cheating. Plagiarism is passing off another person's work or ideas as your own without giving them credit, and includes cutting and pasting from Google or ChatGPT. It does not matter if the person is another student, a parent, or an unknown author or individual. Cheating is attempting to give or receive answers on an assignment or examination.

> Artificial Intelligence (AI) may never be the main author or creator of any work a student claims as their own. Students are required to maintain the intellectual cognitive burden of their work at all times. Students may only use assistive AI if directed by and explicitly condoned by the teacher on specific assignments. All students hold a responsibility to articulate, defend, and explain all aspects of their work. Any misuse of AI may result in disciplinary action and potential for lost credit on the assignment.
>
> *Sourced from: EdD Faculty Statement on Generative AI Use from Northeastern University*

Failure to meet this expectation may be handled as follows:

1st Time Offense

1. The student will have an office referral notating the 1st offense of plagiarism/AI misuse and contact will be made home by the assigning teacher.
2. The student will be required to engage in disciplinary requirements and educational, restorative work around the harm plagiarism can have on a student's educational outcomes and credit progress towards graduation.
3. The student will be allowed to redo the assignment by hand while being supervised. The redo could potentially be the same or different assignment and may be monitored by the assigning teacher or by student support personnel.

Additional Offenses

1. The student will have office referrals that record a pattern of plagiarism which will result in subsequent disciplinary outcomes including but not limited to lunch LoFT, suspension, etc.
2. The student and family may be asked to participate in a team meeting to discuss additional educational, restorative work around the harm plagiarism can have on a student's educational outcomes and credit progress towards graduation especially when repeated over time.
3. The student may face the potential for lost credit on the assignment.

ADVISORY PROGRAM

We believe that it is important for every student to have a supportive and understanding relationship with at least one adult at school. The mission of our advisory program is to educate, empower, and advocate for our students by supporting their academic, career, and social growth. Every student has an adult advisor who knows the student individually and who can support, advise, and advocate for the student in many different situations. Throughout the year, students check in with their advisors on a personal level and meet in advisory groups of about 10 students, as well as for scheduled longer periods and special activities.

Among other actions, advisors:

- Help students organize their annual academic plan, in conjunction with the co-coordinator of student support.
- Keep track of students' academic and social progress, including reviewing all progress and grade reports.
- Refer students for extra educational support and act as advocates for their interests.
- Act as the key school contact for parents.
- Encourage and support school-wide expectations.
- Create a safe space to share and discuss academic and personal/social trends, hot topics, etc. in a community building atmosphere.

NMS TAs will be using the Character Strong program which focuses on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side

- SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making
- Character Development: Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility

NMHS Teacher Advisory System

- **High School**
  - **Purpose**: to build strong relationships between students, families, and faculty/staff members and consciously work to build community
  - **Structure**: High School students will stay with the same TA advisor from 9-12 grade (unless TAs need to merge based on numbers)
  - **Weekly Schedule**:
    - ★ **Monday***:* Tier 1 Circle check-in
    - ★ **Tuesday***:* Tech Check, clean out binders/lockers, check emails
    - ★ **Wednesday***:* Independent reading
    - ★ **Thursday***:* Fun Thursday/Music Trivia
    - ★ **Friday***:* Grade Checks (check PowerSchool & have students make family/teacher contact)
- **Middle Level**
  - **Purpose**: To build and foster inter-grade level community. We will focus on Social Emotional Learning (SEL) and positive peer-to-peer, peer-to-adult, and adult-to-student relationships. We will prioritize high-interest activities, outdoor education, and cultivate student voice and leadership. Each month, we will focus our energy on celebrating diversity, and equity in the American experience.
  - **Structure**: Middle School students will stay with the same TA advisor from 6-8 grade

EXPECTATIONS FOR OUR SCHOOL ENVIRONMENT

THE POWER OF NMHS MARAUDERS

	ACCOUNTABILITY	RESPECT	RESPONSIBILITY
In the classroom Indoor OR outdoor	Take ownership of what you do - yup, all of it!	Be aware of the needs of others	Come prepared to engage in your learning

When I'm having a bad day	Acknowledge how you feel - be honest with yourself	Consider how your feelings may affect others	Take care of yourself - ask for time/help/space.

Restorative Practices
Part of our restorative process when conflict has happened between students, adults, or a combination of both is to work with all parties on repairing any damage in an effort to move forward - please see this link for more information, https://www.iirp.edu/restorative-practices/what-is-restorative-practices.

Restorative Practices:

- Are led by a trained facilitator with the intention of identifying, repairing current harm, and preventing future harm. Our restorative practices advisor is Carrie Gilman.
- Do not attempt to restore things to how they were before harm took place—it is not possible to erase the past. Through collaborative identification of harms and needs and active responsibility to address them, damage is repaired to the degree possible. Addressing harms and needs and promoting active accountability demonstrates that people in the community are cared for. This enhances one's sense of safety and helps allow all those affected to move forward without the incident having significant controls over their lives. This is healing.
- Focuses on repairing relationships—rather than the rule that was broken

The restorative process:

- Involves meeting with each individual separately, to both evaluate the readiness of each individual and to review questions that will be addressed ahead of time. The questions are scripted and the same each time we go through this process - it's quite formal to ensure the safety of all of those involved. The questions asked are:

What happened?
What were you thinking at the time?
What have you thought about since?
Who has been affected by what you have done?
What do you think you need to do to make things right?

SCHOOL-WIDE RESPONSES: *We Are All Responsible For All Of The Students All Of The Time*

Highly recommended interventions that we model to foster communication and lifelong learning:

1. Communication to families by phone calls, emails, or meetings
2. Conferences: Teacher /Student/Parent/ Advisor/Student Support or any or all combinations

Student Support Center: When a student is sent out of the classroom and referred to a student center:

- ➢ Once the student is sent to the student support center the student will stay until the student has met with a member of the Student Support Team
- ➢ The student will be asked to return to their scheduled class once they have processed the incident and regained self-regulation.
- ➢ The student will be offered an opportunity to participate in a restorative dialogue with the sending teacher prior to the next scheduled seminar.
- ➢ Parents/Guardians will be notified by the responding adult.

SUSPENSION
Suspension is used as a tool to provide pause in the event that a student is severely dysregulated and/or has committed an infraction that requires time for healing. A reentry meeting will always be required prior to a student returning when an out of school suspension has occurred.

ALCOHOL AND OTHER DRUGS
All illegal or inappropriate “substances” are prohibited at Northfield Middle/High School or any school sponsored event. Possession or use will be dealt with promptly and in accordance with school district policy.

BULLYING / HARASSMENT / HAZING PREVENTION
The Paine School District believes that students have a right to a safe, orderly, civil, and positive learning environment and that bullying/harassment/hazing has no place and will not be tolerated in its schools.

Northfield Middle High School is committed to providing a bully-free environment for our students. If you believe your child has been a victim of bullying, harassment, and hazing please contact Christine High, Assistant Principal, or Lee Ann Monroe, Principal, as soon as possible.

DAMAGED / UNRETURNED SCHOOL PROPERTY
Defacing or damaging school property is against our community values and is prohibited. All school property must be signed out through the appropriate person and returned in the same condition. If the property is not returned or is damaged, the student and/or parents will be responsible for replacement.

LEAVING SCHOOL GROUNDS
Students are not permitted to leave school grounds between the time they arrive and the end of school day without prior administrative permission. In the event that a student leaves the school without prior permission, it will result in a meeting with the Principal.

PROFANITY, OFFENSIVE LANGUAGE, OFFENSIVE BEHAVIOR
Inappropriate language or behavior that is obscene and offensive is a violation of our community values and will not be tolerated. Students who violate this expectation will be addressed accordingly.

THEFT
Personal property must be respected at all times. The taking of anything against one’s will is prohibited and is considered a serious offense. Students who violate this expectation will be addressed accordingly.

THREATS / ASSAULTS, FIGHTING
Threats, assaults, and fights are against our community values and are prohibited. Hitting, punching, pushing up against, holding someone down or otherwise preventing a person from walking freely are actions that constitute an assault. Any exchange and/or body contact of a violent nature between two or more people will be considered fighting and will lead to appropriate consequences and may include contacting law enforcement.

VANDALISM
Any individual causing loss or damage to the buildings, grounds, equipment, books, materials, and/or other property belonging to the school district or any person, must make restitution for such loss or damage.

SCHOOL BUS EXPECTATIONS -

The following rules are for the safety of all. It must be remembered that anything that distracts the bus driver from his/her primary duty of driving the bus endangers all the people on and around the bus.

1. Be courteous:
    a. No fighting
    b. No obscene language or gestures
    c. No spitting in the bus or out of the windows
    d. No hitting
    e. No throwing or otherwise propelling objects of any type, inside or outside of the bus
    f. Leave others books and belongings along
2. Do not eat or drink on the bus
3. No littering. Keep the bus clean
4. Do not be destructive

5. Cooperate with the driver
6. No smoking/vaping
7. Stay seated
8. Keep heads, hands and feet inside the bus at all times
9. Bus driver is authorized to assign seats
10. Follow any additional safety rules from the school or the driver

- ➢ Students should arrive at their bus stop at least 5 minutes before their scheduled pick-up time.
- ➢ Students must sit in their assigned seats on the bus.
- ➢ Students must have a note signed by a parent/guardian and the school if they are getting off at a stop other than their normal one. They should also have a note to get on at a stop other than their normal one, and, whenever possible, it should be cleared with the school in advance, to insure that they may ride, as some buses run near capacity.
- ➢ If a student is having a problem on the bus, he/she should notify the driver. Problems with other students should be told to the driver at the next stop. If it is an emergency, call it to the driver's attention immediately.

BUS STOP BEHAVIOR

While waiting for or after discharge from the bus, students are expected to maintain the following behavior:

1. No obscene language or gestures to others at the stop or to passing motorists.
2. Do not throw anything at passing vehicles.
3. Stay out of the road.
4. Students should cross the road at the driver's signal, and be able to see the driver at all times while crossing (about 10' in front of the bus.)

GENERAL INFORMATION

APPEARANCE AND DRESS

DRESS CODE PHILOSOPHY:

Central Vermont Supervisory Union's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not cause shame or reinforce marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, body type/size, etc.

The full dress code can be viewed here.

CELL PHONES / ELECTRONIC DEVICES

While students may possess personal communication devices, such as cell phones, smart phones, smartwatches, and headphones/earbuds during the school day, they shall be turned off and placed out of sight during the educational periods in order to minimize the disruption to the educational environment. Middle school students may not use their cell phones at all during the instructional day, 8:10-2:55. High school students may only use personal communication devices between instructional periods, before or after school, and during lunch.

Any misuse of personal cell phones, including texting, answering calls and internet searching without teacher approval, may result in confiscation of the device by school personnel. Personal communication devices may be used for educational purposes during instructional periods at the discretion of a staff member for a period of time.

Failure to meet this expectation will be handled as follows:

1. Warning/reminder to student
2. A teacher will confiscate a phone that is being used during a non-specified time, and keep it for the remainder of the class.
3. Further inappropriate use will result in the phone being taken and given to the office for the rest of the day.
4. When taken for the day:
    - 1st offense: formal email will be sent home
    - 2nd offense: teacher will make phone contact
    - 3rd offense: administration will make contact & Powerschool referral entry

Chronic or repeated misuse and failure to follow a reasonable request will result in a referral to the office.

WORKING LUNCH/LUNCH LOFT

Lunch LoFT stands for Loss of Free Time and is a system we use in order to support students in meeting school-wide expectations and their full potential as people and academic learners.

If a student struggles to meet school-wide expectations or there is a concern for school or individual safety and culture, a student may be assigned to a Lunch LoFT. During a lunch LoFT, students can bring their lunch from home or get lunch in the cafeteria. Students will be assigned to a separate work space with a LoFT monitor to support them. During this time, the student will be able to work on a restorative task with the intention of deepening the understanding of the potential harm caused by one's actions and to address any harm done by these actions.

As students fill out their weekly Academic Support Plan, an additional support for students falling below a 2.01 in any of their classes will be able for them to opt into or be signed up to do lunch LoFT. During a lunch LoFT, students can bring their lunch from home or get lunch in the cafeteria. Students will be assigned to a separate work space with a LoFT monitor to support them. During this time, the student will work on assignments and assessments in a proactive manner in order to strive towards proficiency in their courses without too much time passing by or falling too far behind that that it becomes overwhelming to attempt to meet proficiency.

CHANGE OF ADDRESS

Parents are asked to notify the Main Office of any change in address, phone number, email address, custodial or marital status.

ANIMAL DISSECTION

A student in Northfield Middle High School has the right to be excused from participating in any lesson, exercise, or assessment requiring the student to dissect an animal, or to observe dissection of an animal or similar activity as part of a course of instruction. A student, parent, or guardian may request a student be excused from participating in or observing the lesson which would include dissection of an animal by notifying the course instructor and principal in writing upon receiving the course syllabus or course description. The school will provide students with alternative experiences by which to learn and assess their knowledge and skills on material required by the course. These alternative experiences may include but not be limited to films, videos, print, and approved internet websites. No student shall be discriminated against based on his or her decision to exercise this right.

FOOD SERVICES

The school cafeteria provides breakfast each morning and a nutritious lunch at scheduled lunch periods. All meals are free for all students again for the 23/24 school year.

HALL PASSES

NMHS utilizes a hall pass system. Students are expected to obtain a hall pass from their teacher to ensure we know where students are at all times. .

INSURANCE

The school system carries a liability policy that generally insures all students, personnel and school visitors in case of injury resulting from an accident when it can be proven that such an accident is the direct result of negligence.

Parents who feel that the provisions of their own family insurance programs are NOT adequate, may purchase a school accident insurance policy. Information and applications are distributed to each student in the fall. Such policies are not sponsored by the school system. In effect, they are contracts between the insurance company and the insured. With such insurance, all claims are made directly to the company. Except in the case of proven negligence, the school system makes no provisions to cover expenses for accident or injury.

LOCKERS

Students will be assigned a locker through the main office only. Every student in grades 6-12 will be required to use an assigned lock and locker. For the safety of each person and their belongings, all locks and lockers will be required to be shut and locked at all times throughout the day except when a student is using it to gather or unload their belongings. Please do not put a lock on any locker unless you have been assigned the locker through the main office. Locks found on unassigned lockers will be immediately cut off. There will be no charge for the required locks unless there is a case of excessive replacements throughout the year.

PARKING/MOTORIZED VEHICLES

Students who drive themselves should park at the church and may enter through either entrance. They must have approval from their parent/guardian and the principal. Students can obtain the appropriate permission form from the main office. They must submit copies of their driver's license, car registration, and current proof of insurance along with the form. Student drivers are authorized to use the St. John the Evangelist Church parking lot across from the school. There is no longer student parking on campus with the exception of the "Junior/Senior of the Month" who will have the privilege of parking in the designated parking space on campus. Please remember to drive safely as there is much activity outside of the school - students found to be driving recklessly will lose parking privileges!

MEMORIALS AND DEDICATIONS

Requests for a memorial or a dedication of a building or ground or item must be made in writing to the Board in care of the Superintendent. The Superintendent will bring the request to the appropriate Board for consideration. The request must allow for adequate time for consideration. A majority of the Board must formally approve a request including its location. The request or proposal may provide:

- Biographical and/or historical information about the individual;
- The location of the building or ground where the memorial will be placed or dedication will occur;
- The reason(s) for establishing the memorial or dedication;
- All available plans or designs for the memorial or dedication;
- A description of any physical impact on the buildings or grounds;
- Description of maintenance and additional costs associated with the memorial or dedication to be incurred by the school district.
- A description (if any) of the impact on existing memorials or dedications;
- A description of the costs and source(s) of funding for the memorial or dedication; and
- Date(s) and time of dedication or memorial.

MATERIALS AND EQUIPMENT

The building administration may determine whether or not the gift of materials and/or equipment is appropriate for the school. In the case of equipment that is outdated, costs money to run or maintain, or needs to be housed in specific spaces, the administrator shall consult with the superintendent as to whether their recommendation is that the gift should be accepted, declined, or brought to the school board for further discussion. Equipment that is accepted shall be inventoried and accounted for as required by statute and district procedures.

RTCC – Randolph Technical Career Center/BTC – Central Vermont Career Center / Other Programs
Students who attend programs at RTCC/CVCC and other programs are still Northfield students. They receive NMHS rights and privileges, are part of NMHS graduating classes, are assigned NMHS advisors, and are held to the same standards and responsibilities.

SENIOR PRIVILEGES
The tradition at Northfield Middle High School is for our students to earn privileges for their senior year. These privileges also assist our students in the transition to life after high school and include coming and going from school as their schedule allows and access to the senior lounge.

In order to qualify for senior privileges, students must:

1) Be eligible according to the NMHS eligibility policy.
2) Abide by all rules and expectations of NMHS.
3) Conduct themselves at all times in a manner fitting a student enrolled at NMHS.
4) Complete the senior privilege form.

Failure to meet the above criteria will result in withdrawal of individual privileges and/or class privileges.
Faculty/staff/administration and class advisor may recommend changes in the privileges throughout the school year as needed.

STUDENT RECORDS
The school maintains several types of records on each student, including but not limited to, academic reports, attendance, health, parental correspondence, speech and language, in-school reports, etc. These records are kept in locked files and maintained at the school. Under the Family and Education Rights and Privacy Act and the Education of the Handicapped Act, you have certain rights concerning these records. School Board Policy 6.1 states that you may have a list of the kinds of records kept as well as the right to review them within a reasonable time, after such request. To request inspection and review or to ask any questions concerning your rights in this matter, contact the main office. For those students transferring to a new school, student records will be forwarded after parental signature is obtained from the new school. According to state law, no records may be hand carried by a student or parent.

By law, both biological parents may review the contents or request copies of their child's permanent record, regardless of the custodial situation. Please call the office if you wish to review your child's file.

NUTRITION AND FUNDRAISING GUIDELINES
The Wellness Policy was developed to promote healthy lifelong habits for students and staff in the Northfield Schools. The policy encourages students and staff to engage in physical activity and to practice good nutrition. It states that "all school activities, including fundraising activities and school celebrations will be consistent with the sound nutrition practices promoted in this policy." The intent of the above guidelines is not to ban certain foods from being sold or consumed, but to raise awareness about the nutritional quality of foods that are consumed at school and school-sponsored activities.

TECHNOLOGY/ACCEPTABLE USE POLICY (AUP)
NMHS promotes the use of technology as a tool for learning and thinking, preparing our students for the demands of 21st century life. Students have access to the school's electronic resources for the purpose of supporting and enhancing learning. To access these resources, students and parents must agree to and sign the Acceptable Use Policy (AUP).

Below are the expectations for Chromebook use for 6th grade students:

- 6th Grade Chromebooks will stay at school every day in the assigned classroom cart.
- Students may **NOT** take Chromebooks home unless prior permission is given by the building administrator. In that case, the tech department will provide a charger for the student to charge their device at home. Teachers must request permission with their admins to send devices home.
- Devices taken home are expected to be charged at home. Students should bring the charger and a fully-charged device back to school on the next school day.

Below are the expectations for Chromebook use for your 7th-12th grade students AND your process for reporting issues:

- 7th-12th grade students will be assigned a Chromebook and a charger. The tech department will provide a roster with your students' assignments. Please submit a helpdesk ticket if a student's name is missing from your device assignment roster.
- **Devices taken home are expected to be charged at home.** Students should keep their assigned charger at home and bring a fully-charged device back to school on the next school day.

School-wide expectations for use and care of school-provided Chromebook and other technology devices:

- Students are expected to keep their device and protective case/sleeves free from stickers and other markings.
- Intentional/Accidental Damages - The tech office will keep a record of device damages or lost chargers and submit them as "referrals" to the front office.. If a student continues to show negligence in using a computer, we will work with your administrator to come up with a solution which may include using an alternate "pen/paper" solution for that student.
- **If a student forgets their computer…**
    - They will be required to sign in and out a specifically assigned "kiosk computer" in each of their classes.
- **If a student forgets to bring a charged computer…**
    - Option 1: They may use one of the chargers assigned to the kiosk computer in their class with their computer. That charger does not leave a teacher's classroom with the student.
    - Option 2: A charging station is available in the school library.
    - Option 3: They may use one of the class kiosk computers for that class period.
      NOTE: The tech office WILL NOT loan out chargers.
- **If a student loses their charger or computer and cannot find it anywhere…**
    - A helpdesk ticket will be submitted with the student's name. A building technician will write a referral to the office. Once the office has approved the student to receive a replacement, the technician give the student the equipment.
    - **For all Intentional/Accidental Damages/Policy Violations…**
        - The tech office will keep a record of device damages or lost chargers and submit them as "referrals" to the front office. If a student continues to show negligence in using a computer, we will work with school administrators to come up with a solution which may include using an alternate "pen/paper" solution for that student.

VOLUNTEERS, WORK-STUDY STUDENTS, AND INTERNS

CVSU, in compliance with Federal, State, and Local statutes, ensures that all volunteers, work-study students, and interns are appropriately screened prior to entering into service in the school district and that only volunteers, work-study students and interns, who have been screened and approved by the Principal may work with students.

Definitions

- Volunteer: A volunteer is an individual not employed by the School District who works on an occasional or regular basis in the school setting to assist the staff. A volunteer also includes but is not limited to chaperones for field trips and dances, head coaching or assistant coaching positions. A volunteer works without compensation or economic benefits.
- Work Study Student: A work-study student receives compensation for work performed at the school as part of a work experience program.
- Intern: An intern is a student working toward a teaching credential who is placed with a teacher at a district school.

VISITORS

Parents of students are welcome at any time. For security reasons, all visitors, including parents and NMHS graduates, are required to check in at the office upon arrival and wear a visitor's pass.

Student visitors are not normally encouraged. A host student must secure written permission from the main office at least one full school day preceding any expected visitation. All student visitors must have a signed permission form in advance. Like other visitors, student visitors wear a visitor's pass while at our school.

POLICY INFORMATION

For more information on policies and resources not listed below please refer to the following:
https://docs.google.com/spreadsheets/d/11rxyX0VXDF6JoQgG6-g-O_bhVQDhXkc-JIko4us5ElU/edit#gid=0

PROFICIENCY BASED-GRADUATION REQUIREMENTS

POLICY ON THE PREVENTION OF HARASSMENT, HAZING AND BULLYING OF STUDENTS

THE USE OF RESTRAINT AND SECLUSION - please see our website for the annual notification containing more details.

CENTRAL VERMONT SUPERVISORY UNION STUDENT DRUG AND ALCOHOL POLICY

WEAPONS POLICY

TRUANCY POLICY

Warned: 9/2/10 1st Reading: 9/14/10 2nd Reading: 10/12/10 Adopted: 10/12/10

The Vermont State Law on attendance requires that:

T.16V.S.A. sec. 1121. A person having the control of a child between the ages of seven and sixteen years shall cause the child to attend an approved public school, an approved or recognized independent school, or a home study program for the full number of days for which that school is held, unless the child:

1. is mentally or physically unable to attend; or
2. has completed the tenth grade; or
3. is excused by the superintendent or a majority of the school directors as provided in this chapter.

T.16V.S.A. sec. 1122. A person having the control of a child over sixteen years of age who allows such child to become enrolled in a public school, shall cause such child to attend such school continually for the full number of the school days of the term in which he is enrolled, unless such child is mentally or physically unable to continue, or is excused in writing by the superintendent or a majority of the school directors. In case of such enrollment, such person, and the teacher, child, superintendent and the school directors shall be under the laws and subject to the penalties relating to the attendance of children between the ages of seven and sixteen years.

T. 16 V.S.A. sec. 1123. The Superintendent of a public school may excuse, in writing, any pupil from attendance upon such school for a definite time, but not for more than ten consecutive school days and such excuse shall be granted only for emergencies or for absence from town.

A. DEFINITIONS

1. A **truant** student is one who is subject to compulsory school attendance (16 V.S.A. § 1121) and who is absent without valid cause or excuse.
2. **Valid causes or excuses** for absences include illness, observance of a religious holiday, death in the family, family emergency, situations beyond the student's control or other circumstances which cause reasonable concern to the parent or guardian for the health and safety of the student as determined by the administration. All valid causes or excuses must be confirmed in writing.
3. **Planned Absences** – Planned absences are pre-approved absences that allow students to gather advanced assignments from their teachers and to establish a schedule for completing assignments and tests. It is recommended that students use the process in cases such as scheduled surgery, religious holidays, college

visits, and family activities that occur while school is in session. Planned absences will be treated as excused absences.

4. Suspensions will be considered excused absences.
5. All other absences will be treated as unexcused absences.

B. ADMINISTRATIVE RESPONSIBILITIES

The Superintendent (Principal) is responsible for developing procedures to guide the implementation of this policy. The procedures will address the following issues and may include others as well:

A. Written Excuses: Must be submitted to the Main Office within 5 days of the date of absence.
B. Tardiness: It is the student's responsibility to be respectful of both their own education and that of others. With this in mind, students must be on time to school and class each day. Excessive tardiness to school will result in a referral to the Principal; excessive tardiness to class will result in consequences assigned by the teacher(s).
C. Notification of Parent/Guardian: Attendance is taken in each class. The Main Office will call the parent/guardian of students who are absent without reason (eg. phone call from parent, planned absence).
D. Signing Out of School: Students under the age of 18 must have a parent/guardian sign them out of school if they wish to leave during school hours.
E. Excessive Absenteeism: Students who are absent more than 2 days per month without a legitimate excuse may be referred to the Targeted and Intensive Support Team.
F. Homebound and Hospitalized Students: A student who is required to be out of school for an extended period of time due to health issues will be referred to the Targeted and Intensive Support Team to develop a plan to maintain her/his educational progress.
G. Early Dismissals: Students under the age of 18 must have a note from a parent/guardian to be dismissed before the end of the school day. Notes must be handed to Kathy Robertson at the start of the day; Kathy will issue a pass at that time.
H. Homework Assignments: Students who arrange a planned absence are required to fill out the appropriate form and get all assignments prior to being out.
I. Making Up Work: Students who are absent are responsible for all assignments, work, and/or project deadlines. Students will have two days for each day absent to make up class work. Work submitted after that time will not be accepted.

STUDENT CONDUCT AND DISCIPLINE POLICY

NUTRITION AND WELLNESS POLICY

RESPONSIBLE COMPUTER, NETWORK & INTERNET USE

SEARCH, SEIZURE, AND INTERROGATION OF STUDENTS BY SCHOOL PERSONNEL

DIRECTORY INFORMATION POLICY/PROCEDURE

Directory Information

The CVSU and its member districts designate the following information as directory information:

- Student's name, mailing address, birthday (month and day only), dates of enrollment
- Parent or legal guardian's name and mailing address
- Student's grade level classification
- Student's participation in recognized school activities and sports
- Weight and height of members of athletic teams
- Student's diplomas, certificates, awards and honors received

The CVSU and its member districts will release directory information ***without*** prior written consent unless the parent or eligible student informs the principal or superintendent in writing that any or all of the information designated above should ***not*** be released without prior consent.

The building principals will be the custodian of all educational records in their given schools. The Superintendent has overall responsibility for education records throughout the district and for assuring that adequate systems are in place to maintain such records and to provide access to them in accordance with state and federal law. The Superintendent is responsible for developing procedures to assure the consistent implementation of this policy. The procedures shall comply with all federal and state laws and regulations governing access to and the collection, maintenance, disclosure and destruction of education records.

Definitions

All terms used in this policy, and the procedures developed for the implementation of this policy, shall be defined, where applicable, as those terms are defined in the Family Educational Rights and Privacy Act and in the federal regulations promulgated pursuant to that act. [1]

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[1] 12 U.S.C. §1232g; 34 C.F.R. §99.3

CVSU: Warned: 09/18/13 1st Reading: 6/2/2015 2nd Reading:6/30/2015 Adopted:6/30/2015
Orange: Warned:8/5/2015 1st Reading: 9/3/2015 2nd Reading:10/7/2015 ***Adopted:10/7/2015***
Williamstown: Warned:8/5/2015 1st Reading: 8/11/2015 2nd Reading 9/8/2015_ Adopted: 9/8/2015
Washington: Warned:8/5/2015 1st Reading: 8/18/2015 2nd Reading:9/15/2015 Adopted:9/15/2015

A reminder to complete the Educational Records Permission to Release information form that is sent home on an annual basis.