

# **Mt. Abraham**



**Union Middle and High School**

**Student & Family Handbook**

**2025 - 2026**

# Agreement Signature Page

## Student/Family School Handbook Guidelines

My student and I have read and reviewed Mt. Abraham Union Middle/High School's Student/Family Handbook. We understand the contents of the document and agree to abide by them.

After reading the information contained in the handbook, complete the Google form linked [here](#).

### School Phones

Main Office / Administration	802.453.2333
School Counseling Office	802.453.7028
Nurse	802.453.7065
Superintendent's Office	802.453.3657

### School Website

<https://mta.mausd.org>



### Mt. Abraham Union High School Daily Schedule

Mt. Abraham works on a rotating schedule of Maroon (M) and White (W) days.

<i>Advisory</i>	<b>8:20 - 8:40</b>
Block 1M/1W	<b>8:44 - 9:57</b>
Block 2M/2W	<b>10:01 - 11:14</b>
Block 3M/3W	<b>11:18 - 12:57</b> <i>HS Lunch 1 ~ 11:18 - 11:43</i> <i>HS Lunch 2 ~ 12:32-12:57</i>
Block 4M/4W	<b>1:01 - 2:14</b>
<i>FIT Block</i>	<b>2:17 - 2:47</b>
<i>Buses Depart</i>	<b>2:52</b>



### Mt. Abraham Union Middle School Daily Schedule

Mt. Abraham works on a rotating schedule of Maroon (M) and White (W) days.

<i>Advisory</i>	<b>8:20 - 8:40</b>
Block 1M/1W	<b>8:43 - 9:21</b>
Block 2M/2W	<b>9:24 - 10:02</b>
Block 3M/3W	<b>10:05 - 10:43</b>
Block 4M/4W	<b>10:46 - 11:24</b>
Block 5M/5W	<b>11:27 - 12:02</b>
<i>Lunch</i>	<b>12:05 - 12:30</b>
<i>Body Break</i>	<b>12:30 - 12:43</b>
Block 6M/6W	<b>12:46 - 1:24</b>
<i>Block 7M/7W</i>	<b>1:27-2:05</b>
<i>Block 8M/8W</i>	<b>2:08-2:47</b>
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## **Message from the Administration**

Dear Mt. Abraham Students and Families,

On behalf of the entire Mt. Abraham UM/HS community we wanted to take a moment to welcome you to the start of a new year of inquiry and exploration of new concepts and personal development! Mt. Abe is composed of dedicated faculty and staff members all here to support and encourage your success. As we focus on proficiency based learning and personalization it is important that you advocate for yourself and take healthy positive risks. Whether that be making new friends, enrolling in a challenging class, exploring a flexible pathway to learning, or engaging in a co-curricular, there are many ways to get the most out of Mt. Abraham UM/HS--what you put in is what you'll get out.

It is our shared goal to ensure that you develop the skills, behaviors, and knowledge to serve you well at Mt. Abe and to be career and/or college ready. Our proficiency-based system focuses more on growth than on "seat time" and credits. As you take full advantage of the diverse learning opportunities available to you at Mt. Abe, the more you will find out how much voice and choice you really have to shape your journey to graduation and beyond.

All students deserve to feel safe, supported, and engaged in learning. Our school-wide expectations --HEART-- are a reminder that how we treat ourselves and each other is at the heart of learning. At Mt. Abe we are all expected to be Here, Engaged, Appropriate, Responsible, and Timely. This handbook has been developed to clearly communicate more details on the different policies, procedures and expectations that help our school to function well, so we can all keep our focus on learning and growth. Please take some time to review this handbook, so that we are all on the same page about how issues will be addressed.

If you have an issue that is preventing you from doing your best in school, please reach out to your advisor and teachers followed by your school counselor. If you need additional support contact your administrators. Our school is for you to learn, teach and grow. We are all here to help you gain the skills to advocate for yourself and support you..

Here's to a fantastic year!



Shannon Warden  
Principal



Ayryn Thibault  
7-8 Assistant Principal



Chelsea Rivenbark  
9-12 Assistant Principal

## MOUNT ABRAHAM UNION MIDDLE/HIGH SCHOOL MISSION STATEMENT

The mission of the Mount Abraham Union Middle/High School community is to create and maintain an engaging learning environment in which all pursue and promote learning for success in a 21st century world, and all participate as active, responsible citizens.

## MT. ABRAHAM UNION MIDDLE/HIGH SCHOOL VISION

### **Students:** We see...

- Students participate in a variety of learning opportunities to support personal growth and meet graduation requirements.
- Students accessing diverse opportunities to prepare for living independently, employment and postsecondary options.
- Students demonstrate their learning through a variety of assessment methods.
- Student transitions (pre-K through 16) preparing them for success as they enter, move through and exit Mt. Abe.
- All students meeting or exceeding the priority learning expectations.

### **Curriculum:** We see...

- Curriculum that is relevant, student centered, and offers diverse learning opportunities to engage students.
- All aspects of the curriculum and instruction are built on research-based practices, are developmentally appropriate, and are public (<https://mta.mausd.org/> click on academics). Curriculum is clearly aligned with the priority learning expectations.

### **School Community:** We see...

- The school community supports students in developmentally appropriate ways to understand their own learning strengths and needs, set goals, and make choices.
- The school facilitates community based partnerships to expand students' learning opportunities.
- Students, staff, and the community participate actively in decisions affecting the school.
- Staff meeting in teams to gather and examine data, set goals and revise curriculum to improve student learning.
- The school community promotes families as partners in their student's education.

*Revised May 11, 2010*

## Mt. Abraham Unified School District ENDS Policy

Our school system exists to educate the children of Mt. Abraham Unified School District and its member school districts of Bristol, Monkton, Mt. Abraham Union Middle/High School, New Haven

and Starksboro, so that they can meet the challenges of lifelong learners and responsible citizens at a cost deemed acceptable by the community.

## **Core Subjects in a Digital and Global Environment**

***To become one's personal best and a contributing member of a community, each student will demonstrate knowledge and skills within and across disciplines.***

- a. Students demonstrate competence in the core subjects (English, language arts, mathematics, science, social studies, arts, health, fitness and nutrition).
- b. Students interact critically and productively in a dynamic information and media rich environment.
- c. Students demonstrate competence as responsible and informed citizens of the world.

## **Life and Career Skills**

***To become one's personal best and a contributing member of a community, each student will develop effective social and emotional skills.***

- a. Students engage actively in their own learning and pursue personal interests with self-direction, independence and responsibility.
- b. Students view themselves as valuable, contributing citizens, participating actively in the community.
- c. Students demonstrate adaptability, respect, and collaboration in solving problems collectively.
- d. Students relate to each other, value diversity in others and demonstrate understanding and empathy for all.
- e. Students foster health and wellness for self and others.

## **Learning and Innovation Skills**

***To become one's personal best and a contributing member of a community, each student will develop skills that lead to using one's mind well.***

- a. Students exercise perseverance and intellectual curiosity.
- b. Students practice and hone skills for accuracy and effectiveness.
- c. Students make connections, transferring knowledge to new and meaningful situations.
- d. Students show creativity, imagination, and innovation in solving problems.
- e. Students communicate publicly what they understand.
- f. Students seek feedback and collaboration to extend knowledge and skills for continuous learning.

**Faculty and Staff Directory**

**2025 - 2026**

**Administration**

***Warden, Shannon - Principal***



Rivenbark, Chelsea - 9-12 Assistant Principal  
Thibault, Ayrin - 7-8 Assistant Principal  
Berg, Grace - Admin. Assistant to Principal  
Harrison, Shelley - Admin. Assistant to APs  
Butler, Laura - Receptionist/Attendance

#### **Athletics and Activities**

***Wendel, Devin - Athletic/Activities Director***  
Quiet, Meg - Athletic Trainer

#### **Behavioral Assistant**

Peck, Jennifer

#### **Building and Grounds**

***Orvis, Michael - Building & Grounds Director***

Bolduc, Victor - Maintenance  
Haley, John - Custodial  
Haley, Marilyn - Custodial

#### **Design and Technology**

Brown, Matt - HS Woodshop/Metal Shop  
Peterson, Alexander - MS/HS Industrial Arts

#### **District Faculty and Staff**

***McGeorge, Beth - Dir. of Student Support Services***

Alexander, Steve - Social Worker  
Bove, Mary - Lit Instructional Coach/HS MTSS Coach  
Bruhl, Susan - 504 Coordinator  
Gevry Heather - Special Education  
Johnston, Amy - Mentoring Coordinator  
Thibeault, Jayne - Social Worker  
Zak, Taylor - Social Worker

#### **District IT**

***Carper, Michael - Dept Head IT***

Cordero, Ronnie - IT  
Hobbs, Shana - IT  
Palmer, Adam - IT

#### **Drivers Education**

Masse, Kevin - Drivers Ed.

#### **English**

***Burdett, Katie - HS English***

Beattie, Emily - Intervention  
Bronson, Vicki - HS English  
Eberhardy, James - HS English  
Fox, Sarah - MS English  
Grzyb, Lisa - HS English  
Howe, Sam - MS English  
Kiley, Colleen - MS English  
Palmer, Alison - Intervention  
Thompson, Addie - HS English

#### **Flexible Pathways**

Deppman, Maureen - Teacher

#### **Food Services**

***Alexander, Kathy - MAUSD Food Services Director***

Beatty, Becky - Food Services Assistant  
Malloy, Jacqueline - Food Services Assistant  
Revell, Erika - Food Services Asst Director  
Rosco, Carol - Mt. Abe Services Site Manager

#### **Health**

Bouvier, Wanda - RN  
Davis, Lori - ADC  
Dunsmore-Pratt, Meredyth - RN

#### **Interns**

Caserta, Evelyn - Brent Crum  
Crowe, Emily - Lisa Grzyb  
Gougher, Samantha - James Eberhardy  
Houchens, Lauren - Jess Little

#### **Library Services**

Bobilin, Deb - Librarian

#### **Mathematics**

***Disorda, Chad - HS Math***

Farran, Ryan - MS Math  
Foster, John - HS Math  
Logan-Robnett, Janet - HS Math  
Maurer, Bob - HS Math  
Pettorini, Sam - MS Math  
Ringquist, Emily - MS Math

#### **Performing Arts- Music**

LaRose, Megan - MS/HS Chorus  
Tatro, Matt - MS/HS Band

#### **Physical Education/Health**

***Corrigan, Dustin - PE***

Cook, Ed - MS PE  
Dushane, Sam - PE Long Term Substitute  
Stein, Jeff - MS/HS PE  
Turner, Cathy - Health

#### **Science**

***Williams, Mike - HS Science***

Carse, Jesse- MS Science  
Cutler, David - MS Science  
DeWitt, Dana - HS Science  
Nunnink, Erin - HS Science  
Rossier, Steph - HS Science/PBL Coach

#### **Social Studies**

***Crum, Brent - HS Social Studies***

Beckwith, Scott - HS Social Studies  
Chaney, Will - MS Social Studies  
Crum, Brent - HS Social Studies  
Little, Jess - HS Social Studies  
Nezin, Chris - MS Social Studies  
Russell, Bob - HS Social Studies

#### **Special Education Services**

Burack-Lamberson, Ruth - Special Education Teacher  
Connor, Rachel - Special Education Teacher/Wellness  
Decker, Alysa - HS Special Education Teacher  
Decker, Eric - HS Special Education Teacher  
Hart, Ernie - HS Special Education Teacher  
Moody, Alicia - MS Special Education Teacher

#### **Special Education Services Assistants**

Ellis-West, Anna  
Huizenga, Bonnie  
Marcelle, Shela

Reed, Paul  
Tatro, Julie

**Student Services**

***Dufault, Erin - School Counseling Coordinator***

Baker, Carrie - School Based Clinician  
Bull, Molly - HS Counselor  
Deweese, Dan - MS Counselor  
Fisher Ann - MS Counselor  
Roberge, Jada - Registrar  
Stebe, Allison - HS Counselor  
Wermer, John - School Based Clinician

**Visual & Performing Arts**

Chrusciel, Emiko - MS Art  
Hammond, Leah - HS Art

Strobel, Ryan - HS Art

**World Languages**

Skerritt, Simone - MS Spanish & French  
Jacobeit, Jori - French  
Shepard, Nate - Spanish

**MS - Middle School**

**HS - High School**

**SEL - Social Emotional Learning**

***BOLD ITALICS* - Director/Teacher Leader**

# SECTION 1

## GENERAL INFORMATION

### **Announcements**

Announcements for full school publication or to be read over the public address system at 8:20am need to be made in writing, signed by a teacher, staff member or administrator, and submitted to the office by the end of school for the following day's announcements. Announcements are read daily during advisory. Announcements are also posted to the Mt. Abraham website and facebook page. An electronic bulletin board is located in the lobby, library, and cafeteria to announce important school activities. The Weekly Notices will be available on the website as well as our Facebook page.

### After School Hours

Students are encouraged to stay after school for academic reasons or be connected to a club, athletic team, or other scheduled activity. Appropriate behavior is expected of all students during this time. Students are not supervised once their activity has ended, or their session with their teacher is over. Arrangements for use of the building are made in advance through the Athletic and Activities Coordinator.

### Channels of Communication

The chart below should help you find the contact person for the most common topics of discussion or questions.

Question or Topic of Discussion	Person to Contact
Course, grade, classroom/athletic incidents, concerns of a teacher, counselor, staff, coach	<p>Encourage your student to have a conversation with the adult. If not resolved between student and adult, the family may then meet with the person involved. You may invite a school counselor, advisor, or athletic director to attend.</p> <p>If your question/concern is not resolved, you may request another meeting to include an administrator.</p> <p>Counselors: Grades 7-8     Dan Dewees: 7th and 8th grade A-J     Ann Fisher- 7th and 8th grade K-Z</p> <p>Grades 9-12:     Molly Bull: 9th and 10th grade A-J, 11th and 12th grade A-G, T-Z     Allison Stebe: 9th and 10th grade K-Z, 11th and 12th H-S</p> <p>School Counseling Coordinator: Erin Dufault Activities and Athletic Director: Devin Wendel</p>
Actions of Assistant Principal Actions of Principals	<p>Assistant Principal: Chelsea Rivenbark Assistant Principal: Ayrin Thibault Principal: Shannon Warden Superintendent: Patrick Reen</p>
Hazing/Harassment/Bullying	<p>Our Designated Employees who investigate hazing, harassment, and bullying are: Chelsea Rivenbark and Ayrin Thibault</p> <p>Students may report to School Counselors who will report to the Designated Employees: Grades 7-8 Ann Fisher &amp; Dan Dewees Grades 9-12: Molly Bull &amp; Allison Stebe School Counseling Coordinator: Erin Dufault Activities and Athletic Director: Devin Wendel</p>
Decision of the Superintendent	Written request to the School Board

### Community Council

The Community Council is a governing body in the school with representation across the community. The four town communities of the Mt. Abraham Unified School District, students, and staff voted to ratify the Mt. Abraham Union Middle/High School Community Council Constitution in April 2008. Article II of the Constitution states:

*The purpose of this Council is to govern school affairs, consistent with school board policy, state policy, or administrative regulations established with the Superintendent of Schools. This Council will serve as a link between the community, the students, the school board, and the staff of the school.*

The Community Council has become an integral part of our governing process. Any person in the community may present an issue or idea to the council by submitting a proposal form (in the main office).

The entire Constitution can be found on the school website.

## **Classroom Emergency Commands**

# IN AN EMERGENCY TAKE ACTION



## **HOLD! In your room or area. Clear the halls.**

### **STUDENTS**

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

### **ADULTS**

Close and lock the door  
Account for students and adults  
Do business as usual



## **SECURE! Get inside. Lock outside doors.**

### **STUDENTS**

Return to inside of building  
Do business as usual

### **ADULTS**

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual



## **LOCKDOWN! Locks, lights, out of sight.**

### **STUDENTS**

Move away from sight  
Maintain silence  
Do not open the door

### **ADULTS**

Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend



## **EVACUATE! (A location may be specified)**

### **STUDENTS**

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

### **ADULTS**

Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults



## **SHELTER! Hazard and safety strategy.**

### **STUDENTS**

Use appropriate safety strategy for the hazard

#### **Hazard**

Tornado  
Hazmat  
Earthquake  
Tsunami

#### **Safety Strategy**

Evacuate to shelter area  
Seal the room  
Drop, cover and hold  
Get to high ground

### **ADULTS**

Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults

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**Mt. Abe Eagle Café**

**Serving food to support student learning and growth!**

August 2025

The Eagle Café at Mt. Abe is part of the MAUSD School Nutrition Cooperative. Our goal is to serve nutritious meals that support student learning and growth, expose them to new tastes and variety, and satisfy them with a good meal that they like. We take pride in preparing homemade, fresh, food and using local food as much and for as long as possible during the growing season. In addition to meeting Federal nutrition standards with all our meals, we also try to meet a wide variety of food sensitivities, allergies and special diet considerations of our students.

**All School Meals are FREE for all students every day!** Universal School Meals in Vermont makes it possible for us to offer a free breakfast and lunch to every student, every day.

At Mt. Abe Students can enjoy:

#### **Breakfast:**

Breakfast menu includes a daily offering of breakfast sandwiches, bagels with VT cream cheese, a variety of cold cereal, hot oatmeal, freshly baked muffins, Cabot yogurt w/Eagle Café granola, fresh fruits, juice and milk. Breakfast is served in the cafeteria before school starts and then again later in the morning for students who have a break time.

#### **Lunch** (Served during three lunch periods starting at 11:18)

The Eagle Café Lunch Menu offers our students many choices including a Hot Main Meal, a cold Signature Salad and a Sandwich Special. All lunch entrée choices **come with** vegetable, grain, and fruit side dishes as well as a fresh fruit and vegetable bar. We have a vegetarian option every day! On Mondays our Hot Main Meal is entirely vegetarian.

For both breakfast and lunch, a free “meal” includes at least three items and must include a fruit or vegetable. If a student chooses not to take a complete “meal” with three items (one of which is a fruit or vegetable), then the meal is NOT free, and the student will be charged for an a la carte meal.

We let students know about this consideration with signage and on the serving line and we encourage them to include a fruit or vegetable in their meals by offering lots of choices in multiple locations.

#### **Food Allergies and Intolerances:**

Life-threatening food allergies and food intolerances are accommodated by making necessary food substitutions. Please contact the School Nutrition Manager at your school to discuss the management of specific food allergies and/or dietary needs. Food allergy accommodations which require us to alter our USDA Meal pattern, must have **proper documentation of the allergy on file in the school kitchen**. Please see the **Food Allergy Information** page on our website for detailed information on how we handle life-threatening food allergies and food intolerance.

**FOR MONTHLY MENUS** and other information about our program, please visit:

[www.mausd-anwsdnutrition.com](http://www.mausd-anwsdnutrition.com)

#### **Local Food**

Our program is proud to have been awarded the Vermont Local Food Incentive Award for spending 20% of our food dollars locally (within Vermont or Addison County). We source all ground beef from a local farm as well as some chicken, and bulk milk for high school students from Addison County farms and producers. These are just a few examples of our commitment to serving local and fresh food to students.

#### **STUDENT ACCOUNTS**

Every student has a School Meals Account. While most students may not use this account because all meals are FREE, this is set up in the event that a purchase is made. With Universal School Meals the only purchases that would be made on this account would be:

- o Milk purchased separately (without a school meal)
- o Second milk (only one milk comes with school meals)

## o Second lunches - HIGH SCHOOL ONLY

Parents are responsible for putting money on student accounts, so they have money to spend. These accounts are debit accounts and not credit. We do not allow students to charge on these accounts, so please decide with your student if you are going to allow any purchases as listed above. You can put money on student accounts by sending a check to school made out to **"MAUSD School Nutrition Program"**. Make sure your student's name is on the check. You can also send cash placed in a clearly marked envelope and given to your School Nutrition manager.

Payment for a la carte items and extra meals can also be made using the online payment system at [myschoolbucks.com](http://myschoolbucks.com). Visit the website and create an account using your student's STATE ID# which you can get from the school office or your school nutrition manager.

**We do not allow students to charge any a la carte items.** If they have a meal and no money in the account, we will serve them a meal and then we will contact parents by e-mail to remind you to replenish the account. You can always call the food service office at **802-453-7002** to find out about accounts or talk about your student's needs.

**Free/Reduced Meal Eligibility:** There is no longer the requirement that families submit applications for Free/Reduced school meals. Our district wide eligibility for free meals is determined with data on the number of enrolled students are eligible for free meals through direct certification.

We look forward to fulfilling our commitment to serving your students well. Please let us know if there is anything we can do to improve this service.  
Call us anytime at 802-453-7002.

### Lunch Time

#### Middle School:

- All students are to report to one of the cafeterias and remain there for the entire lunch period.

#### High School:

- Whether purchased in or out of school, food and drinks may be eaten only in one of the two cafeterias or outside (weather permitting and if a staff member is present). Eating in non-specified areas will result in lunch being required in the cafeteria.
- Designated lunchtime areas for socializing include the cafeterias, the lobby, the balcony, and the front of the school, not beyond the flagpole. Hallways are not an option given that classes are in session.
- All students are expected to eat in the cafeteria or outside (weather permitting and if a staff member is present). All students must be in a designated area, or out front, no further than the flagpole. The woods are not an option.

### Library

Students do not need a pass to use the library unless they are coming from a class. However, the library staff may limit the number of students who can use the library or library computers at any time. Students are encouraged to use the library for research and reading enjoyment. Books that are borrowed need to be returned on time so that others may benefit from their use. Students are held financially responsible for lost or damaged library materials.

### Bathrooms



There are bathrooms available across from the library and the pool hallway downstairs, and across from the science wing upstairs. The nurse's office also has a bathroom. There are gender neutral bathrooms located next to all gendered bathrooms.

### **Bicycles/Skateboarding/Longboarding/Scooters**

Any student riding a bicycle/skateboarding/etc. to Mt. Abe is required to wear a helmet. Heelys/Wheely type shoes are not permitted on school grounds.

### **Lockers**

- Each student is assigned a hall locker. We recommend that all backpacks and personal property be kept in lockers at all times.
- **All sports equipment and after school belongings must be in lockers.**
- Students should keep their combination confidential and not share lockers.
- Students should leave valuables at home, or check them in the office. **The school is not responsible for lost or stolen items.**
- All lockers belong to the school and can be inspected by the administration.
- Combination locks may be used in the locker rooms during physical education classes. Students are strongly encouraged to keep all clothing, shoes, and other belongings in locked lockers during gym classes. **The locker rooms are accessible and used throughout the day and are therefore not considered secure.**
- Padlocks may not be used on hall lockers.

### **Lost Items**

If a student misplaces something or suspects an item stolen, they should check in the custodial area and the main office for the item first. The school is **not** responsible for stolen items.

### **Open House and Family Conferences**

Each year, all students and families of grades 7-12 are invited to meet teachers and tour the building and classrooms. The Open House is scheduled each year in the fall. This evening is not intended for individual family/teacher conferences, rather to get a better understanding of courses offered and activities available. Family conferences can be scheduled through the teams or individual teachers for immediate concerns, or through the main office on days reserved for family meetings to check on student progress.

### **Posters**

All posters, flyers and other written communications can be posted only **on bulletin boards**. Anything posted in any other places may be removed. All posted material will need to follow the poster procedure.

Student groups are permitted to advertise their meetings, and make announcements of activities. Student groups that meet for religious purposes or to pray are not to be treated any different than any other student group.

Posters created for class assignments:

Must:

- Include teacher's signature and date
- Be placed on walls as per teacher's instructions
- Include information sources and references (as appropriate)
- Should be removed at the end of the unit.

Posters created by students not for class assignments:

Must:

- Include student's name, club, group or activity
- Have advisor's or administrator's signature and date
- Be taken down by the students after two weeks so as to stay current

Posters will be deemed inappropriate and taken down by the administration, and follow all discipline policies in place, if they: Advocate any act that is illegal; Advocate any violation of H.E.A.R.T; Include personal attacks; Violate the school's harassment policy; or Use inappropriate language.

### **School Cancellations**

In the event that school is canceled or delayed you will be notified of school cancellations via the Blackboard Connect system. Information regarding school cancellations will also be posted on the Mt. Abraham website. The school cancellation will also be broadcast on local television and radio stations. Please contact the Registrar if you miss a Blackboard Connect call.

### **School Property and Equipment**

Students who are furnished textbooks and/or other school materials are responsible for keeping them in good condition. Lost or damaged books will be charged to the student. Students who damage school property, which includes Yondr Pouches, are financially responsible for replacement and repair costs. Contact Chelsea Rivenbark for further information.

Chromebook fee schedule:

- 1) Complete replacement cost for Chromebook: \$247.00
- 2) Chromebook Management License: \$31.00 (Needed to manage chromebook on the [MAUSD.ORG](https://mausd.org) domain)
- 3) Screen replacement cost: \$60.00

### **School Telephone/Messages**

Students can be called out of class for phone calls or messages only for a family emergency. A classroom telephone can be used only with permission from the classroom teacher. There is a phone in the main office students can use if necessary.

### **Security Cameras**

Security video cameras are installed around the exterior of the school and in the hallways/stairwells throughout the school building. There are no cameras in classrooms, locker rooms, or bathrooms. The purpose of these cameras is to maintain a secure and safe learning environment. While cameras are not continually monitored, they do allow school personnel to review any noteworthy incidents. We are not able to show video footage to families as it is a violation of FERPA.

### **Video/Audio Recordings and Photographs**

Students are not permitted to photograph, take video or audio recordings of other students or adults in the school building or at any school sponsored activity unless they have explicit permission from the adult or student they wish to record/photograph. Any violation of this expectation can result in disciplinary consequences.

### **Visitors to the School**

- Student visitors are not allowed during the school day unless they are a perspective student here for a tour.
- Students are not allowed to bring young children to school.
- Visitors **must** register with a state ID in the main office and obtain a badge from the main office.
- Visitors must be accompanied by a school employee for the duration of their visit.
- No animals will be allowed in the school except for service animals, or with prior permission from the principal.

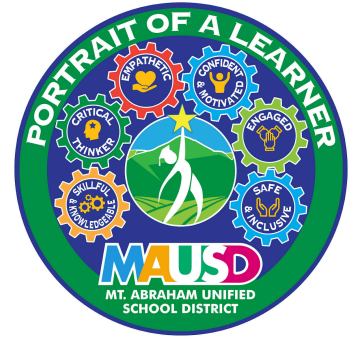
# **SECTION 2**

## **GRADUATION REQUIREMENTS, PROCEDURES, AND PRACTICES**

## Portrait of a Learner (PoL)

### What is the Portrait of a Learner?

The Portrait of a Learner anchors MAUSD in a “North Star” vision for all students in the district. To develop this vision, the MAUSD Portrait of a Learner team, comprised of students, staff, community members, School Board members, parents, and administrators from across district, mobilized to hear the voices of all partners (students, teachers, families, and community members) about the most important **characteristics, skills and experiences** that MAUSD students need to prepare them for success in learning and life. Importantly, **the Portrait of a Learner will aid the MAUSD district in their future strategic planning so that the vision can be brought to life through intentional planning, resource allocation, and action**



### MAUSD Learners are ... EMPATHETIC

- They have an awareness of others’ feelings and experiences and understand how their actions can affect how other people feel.
- They are able to listen, ask questions, and keep an open mind.

### MAUSD Learners are ... CONFIDENT AND MOTIVATED

- They believe in themselves and others.
- They are determined, resilient, and willing to take healthy risks.

### MAUSD Learners are ... ENGAGED

- They actively participate in their learning experiences
- They participate in and contribute to efforts that benefit their school, local, and global communities

### MAUSD Learners are ... SAFE AND INCLUSIVE

- They are able to use strategies that promote their own and others’ well-being
- They value diversity of all kinds and are thoughtfully curious about opinions, experiences, and perspectives that differ from their own
- They are able to express their ideas without causing emotional or physical harm

### MAUSD Learners are ... SKILLFUL AND KNOWLEDGEABLE

- They build and apply foundational academic skills and practical life skills that allow them to participate and contribute to society in fulfilling ways





### MAUSD Learners are ... CRITICAL THINKERS

- They question “why” and have the capacity to creatively problem solve
- They are growth-minded and open to giving and receiving feedback

## PROFICIENCY BASED GRADUATION REQUIREMENTS (PBGRs)

Proficiency-based graduation requirements (PBGRs) will be the criteria by which students earn a diploma. This is required by Vermont Law and is best instructional practice. Students will work toward their proficiencies for both transferable skills and content through courses and/or other learning experiences. This learning is guided by clear learning targets or goals that are assessed to determine proficiency. This will ensure students graduate being college and career ready, as well as provide opportunities for flexible and multiple pathways to graduation.

**Transferable skills** are embedded in learning experiences across content areas, including content areas not required for graduation. Progress towards proficiency for the transferable skills will be tracked through the grading and reporting system and through a student's required Personalized Learning Plan. Common grade level assessments and student selected evidence will be utilized for demonstrating proficiency of transferable skills. Students must reach all transferable skills at the developing level to meet graduation requirements.

Transferable Skills (evidence of proficiency required for all areas at intermediate benchmark)	
MAUSD Transferable Skills	Proficiency description
<b>Personal Development</b> 	I know myself and grow.
<b>Innovative Thinking</b> 	I explore and discover.
<b>Community Connection</b> 	I consider and connect.
<b>Effective Communication</b> 	I engage and communicate.

**Habits Of Work (HOW)**, which are embedded within the transferable skills, are the consistent and common school-wide guidelines for social-emotional skill development and learner responsibility. H.E.A.R.T expectations are used to practice and assess Habits of Work. These Habits of Work are reported in JumpRope and are used as feedback tools with students. Habits of Work scores are reported as part of the Transferable Skills Proficiency Score.

<b>Here</b> Students are present at school.	<b>Engaged:</b> (HOW#E) Student engages safely, productively and positively in the learning environment and considers what everyone needs in order to learn and grow.	<b>Appropriate:</b> (HOW#A) Student describes the role of social and ethical norms and meets those expectations in all communities, including a digital/virtual community.	<b>Responsible:</b> (HOW#R) Student completes learning practices and assessments with effort and quality to maximize potential for learning.	<b>Timely:</b> (HOW#T): Student applies organizational strategies and/or routines, and plans, prioritizes and manages time well to maximize success and learning progress.
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**Content proficiencies** show evidence of knowledge and skills learned in specific content areas, including content areas not required for graduation. Progress towards proficiency will be tracked through the grading and reporting system.

**Graduation requirements** are met by earning a total of 24 proficiency credits in the required content areas indicated below. Within the 24 proficiency credits required for graduation, 7.5 are elective or choice courses. Course proficiency credits are earned with a course academic mastery score of 2.0 or higher. Students must also reach all transferable skills at the developing (2.0) level, complete a Personalized Learning Plan (PLP) and PLP exhibition to meet graduation requirements.

Content Proficiencies	
Literacy (4 proficiency credits)* <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Language</li> <li>• Speaking &amp; Listening</li> </ul>	Social Studies (3.5 proficiency credits)* <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Civics</li> <li>• Economics</li> <li>• Psychology &amp; Sociology</li> <li>• Argumentative Writing</li> </ul>
Mathematics (3 proficiency credits)* <ul style="list-style-type: none"> <li>• Math Concepts &amp; Skills</li> <li>• Financial Literacy</li> <li>• Statistical Literacy</li> </ul>	Science (3 proficiency credits)* <ul style="list-style-type: none"> <li>• Earth &amp; Space Science</li> <li>• Life Science</li> <li>• Physical Science</li> <li>• Science Inquiry</li> </ul>
Physical Education (1.5 proficiency credits)* <ul style="list-style-type: none"> <li>• Movement Skills &amp; Knowledge App</li> <li>• Fitness Skills &amp; Knowledge</li> <li>• Affective Qualities &amp; Social Interactions</li> </ul>	Health Education (0.5 proficiency credit)* <ul style="list-style-type: none"> <li>• Health Concepts</li> <li>• Health Skills</li> </ul>
Artistic Expression (1 proficiency credit)* <ul style="list-style-type: none"> <li>• Creating</li> <li>• Performing/Presenting</li> <li>• Responding/Reflecting</li> </ul>	World Language** <ul style="list-style-type: none"> <li>• Culture</li> <li>• Communication</li> </ul>
Design Technology Education <ul style="list-style-type: none"> <li>• Design and Problem Solving</li> <li>• Technology and Machine Operation</li> <li>• Technology and Society</li> </ul>	Driver Education <ul style="list-style-type: none"> <li>• Driver Ed Classroom</li> <li>• In Vehicle Driving</li> </ul>
	Other***

\*Required proficiency credits for graduation

\*\*Many colleges require a minimum of 2 consecutive years or 2 proficiency credits of a World Language

\*\*\*There are many "other" courses that teach and assess transferable skills and content proficiencies

## PROCEDURES AND PRACTICES

### Proficiency-based Reporting

Reports will reflect course scores, content proficiency scores and transferable skills. Two separate course-based GPAs will be calculated, one for academic achievement and another for transferable skills proficiency.

- Academic Mastery - Content proficiencies
- Transferable Skills Mastery - (Personal Development, Community Connections, Innovative Thinking, Effective Communication)

The JumpRope gradebook and portal will be utilized to track student learning. Contact a student's advisor or Stephanie.Rossier@mausd.org to obtain login information for the student/family portal.

### Proficiency Scales (for grading and reporting)

<b>4 Extending</b>	The student demonstrates an in-depth, mastery level of knowledge and understanding. The student can apply his/her knowledge and skills independently and/or across content areas.
<b>3 Proficient</b>	The student demonstrates solid, basic knowledge and understanding. The student can apply his/her knowledge and skills independently.
<b>2 Developing</b>	The student demonstrates they can apply their knowledge with support. The student is developing and/or meets proficiency on course learning targets with support.
<b>1 Getting Started</b>	The student shows minimal knowledge and/or understanding or is lacking evidence for assessment.
<b>U Insufficient Evidence</b>	The student has not provided enough evidence for learning target assessment.

### Progress Toward Proficiency and Passing Criteria

Students who attain a 2.0 or above in their academic course are considered passing and making adequate progress in their learning. If a student earns below a 2.0 in their final academic course grade, they will need to retake the course or work with their school counselor to complete the course through a Continued Learning Opportunity (CLO) or find a substitute course that teaches and assesses the proficiencies (at the appropriate rigor level) for which the student did not demonstrate proficiency.

### Grading in Continued Learning Opportunities (CLOs)

Academic grades for CLOs will reflect both the original course for which proficiency credit is being recovered and the new learning targets that were assessed in the CLO. Teachers will utilize professional judgment based on the body of evidence from the original course and the new learning evidence that was completed to assign scores for learning targets for an overall academic grade of Proficient (P) or Not Proficient (NP). If a student earns a Proficient (P) for the CLO then proficiency credit will be granted and the original score for the course will remain on the transcript but will NOT factor into a student's cumulative GPA.

Transferable Skills grades for CLOs will be maintained on a bi-weekly basis. Transferable Skills grades will not be changed in the original course.

### Grade Point Average (GPA) and Class Rank

GPA for both Academic and Transferable Skills will be calculated at the end of each semester. Transfer grades will be used to calculate a Mt. Abraham GPA.

Courses taken by Mt. Abraham exchange students in other countries will not be considered in a student's GPA, unless other arrangements are made in advance. Additional academic experiences such as Dual Enrollment, in which Mt. Abraham proficiency credit is granted, are included in the GPA. All these arrangements should be reviewed and

confirmed with the student's school counselor.

Mt. Abraham Union High School does not report class rank. Our proficiency-based learning system provides more accurate, consistent and meaningful information about student progress. With this authentic approach to education, we are able to accurately report student achievement. Over half the high schools in the United States, including most elite private high schools and most of Vermont's high schools no longer rank students. We are now following this practice for the class of 2020 and beyond.

### **Semester-based Academic and Transferable Skills Honors**

There are two possibilities for honors recognition each semester, one for Academic and one for Transferable Skills, based on independently calculated GPAs. Students from all grade levels must be enrolled in at least 6 courses to qualify for honors.

#### **Academic Criteria**

*Honors - 3.30*

*High Honors - 3.50*

*Highest Honors - 3.70*

#### **Transferable Skills Criteria**

*Honors - 3.30*

*High Honors - 3.50*

*Highest Honors - 3.70*

### **Graduation Cumulative GPA Honors**

Cumulative GPA of academic grades through the end of the 1st semester of the graduation year will be used to determine Latin Honors.

#### **Latin Honors Criteria**

*Cum Laude - 3.30*

*Magna Cum Laude - 3.50*

*Summa Cum Laude - 3.70*

### **Incompletes**

If a student is unable to complete the requirements of their semester course due to extenuating circumstances, they will receive an Incomplete (INC) status. Extenuating circumstances must be approved by a school counselor. All incomplete assessments of course learning targets must be completed by the end of the next quarter. When that quarter ends, the Incomplete (INC) will be replaced by the final course score after assessment of all course learning targets and a new report card will be issued.

\*Incomplete grades will not be granted for seniors in their final semester of high school.

### **Adding and Dropping Courses**

Students will have **four days** from the first day of each semester in which to ADD or DROP a course. Dropping a course is a serious decision which may require written family permission. After the add/drop period, a student who drops a course will be assigned a grade of W (withdraw) for the semester in that course. Withdrawal grades will be reflected on a student's permanent transcript.



# **SECTION 3**

## **FLEXIBLE PATHWAYS, ENRICHMENT, AND CO-CURRICULAR ACTIVITIES**

## FLEXIBLE PATHWAYS

Flexible Pathways are the opportunities students have to experience learning through personalized and multiple pathways: classroom instruction, independent studies, virtual learning, service learning, work-based learning, dual enrollment, early college, mentorships, and more. A required Personalized Learning Plan (PLP) allows students to maximize the flexibility in their pathway to graduation. ([VT AOE link](#))

### Personalized Learning Plan (PLP) - An individual student "action plan"

- A "living document" that gives students opportunities:
  - To set and reflect on goals
  - To create a relevant academic journey
  - To access resources for learning and life goals
  - To experience learning through flexible and multiple pathways
  - To collect evidence of that learning through a portfolio process

### Flexible Pathway Options at Mt. Abraham

Offered at Mt. Abraham:	Offered beyond Mt. Abraham:
All courses in the Program of Studies including:	Career Centers
Independent Learning Opportunities (ILO) in certain content areas	Virtual High School (VHS) courses
Guided Learning Opportunities (GLO) in certain content areas	Dual Enrollment
Do Unto Others (DUO)	Early College
Advanced Placement (AP) Classes	Middlebury College Course
Work-based Learning	Approved local and online learning opportunities including VTVLC

See your School Counselor for more information on these pathways.

### Career Centers

Mt. Abraham students can access career centers to pursue technical training in specific areas of interest. Transportation is provided for the [Patricia A. Hannaford Career Center](#) in Middlebury. Students may attend the [Center for Technology in Essex](#) for Cosmetology, Computer Systems and Dental Assisting programs and would need to provide their own transportation. Grades received from career center courses will be converted to academic scores and factored into a student's academic GPA. Please see your school counselor for an application.

### Virtual High School Courses

Virtual High School (VHS) courses allow students to access courses beyond Mt. Abraham. These courses are taught by teachers around the country and accessed through a web-based platform. Some VHS courses are not accessible via chromebooks and a personal computer is needed. A personal computer is available through the Flexible Pathways teacher, however it is only accessible during school hours. Grades received from VHS courses will be converted to academic scores and factor into a student's academic GPA that will go on their report card and transcript.

### Note:

- Virtual High School is offered both fall and spring, and some courses may be full year.
- VHS courses cannot supplement courses taught by an instructor at Mt. Abe.
- There is an application process in the spring for fall and spring course enrollment.
- Students may elect one VHS course per semester or two courses when space is available and approved by Flexible Pathways teacher and family.
- To access the course catalog, visit <http://vhslearning.org/>.
- Students that elect a full year VHS course are expected to remain in the course for the full year and will earn a final grade at the end of the course. Withdrawing from the course prior to this time will result in a grade of W.

## Dual Enrollment

[Dual enrollment](#) is an opportunity for 11th and 12th grade students to take up to 2 college courses and earn both college credit and high school credit/proficiency for the same course. Students may take a course during the following semesters: fall of 11th grade through spring of 12th grade. A personalized learning plan (PLP) must be in place at Mt. Abe prior to enrolling in a course. Students may enroll in online or in-person classes. Grades received from Dual Enrollment courses will be converted to academic scores and factor into a student's academic GPA.

There are 9 partnering colleges:

Bennington College	Landmark College	St. Michael's College
Champlain College	Norwich University	Sterling College
Community College of Vermont	Vermont State University (VSU): Castleton, Lyndon, Johnson, Randolph and Williston Campuses	University of Vermont

- Students must apply for a free payment voucher at: [Dual Enrollment | Agency of Education](#) (2 vouchers per student available based on state legislation)
- Flexible Pathways Teacher approves voucher after PLP is completed.
- Students complete a college dual enrollment application.
- Students will stay enrolled at the high school.
- IEP services are delivered at the home high school. *Students need to understand that not all accommodations available at the high school will be allowed in college classes.*

## Middlebury College Course

Middlebury College offers an opportunity for Mt. Abe students to take a college course in the fall or spring of senior year. Up to five students per semester may attend on a space available basis. Fall courses begin in early September and spring courses begin in early February. Students must complete an application with the Flexible Pathways Teacher during the college enrollment period (the semester prior to enrollment). Students planning to take a language course must complete a language assessment prior to completing an application. Students must be in good standing at Mt. Abe to be considered for a Middlebury College course.

The student will:

- earn core graduation requirements from Mt. Abe as long as prior approval is received from the Mt. Abe content area Teacher Leader
- not be responsible for paying for the course
- be responsible for payment of books, supplies and other fees
- receive grades from Middlebury College that will be converted to academic scores and factor into a student's academic GPA to go on their report card and transcript
- not earn college credit for successful completion of the course
- will be responsible for their own transportation

## Early College Program

Mt. Abraham seniors are able to enroll in [Early College](#) for one academic year in a program offered by an approved post-secondary institution. Below is the list of colleges that have been approved for an Early College Program:

CCV	Norwich University	Vermont State University: Castleton, Lyndon, Johnson, Randolph and Williston campuses
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## Early College:

- VT seniors can complete their final year of high school at college, tuition free.
- Students graduate with a diploma from the home high school. *(VAST offers their own diploma; students may*

*also earn a Mt. Abraham diploma if they meet requirements.)*

- PLP must be in place listing the Early College Program element.
- Students must apply and be accepted by partnering colleges.
- Principal must approve the student is ready for the Early College Program.
- Students must unenroll from the high school and be enrolled as a full-time student at the college.
- Students on an IEP will no longer be eligible to receive services from the high school. Students will need to request disability services from the college.
- To receive a diploma from Mt. Abraham, students must meet all Mt. Abraham graduation requirements.
- Early college students may participate in Mt. Abraham activities and events.

**Important Notes about College** - Credit is awarded at the rate of 0.5 credits per semester of college course work regardless of how many college credits are earned for the course. Students have the option of taking the letter grade assigned by the college or a Pass/Fail grade. For Pass/Fail credit, paperwork must be completed with the Mt. Abraham registrar prior to the start of the course.

## ENRICHMENT

Mt. Abraham offers enrichment programs, which are open to all students. Many of these programs involve students from several grades. Some of the activities supported include:

- New England Young Writers Conference
- [Governor's Institutes of Vermont](#)
- [HOBY](#) (Hugh O'Brian Youth Leadership) for 10th grade students only
- [Green Mountain Boys'](#) and [Girls' State](#) for 11th grade students only

## CO-CURRICULAR ACTIVITIES

(that have eligibility requirements)

**ELIGIBILITY:** Students must carry at least six classes per semester in order to participate in any VPA Sponsored co-curricular Activity (Athletics Teams & Scholar's Bowl). Home-school students who wish to participate in these co-curricular activities must contact the Athletic Director for information on eligibility.

Students participating in the following co-curricular activities listed below will be required to sign a contract that holds participants to a level of behavioral expectations that exceed the behavioral expectations set forth in the family-student handbook.

### Mt. Abraham Union Middle/High School Co-Curricular Participation/Eligibility

#### Student Eligibility

Any student enrolled at Mt. Abraham in grades 7-12 may participate in our co-curricular programs.

- Resident of Bristol, Monkton, New Haven, Starksboro that attends Mt. Abraham
- School Choice Students who live outside of the district, but are enrolled as a student at Mt. Abraham
- Exchange Students enrolled in a bonafide exchange program
- Refugee Students

#### Home Study Students

[Home-Study](#) (VPA Policy - pages 8-10) Students who live in-district may participate in our co-curricular programs if they meet the criteria outlined below and within the link.

**Home Study Programs:** A home study student who wishes to participate in a public school co-curricular program shall be an "eligible student" under this section if:

- The participating student is enrolled in a home-study program in compliance with Title 16 V.S.A, Section 166(b).
- The participating student must have a legal residence in the school district or is a legal resident of a district that does not maintain a school and pays tuition on behalf of its students.

- Participation in a school's co-curricular activities program shall not commence until a copy of the Vermont Agency of Education Enrollment Letter is presented to the principal by the parent or guardian.
- The participating student's academic program, as referenced in the Vermont Agency of Education Enrollment Letter, will be reviewed by the student's parent or guardian at appropriate intervals as locally determined and consistent for all students to determine academic progress. This review and determination must be certified in writing from the parent/guardian to the principal.
- The student may participate in co-curricular activities sponsored by a VPA member school provided the student complies with the same physical examination, insurance, age, and any other requirements for participation as required of all students.
- Eligibility issues on all matters other than academic progress may be appealed following the bylaws of the Vermont Principals' Association.
- Before the start of a sports season or fine arts and performance activities in which a home study student wishes to participate, the parent or guardian and student must notify the principal in writing that they wish to participate in a school's co-curricular activities program. Failure to provide a timely notification will not disqualify the student from participating but may result in some delays in participation.
- The home study student must adhere to the same standards of behavior, responsibilities, and performance as other participants of the team.
- Consistent with the law governing all student-athletes, participation in co-curricular activities programs is a privilege, not a right, and nothing in these eligibility standards is intended to confer a right on any individual to participate in co-curricular activities.

#### **Programming not Offered at Mt. Abraham or Additional Mt. Abraham Needs**

Students who attend a school that is outside of MAUSD may have, but are not guaranteed an opportunity to participate in our co-curricular programs. Mt. Abraham has the right to approve or deny any Member to Member, Independent, or Cooperative agreement request related to all our programs.

- Under VPA policies, there are [Member-to-Member](#) (Pages 36-39) and [Cooperative Agreement](#) (39-41) opportunities that may be possible under certain circumstances.
  - We have had agreements with North Branch, Red Cedar, Vergennes, Middlebury, and CVU in the past. These agreements are reviewed seasonally and on a needs basis.
  - It is important to note that these agreements are made between VPA Member schools, and not between schools and families.
  - We have not had formal Member-to-Member or Cooperative agreements with other schools regarding other co-curricular activities such as rowing, scholars bowl, or musicals.

#### **Algorithm for Participation:**

**Mt. Abraham Student - YES**

**Home Study student and lives in district - YES** (must complete required VPA paperwork/application)

**Student lives in the district but attends a non-VPA member school outside of the district - NO**

**Student attends a VPA member school - MAYBE** (See member-to-member information above - dependent on the needs of Mt. Abraham)

This link will bring you to Mt. Abraham's [Athletics/Activities Handbook](#) - please reference page 6 for our general expectations for participation.

## **ATHLETIC TEAMS (VPA Sponsored)**

### **ATHLETIC TEAMS**

The Mt. Abraham interscholastic athletic program offers the following sports:

#### **FALL**

Boys Soccer  
Girls Soccer  
Field Hockey  
Cross Country  
Football (HS only)  
Golf (HS only)  
Bass Fishing  
Volleyball

#### **WINTER**

Indoor Track (Independent)  
Girls Basketball  
Boys Basketball  
Wrestling  
Nordic Ski (Club)

#### **SPRING**

Track and Field  
Softball  
Baseball  
Lacrosse (Boys, HS only)  
Lacrosse (Girls, Co-Op VUHS)

### **National Collegiate Athletic Association (NCAA) Eligibility**

The NCAA Eligibility Center certifies the initial academic eligibility and amateur status of all college-bound student-athletes who wish to compete in Division I or II collegiate athletics. Prospective Division I or II athletes must complete NCAA eligibility at [www.eligibilitycenter.org](http://www.eligibilitycenter.org), prior to beginning grade 12. Prospective Division I or II athletes should also consult with their school counselor early in their high school career to ensure proper course selection. To see a complete list of Mt Abraham Union High School's approved NCAA courses, please go to The NCAA High School Portal: <https://web3.ncaa.org/hportal/exec/hsAction?hsActionSubmit=searchHighSchool>  
Our CEEB/ACT Code is 460065. Additional information can be found at <http://www.ncaa.org/student-athletes/future>.

### **SCHOLARS' BOWL**

This group meets once a week between November and March for students who like trivia and a fast-paced question and answer format. This group also participates in a few competitions in the state.

### **FALL MUSICAL**

Musical Theatre experience for students of all ability levels, both on stage and off, in grades 7-12. Students audition on the first week of school and commit to attend rehearsals weeknights 6:00-8:30 pm Sept-November, at least one Saturday morning set building days, and 4 performances which are typically held on the Thu-Sat before Thanksgiving break. Participants are not called to attend rehearsals every night but should be prepared to make rehearsal a priority.

### **SPRING MUSICAL**

A varsity level musical experience. Students are run through a semi-professional audition process where: everyone sings the same song, learns a short choreographed dance, and acts audition readings. Students participate in callbacks, and eventually cuts are made from the students who audition.

### **MT. ABE ROWING CLUB - MARC**

This club meets two days a week during the Fall and Spring seasons.

## **CO-CURRICULAR ACTIVITIES (that do NOT have eligibility requirements)**

### **CLASS COUNCIL**

Class Council officers are voted on by their peers. If you would be interested in running as a class council officer keep your ears open for information about submitting a petition in the spring.

### **COMMUNITY COUNCIL**

The Mount Abraham Union Middle/High School Community Council is to govern school affairs, consistent with school board policy. This Council serves as a link between the community, the students, the school board, and the staff of the school. Anyone in the community may propose changes to the Mt. Abe Student/Parent handbook through the Community Council. School representatives from each grade level, staff, faculty, an administrator, the School Board, and community decide whether or not to accept proposed changes and work to support the

implementation of those changes.

### **ENVIRONMENTAL ACTION GROUP**

Focuses on improving the sustainability and environmental consciousness of the Mt. Abe community.

### **GARDENING CLUB**

The Mt. Abe Garden Club is a student led group that maintains the vegetable garden at Mt Abe. We work collaboratively to grow high quality fresh produce for our school community.

### **MORGAN'S MESSAGE**

The mission of this group is to help end the stigma associated with mental health and to share resources with those suffering from a mental health issue. This group will participate in events throughout the school year including assemblies, announcements at games, and working closely with other schools to spread the word that "It is okay not to be okay."

### **EAGLE STUDENT ACTIVISM CLUB (ESA)**

Eagle Student Activism (ESA) is a student-led group that meets once a week. We discuss current, local, national, and global political and social issues. We encourage diverse thinking and all sides of the political spectrum. We pick topics for each meeting and discuss the information and opinions surrounding it. We also, if the possibility arises, organize activism events and attend rallies that we want to support. We also participate in community events.

### **MAGIC THE GATHERING CLUB**

Magic the Gathering is a strategy card game based in a fantasy world of wizards, monsters, angels, goblins, and people. Come learn the basics, play against other students, and build a community around this fun game! Bring your own decks if you have them or borrow a deck from our collection. This club, available to grades 7-12 meets once a week after school.

### **VERMONT YOUNG PLAYWRIGHTS**

There is a middle school group and a separate high school group for students who enjoy theater and love to write. It involves two in-school workshops with a professional playwright, and one day at the festival in May.

### **EAGLE LEADERSHIP SOCIETY (ELS)**

Students will cultivate leadership skills, promote a positive school culture, and provide outreach to our academic, athletic, and local communities. There is an application process and they will meet once a week during FIT block each Semester.

### **NEUROSCIENCE AND THE BRAIN CLUB**

We learn about the brain and our nervous system and how it affects our daily life. We compete in the Vermont Brain Bee in February to test what we've learned against other students from other schools in the state. (We were state champs in 2015!) Sometimes we dissect sheep brains. Sometimes we take field trips. Often we have delicious snacks! This club is open to students in grades 9-12.

### **NEWSPAPER (The Bird's Eye View)**

The Bird's Eye View is Mt. Abe's student newspaper, which appears quarterly as an insert in the Addison Independent. Students in grades 7-12 can submit articles, artwork, or "extras" to the editorial board, which is comprised of the students currently taking Journalism class and the advisor. Students can also sign up for a FIT block with the Bird's Eye View advisor if they would like some advice on what to write or how to write the article if they are not taking Journalism class but want to write for the school paper.

### **NEW ENGLAND YOUNG WRITERS CONFERENCE**

This is an opportunity for students in grades 10-12 to go to the Middlebury College Breadloaf Conference Center for a long weekend and work with a published author and other young writers from New England and New York.

### **POETRY OUT LOUD: A POETRY RECITATION COMPETITION**

This is a club that practices memorizing poetry and prepares for a school and then state competition.

### **SENIOR ACTIVITIES**

Project Graduation is an activity that is organized and run by the 2023 Class Council officers. If you would like to help plan the event please talk to one of the officers.

**TRAVEL CLUB**

Mt. Abe's international travel club. Destinations vary!

**UNIFIED SPORTS**

In partnership with Special Olympics, Unified Sports is an inclusive athletic and social program for students with and without intellectual disabilities. Everyone fits on the Unified Team. Are you an athlete, a mentor, a beginner, a pro? Unified provides opportunities for students of all abilities to join a team, play together, learn from one-another, and form friendships. Look for different opportunities throughout the year to join a Unified team.



# **SECTION 4**

## **SCHEDULE, REGISTRATION, AND PROGRAMMING**

## **HS FLEXIBLE INSTRUCTION TIME - (F.I.T.) BLOCK**

### **F.I.T. Block is a designated instructional time to:**

- provide additional opportunities for students to personalize their learning
- improve all students' access to timely intervention, extension, re-teaching, and re-assessment opportunities directly tied to current course-level learning targets and graduation proficiencies
- provide flexibility for grouping students school-wide
- increase students' self advocacy, self awareness, and personal development through routine reflection on progress toward proficiency with advisor
- support expectation of high achievement for all students

### **Expectations of F.I.T. block:**

- Students are expected to attend and participate in the 30 minutes (2:17pm) FIT block.
- Students are expected to work with their advisor on the first day of the school week to make a schedule for FIT Block for the remainder of the week.
- During Advisory, students are expected to review their current academic standing in JumpRope in order to prioritize bookings for FIT Block.
- Students are expected to respect the priority of pre-booking for FIT Block.
- If a student will be absent during the Advisory FIT Block booking time, they are expected to communicate their FIT Block preferences prior to that time or their advisor will schedule them for the week.
- Students are expected to remain in their booked FIT Block location after arriving. This also applies if the particular faculty member is out sick and a substitute is present.
- Students are expected to meaningfully use FIT Block time in support of their learning in their booked location.
- Students are expected to be in their booked FIT Block location at the bell. Students may only leave with a pass for the bathroom and seldomly. Students who are found outside their booked location during FIT Block may be subject to disciplinary action by Administration. Administrators will be monitoring the hallways to reinforce students to get to FIT Block by the bell.
- Students are expected to adhere to all school-wide behavioral expectations within the FIT Block time (this includes both Advisory and FIT Block).
- Students are expected to be flexible during FIT Block, understanding that there will likely be a wide variety of needs, requests, and questions for teachers.

## **LEARNING COMMONS**

Learning Commons supports students in the areas of Academic and Habits of Work (HOW). They are staffed by professionals to provide time, support, and/or interventions for students to build their skills in order to demonstrate proficiency in content areas and transferable skills for graduation. They are scheduled into a block of a student's school day. 9th and 10th graders who have open blocks in their schedule will be assigned to a Habits of Work (HOW) block for homework completion.

Students scheduled into HOW Learning Commons can count this block as one of their six academic courses towards eligibility for participation in extra/co-curricular activities at Mt. Abraham.

Students identified as needing targeted support in literacy will be assigned an intervention block per semester.

## **SCHOOL COUNSELING PROGRAM**

There are five professionally licensed school counselors at Mt. Abraham, serving middle school and high school. School counselors work with all students in grades 7-12 to support their academic success by providing social, emotional, academic and future planning support. These comprehensive school counseling services are delivered through: academic advising, individual and small group counseling, future planning support, collaboration with teachers, families and community agencies and consultation and referral based on individual needs.

## **ADVISORY PROGRAM**

Our advisory program is designed to build community and a sense of belonging, encourage social engagement with peers, set and reflect on academic goals, foster a connection with an adult to advocate and navigate the middle and

high school experience. During this time students will receive support on their Personalized Learning Plan (PLP), which is a requirement for graduation. In the Middle School, the Second Step Advisory Curriculum is utilized to support Advisory. Advisors assist school counselors with the course registration process as well.

## **GRADE REPORTING**

### **JumpRope**

JumpRope is the software teachers use to enter and track student mastery toward specific learning targets and proficiencies in their courses. Family(ies) and students will be given a username and password to the portal which allows them to track progress throughout the year. Report cards will be issued at the end of each semester.

JumpRope Portal link: <https://nyc.jumprope/login/>

[JumpRope User Guide](#)

### **Powerschool**

Powerschool is the software used for attendance and scheduling.

Powerschool link: <https://anesu.powerschool.com/public/home.html>

## **COURSE REGISTRATION**

Each year all students in 8th through 11th grade are required to register for courses for the following year. This is a process which should involve the student, school counselor, advisor and family. Students will sign up for classes through PowerSchool with help from school counselors and advisors.

### **Academic Honesty**

Students are expected to demonstrate academic honesty in all of their course work and educational programs when completing assignments. Plagiarism is defined as taking and using the ideas, images or writings of another person as one's own. Cheating is defined as copying work or collaborating with someone (without the instructor's permission). Therefore, plagiarism and cheating will not be allowed. Consequences for these acts may include a "0" for the assignment in question. Repeated offenses, which may result in failure of the course, will require a parent meeting in which an intervention and support plan will be created to help ensure student success.

### **Homework Request**

Many teachers also post homework assignments online and students/families can access this information via the teacher's Google Classroom. Please connect directly with your teachers to request homework, if your student is going to be missing a day of school.

## **Student Services**

### **Behavior Assistants**

Our behavior assistants work with members of the school community to promote a prosocial school atmosphere. They work to establish an environment of trust, help to interpret community rules, assist in maintaining a safe school climate, and work with students, staff, and parents toward the goal of promoting healthy life choices. Healthy life choices include: avoiding the use of substances, a willingness to build stronger relationships, having self respect and being respectful towards others, learning to feel valued and valuing school.

### **Multi-Tiered System of Supports**

Mt. Abraham strives to have students succeed in their educational programs. In order to achieve this goal, a comprehensive system of educational services is provided for students who are failing or at risk of failing. Families are

encouraged to work with school personnel in the development of plans to provide their students with academic and social emotional learning support.

A range of services are available, including:

- |                                 |                                 |
|---------------------------------|---------------------------------|
| *Advisory System                | *Alternative Education Programs |
| *Various Student Support Groups | *School Counseling Department   |
| *Nursing Services               | *Learning Commons               |
| *School-based Clinicians        | *Behavior Assistants            |
| *Special Education Services     | *Speech and Language Services   |

In addition to the above services, the Multi-Tiered System of Supports Team(MTSS) assists teachers and families in providing services and accommodations to students in need of support. The team, which may consist of representatives from administration, school counseling, special education, regular education faculty, school social worker, and the school nurse meet on a weekly basis to review the progress of cohorts and referred students. Targeted or intensive plans are developed to support students with academics, as well as, social and emotional skills.

## **Financial Aid and Scholarship Information**

### **Financial Aid**

The School Counseling Department maintains information to assist students with the financial aid process. In addition, the [Vermont Student Assistance Corporation](#) (VSAC) is an extremely helpful organization. Representatives may be reached toll-free by dialing 1-800-642-3177.

Financial aid forms become available in early October each year. Students planning to apply for financial aid must complete financial aid forms such as the Free Application for Federal Student Aid (FAFSA). Each year, the School Counseling Department hosts a VSAC Financial Aid and Managing College Costs event where a representative from VSAC presents information about the financial aid process. In addition, the School Counseling Department hosts a VSAC Forms Night each year where families can obtain assistance with completing both the FAFSA and Vermont Grant applications.

In addition, individual colleges and institutions of continuing education are good sources for financial aid information. Be sure to call them when specific questions arise and look at their website to determine which financial forms are required.

### **Scholarships**

The Mt. Abraham community offers a generous array of scholarships to graduating students. Each spring, the School Counseling Department distributes a Local Scholarship Application packet to grade 12 students. All seniors are encouraged to apply for these scholarships.

Throughout the school year, and particularly in the spring when most scholarships become available, the School Counseling Department updates the scholarship portion of the website as scholarship opportunities arise.

## **Health Service**

### **School Nurse**

The School Nurse is licensed by the VT Board of Nursing and the Department of Education and is available to all students, teachers, administrators and staff to provide a safe and healthy school environment. The School Nurse is also part of the Multi-Tiered System of Supports team when appropriate. The Health Office is near to the Main Office and is accessed by taking a right in the Main Lobby. The School Nurse performs health assessments, first aid, emergency care, and administers medications and provides health counseling as needed. Health Services comply with the Vermont Department of Health requirement related to mandated vision screening for all 9 & 12 grade students. For the students who fail the vision screening, parents are notified and referral to an ophthalmologist is recommended. New students and others may be referred for a health

assessment which includes the same screening. All students must conform to the state immunization requirements and have up to date immunization documentation in the health office.

Students should attempt to see the School Nurse between classes. Students need to consult with the School Nurse in order to be dismissed from school because of illness. The Nurse contacts family(ies)/guardians to receive permission for students to leave school. The School Nurse will contact the Attendance Clerk in the Main Office to dismiss all students who are being sent home for medical reasons. Extended medical absences require a note from a medical care provider or physician.

In case of an accident, first aid is administered by the School Nurse. If it is deemed necessary for students to be seen for further medical evaluation or treatment, family(ies)/guardians are contacted, and it is their responsibility to transport students to the appropriate medical facility. In more serious accidents, emergency medical services are called and every effort is made to contact family(ies)/guardians.

Any student that receives a sports related concussion will follow a safe Return to Learn and Return to Play protocol. The School Nurse/Certified Athletic Trainer will communicate the Return to Learn and the Return to Play protocols to parents/guardians.

### **Medication Procedure**

Some students may require their daily medications to be administered by the School Nurse. All prescription medications need to be brought to school in the correct prescription bottle (an additional bottle can be provided by your pharmacy in case you need to keep some of the medication at home) and stored in the Health Office. Over the counter medicines (Tylenol, Advil, Benadryl, Sudafed, Tums, and Pepto Bismol) are available through the Health Office and are provided with family(ies)/guardian permission. The Health Questionnaire form is sent home before the start of the school year and is available in the Health Office.

### **COVID Health & Safety Practices**

COVID guidelines for schools have changed slightly since school ended. If students show mild respiratory symptoms at school (runny nose, congestion, slight cough) the nurse can determine whether they are well enough to learn and participate in school.

Everything else remains the same as last spring. Masks remain optional and available for students who would like to wear them at school. We will continue to have kids sanitize their hands during the day. If a student or staff member gets COVID, it is expected that they will follow CDC isolation guidelines. If a student is displaying possible COVID symptoms, the nurse can test the student for COVID with parental permission or send home test kits. We will not be contact tracing or informing parents of positive COVID cases in classrooms.

Students with the following symptoms should stay home from school until they've been symptom-free for 24 hour without the use of :

- fever above 100°
- vomiting
- diarrhea

### **School-based Clinicians**

Mt. Abraham, in partnership with the Counseling Service of Addison County (CSAC), has two licensed mental health counselors working in the school. They provide services through individual, group and family counseling in the areas of academic and social support. The School-based Clinician Program has a Referral Team which helps identify students in need of services. Students who would like to find out more about the program can contact their school counselor in the School Counseling Department.

## Student Support Services Chart

### STUDENT SUPPORT SERVICES

Service	Contact	Extension
<b>Counseling Program</b>	Erin Dufault School Counseling Coordinator	x62067
	Allison Stebe Grades 9-11 (K-Z) 12 (H-S)	x61113
	Molly Bull Grades 9-11 (A-J) 12 (A-G & T-Z)	x62065
	Ann Fisher Grades 7th and 8th K-Z	x67034
	Dan DeWees Grades 7th and 8th A-J	x61145
<b>504 Plans</b>	Susan Bruhl	802-453-8428
<b>Hazing, Harassment &amp; Bullying Designated Employees</b>	Ayrin Thibault	x61064
	Chelsea Rivenbark	x62070
<b>Health Services</b>	Wanda Bouvier	x61045
<b>Adult Diploma Program</b>	School Counselors	x62067
		x61113
<b>Transitional Housing (homelessness)</b>	Susan Bruhl	802-453-8428
<b>School Social Workers</b>	Jayne Thibeault	x67039
	Stephen Alexander	x61139
	Taylor Zak	x62083
<b>Director of Student Support Services</b>	Beth McGeorge	802.453.6948
<b>Wellness Resources</b>	<a href="#">Link to external wellness resources</a>	

# **SECTION 5**

## **ATTENDANCE**

## Attendance Procedures

### Attendance

- Family needs to call the attendance line 453-2333 x61060 or, email [EagleAttendance@mausd.org](mailto:EagleAttendance@mausd.org), by 8:18 a.m. to report an absence, late arrival, or early dismissal.
- Family(ies)/Guardian needs to call or send a note for an early or temporary dismissal **PRIOR TO THE STUDENT LEAVING SCHOOL**. Failure to do so will result in the student receiving a class cut.
- A doctor's note is required if a student is absent for 5 or more days due to illness.
- To enhance communication regarding student attendance, Mt. Abe will be utilizing Attendance Intervention, a PowerSchool Product.
  - With Attendance Intervention, family(ies)/guardians will receive text messages and email alerts keeping you informed about your child's attendance in real time.
    - **Text Messages:** The first message will be from an unfamiliar number (not the school number) with a local area code. This number is generated for your student so please be on the lookout so you can add the number to your contact list.
      - Daily: Will be sent approximately at 4:00 PM to anyone who missed a block(s) and did not notify the Main Office.
      - Last Friday of Every Month: Will be sent at approximately 4:00 PM and detail all absences from the prior month.
      - Perfect Attendance Every Friday: Will be sent at approximately 4:00 PM
    - **E-Mail:** This will come from an address ending in [@mail.kinvolved.com](mailto:@mail.kinvolved.com). Please be on the lookout for it so you can add it to your e-mail contacts to prevent it from going to your spam.
- The office will notify the family(ies)/guardian via Attendance Intervention after five (5) absences in a particular course or days.
- After ten (10) accumulated absences a pattern of excused or unexcused absences that result in significant gaps in attendance there will be a meeting scheduled with the student, family(ies)/guardian, school counselor, and teacher. A referral to Balanced and Restorative Justice (BARJ) will also be made. If the issue is truancy, the Assistant Principal and Truant Officer will also be involved.

A successful and rewarding educational experience in school is built on regular, punctual attendance, and active participation in instructional activities. We also understand and value educational experiences beyond the classroom walls. Classes missed due to school related activities such as field trips, school counseling meetings, sports dismissals, school sponsored travel, fine arts activities, etc. are not included in the accumulated absences, however students are responsible to make up for missed work.

Each semester, absences will be counted on a class-by-class basis. Students are expected to complete missed class work and assignments in a timely manner; this may require students to stay after school in order to make up the work.

*Any student participating in extracurricular activities (athletics, drama, chorus, cheerleading, dance or activity night, etc.) must be in attendance or have an excused absence (dental, medical, illness, family emergencies) on the day in which an activity occurs in order to participate or practice.*

Students are expected to check in with their teacher at the start of every class, even if they have a pass to attend a meeting. Students on the absent list, who did not have their absence verified by phone, will be expected to bring a note into the office the next day. The office will be calling home on the day of or the day after the absence if no other information has been received.

**Excessive Absenteeism:** When the total number of absences from a particular class has reached five absences a letter is sent home to notify family (ies). A second letter is mailed after ten (10) absences during a semester, the student and family(ies)/guardian will be requested to attend a meeting. The purpose of this meeting is to determine what additional support the student needs in order to continue in the course.



### **Early Dismissals and Temporary Dismissals**

Students and family(ies) should make every opportunity to schedule doctor, dentist and other appointments after school. In cases where students must leave school during the day, they are required to have either a temporary dismissal or early dismissal. Students are responsible for returning to school following a temporary dismissal and **must then check back in** upon their return. Early dismissals are granted when a student will not be returning.

***The attendance secretary must receive a phone call, or a note signed by the family(ies)/guardian and dated with the specific time of the scheduled appointment before a student can be excused. The student must check out in the Main Office prior to leaving the building. Otherwise the absence from class will be considered a cut.***

### **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 this process in cases such as scheduled surgery, religious holidays, college visits, and family activities that occur while school is in session.

*Students should see the Main Office Administrative Assistants for a Planned Absence Form **10 days prior** to any scheduled absence from school. The form requires signatures from teachers and a member of the administration .*

### **Tardiness**

A warning tone will sound at 8:15 a.m. to remind students that they need to head to class. Any students not in their class by 8:20 a.m. will be marked tardy. The Career Center bus leaves promptly at 8:20 and will not be able to wait or turn around for anyone. Students arriving late to school will need to check in to the office to get a pass to class. A student arriving to the remaining classes after the scheduled start time will be considered and recorded as tardy. **Students with a pattern of tardiness will result in a meeting after 10 or more days in any 4 week period.**

# **SECTION 5**

## **STUDENT EXPECTATIONS**

### **Progressive Discipline Model**

At Mt. Abe discipline is the opportunity to intervene, educate and help shape a student's values to that of their school and community. Rules and behavioral expectations are the cornerstone of any healthy society and as such are important to a healthy, well functioning school community. Monitoring and meeting those expectations are the responsibility of all who participate within the school. A progressive discipline model provides staff and administrators with guidance in making decisions about how to respond to student behavior in an equitable way while implementing the foundational practices..

### **Restorative Practices Approach to Discipline**

Restorative Practices approaches discipline in a holistic manner that works with students to take responsibility for their actions and learning how to repair the relationship that has been effected. Through restorative conversations and circles the student(s) will learn and demonstrate how to resolve conflict and repair relationships appropriately. There will be times when we invite parents into the restorative circle in order to help repair harms done to relationships.

### **Social Emotional Learning at Mt. Abe**

The goal for all students here at Mt. Abe is to foster a well rounded student who is self-aware, compassionate, engaged, and committed to lifelong learning.

Focusing on five principles of Social Emotional Learning:

- Self-Awareness
- Self-Management
- Social Awareness
- Social (relationship) Skills
- Responsible Decision Making

The faculty and staff will create opportunities within daily instruction, routines and interactions to help students navigate their environment using the principles of SEL.

### **Positive Behavior Interventions and Support (PBIS)**

The Mt. Abe faculty and staff are committed to foster and maintain a positive learning environment for all students. Part of maintaining a positive learning environment at Mt. Abe is to focus on the positive day to day actions of our students. The faculty and staff recognize the small day to day actions of students who demonstrate H.E.A.R.T. with both tangible and intangible items. In the classroom, teachers make concerted efforts to model, re-direct and focus on HEART within the classroom.

#### **HEART**

**Be Here:** be in school and present for learning.

**Be Engaged:** in your learning; persevere, ask questions, collaborate, and seek solutions.

**Be Appropriate:** in our community, on our campus, and personal actions.

**Be Responsible:** for your choices.

**Be Timely:** to fulfill your daily commitments.

### **School-wide Expectations**

*Administration has the ability to use their professional discretion with all situations. The purpose of outlining the expectations and interventions, is to help all students learn from their mistakes, and grow as an individual.*

*Administration will use a progressive discipline approach, depending on the infraction, and will always start with universal(low-level) interventions and strategies, moving to targeted(mid-level) and then intensive(high level).*

It is the obligation of every individual to encourage and respect the right to teach/work and the right to learn in a peaceful environment. This is exemplified by how **HEART** applies to everyone on campus and at school sponsored events.

### Detentions

Administration will assign detentions as a low level consequence to a behavior infraction. All detentions will be after school two days a week. The administrator issuing the detention will always call home and work it out with the guardians at least 24 hours in advance.

Behaviors	Potential Interventions (includes but is not limited to)
<b>Low-level chronic behavior (Staff managed):</b> <ul style="list-style-type: none"> <li>• Disruption</li> <li>• Defiance</li> <li>• Driving violation</li> <li>• Minor disrespect</li> <li>• Minor inappropriate language</li> <li>• Minor verbal aggression</li> <li>• Minor physical aggression</li> <li>• Minor property misuse/damage</li> <li>• Leaving learning environment</li> </ul>	<p>Incidents are recorded in Mt. Abraham's student data incident system.</p> <p>Phone call home from teacher</p> <p>Class-level interventions</p> <p>Consultation with School Counselor</p> <p>Conference with student</p> <p>Conference with administration</p> <p>Consultation with SEL team</p> <p>Creation of Student Support Plan</p> <p>Functional Behavior Analysis</p> <p>Intensive Intervention</p> <p>    Check-in/Check-out</p> <p>    Small group dialogues</p> <p>    Assignment to Homework Club</p> <p>    Scheduled Breaks</p> <p>Meetings with a Behavior Assistant/Assistant Principal</p> <p>Reentry Circle</p> <p>Restorative Circle</p> <p>Restorative Conversations</p> <p>Risk Assessment</p> <p>School based therapy</p> <p>Self-reflection form</p> <p>Targeted Behavior Plan</p> <p>Time away from the learning community as determined by the school administration</p>

Behaviors	Potential Interventions (Includes but is not limited to)
<b>High-level chronic behavior (Admin managed)</b> <ul style="list-style-type: none"> <li>• Bullying*</li> <li>• Class Skip</li> <li>• Contributing to a Fight or Assault</li> <li>• Drugs or Alcohol Possession</li> <li>• Forgery/Plagiarism</li> <li>• Harassment*</li> <li>• Hazing</li> <li>• Leaving Campus w/o permission</li> </ul>	<p>Incidents are recorded in Mt. Abraham's student data incident system.</p> <p>Administrator calls home</p> <p>Consultation with School Counselor</p> <p>Conference with student</p> <p>Consultation with SEL team</p> <p>Creation of Student Support Plan</p> <p>Contact Local Police</p> <p>Contact Superintendent of Schools</p> <p>Extended Day Learning</p> <p>Extended Week Learning (Saturday morning)</p>

<ul style="list-style-type: none"> <li>• Property Damage/Vandalism</li> <li>• Technology Violation</li> </ul> <p>*These are determinations based upon an investigation.</p> <p><b>The following list of includes, and is not limited to infractions, that must be reported to Law Enforcement:</b></p> <ul style="list-style-type: none"> <li>• <b>Drugs or Alcohol Possession</b></li> <li>• <b>Drugs/Paraphernalia/Alcohol Distribution</b></li> <li>• <b>Drug or Alcohol possession with intent to sell, buying or conspiracy to distribute buy or sell drugs or alcohol</b></li> <li>• <b>Physical aggression</b></li> <li>• <b>Serious Safety Concerns eg. Prank calling 911, pulling fire alarm, creating panic, etc.</b></li> <li>• <b>Theft or Attempted Theft</b></li> <li>• <b>Threats of School Violence</b></li> <li>• <b>Tobacco Possession (including electronic cigarettes)</b></li> <li>• <b>Tobacco Distribution (including electronic cigarettes)</b></li> <li>• <b>Vandalism of School Property</b></li> <li>• <b>Weapons (objects use with intent to harm)</b></li> <li>• <b>Weapons (objects use with intent to harm)</b></li> </ul>	<p>In-School Support Intensive Behavior Plan Meetings with the Behavior Interventionist Outside therapy Recommendation to the School Board of Mt. Abraham Unified School District Reentry Circle Restorative Action Restorative Circle Restorative Conversations Risk Assessment School based therapy Self-reflection form Targeted Behavior Plan Time away from the learning community as determined by the school administration</p> <p><b><i>*Any other logical consequence as determined by the school administration</i></b></p>
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### Campus Guidelines

The Mt. Abe administration expects that students are in classes or other supervised areas of the school throughout the school day. **Leaving school property or being in an unsupervised area of the school, before, during or after school, without permission creates a potentially unsafe situation for the students involved.**

### Class Skip\* Procedure -

1st Class Skip:

- Teacher documents in SWIS, calls home and schedules student extended day(s) learning to make up missed work with the teacher, and notifies the office

2nd Class Skip:

- Teacher documents in SWIS, calls home and schedules student extended day(s) learning to make up missed work with the teacher, and notifies the office
- Student meets with a Behavior Assistant to discuss school expectations and consequences for any future class skips

3rd Class Skip:

- Teacher documents in SWIS
- Student/family meet with the administration for further interventions and consequences.

**Patterns of class block skips will accumulate towards truancy.**

**School Counselor will set up a meeting with student to review graduation requirements (ie, if the natural consequence is that they don't receive proficiency credit for that class, where/can they make it up in their schedule to stay on track for graduation, etc.)**

**Dress Expectations**

All members of the MAUM/HS learning community are expected to come to school in attire that is suitable for an academic environment. Clothing which constitutes a health hazard, is offensive or abusive to others, violates the Prevention of Harassment of Students Policy or other policies (see the policy section), or otherwise disrupts the educational environment is not acceptable at school.

Examples of clothing unsuitable for school include those which:

- Promote the use of alcohol, tobacco, or drugs
- Depict in words or graphics messages that demean, harass, exploit, or ridicule others, including the confederate flag. The confederate flag is considered a symbol to represent racism in many parts of our country.
- Contain profanity in words, graphics, obscene gestures, actions, messages, or gang/cult insignia.
- Administration will use their discretion to determine what is excessively revealing tops and/or bottoms that are suggestive of undergarments.
- Flags or banners of any kind may not be worn as attire
- Eyes are not allowed to be covered during the school day except for religious or medical reasons.

**Middle School No Energy Drinks and Soda**

- First Infraction: Students will be asked to dispose of it and documented in SWIS.
- Second Infraction: Students will be asked to dispose of it, documented in SWIS, and a phone call home.
- Third Infraction: Students will be asked to dispose of it, documented in SWIS, a phone call home, and administration will manage with progressive discipline model.

**Drugs and Alcohol - [School Board Policy Students: C2](#) and [Procedure](#)**

All drug and alcohol violations are valid for two years from the date of the infraction. That means that a student who has violated the expectation continues to move up the continuum of discipline for two years from the date of the violation.

**Sale, Distribution, or Exchange of Substances (First and Subsequent Offenses)**

All of the following shall occur:

- Time away from the learning community for up to 5 days;
- Local law enforcement agencies will be notified;
- BARJ referral;
- Designee shall inform the Superintendent of the violation. The Superintendent shall refer the student to the School Board with a recommendation of expulsion;
- School Board will convene a hearing prior to the end of the suspension period and issue a written decision;
- All parties shall be entitled to representation by counsel at their own expense.
- Dismissal from co-curricular or extracurricular activities (in accordance with the Activities and Athletic Handbook);
- Withdrawal from Driver's Education (student may not re-enroll in Driver's Education for one full semester);
- Confirmation of appointment with a licensed drug and alcohol counselor;

**Use or possession of a substance, being under the influence of a substance, possession of a reasonably related substance, use of paraphernalia, or refusal to cooperate with an investigation:**

\*Failure to comply with the above may cause further suspension and/or referral to the Superintendent for further disciplinary action.

**First Violation**

- Local law enforcement agencies will be notified;
- Referral to BARJ, Balanced and Restorative Justice
- Time away from the learning community for up to 10 school days. The school's administration shall determine the length of suspension depending on the nature of the infraction, the existence of any aggravating or mitigating circumstances, and the student's cooperation once the infraction is discovered.
- Suspension from co-curricular or extracurricular activities (in accordance with the Activities and Athletic Handbook);
- Potential withdrawal from Driver's Education (student may not re-enroll in Driver's Education for one full semester) due to safety concerns.
- Referral to School Nurse for additional learning about drugs, alcohol, prevention, addiction, the legalities of illegal substances for minors, and a safety plan will be created.

**Second Violation**

- All of the steps under "First Violation" will be applied plus:
- Families must seek a drug assessment for the student by an outside organization within 30 days of 2nd violation, followed by counseling as needed. Families can contact the Counseling Center of Addison County or another outside agency.
- Withdrawal from Drivers Education (student may not re-enroll in Driver's Education for one full semester) due to safety concerns.
- Must complete a Smoking Cessation Class with the School Nurse if applicable.

**Third Violation**

- Time away from the learning community for up to 10 days;
- Local law enforcement agencies will be notified;
- Designee shall inform the Superintendent of the violation. The Superintendent shall refer the student to the School Board with a recommendation of expulsion;
- School Board will convene a hearing prior to the end of the suspension period and issue a written decision;
- All parties shall be entitled to representation by counsel at their own expense.
- Withdrawal from Driver's Education (student may not re-enroll in Driver's Education for one full semester);
- Confirmation of ongoing treatment with a drug/alcohol counselor.
- Referral to the Assistant Principal for a safety plan and additional support.

**Tobacco - [School Board Policy Personnel: B7](#) and [Procedure](#)**

**Student: Purchase; Use; Possession of Tobacco Related Device**

1. All infractions (including but not limited to vape detectors going off, student caught vaping or using tobacco/vape products) shall result in:
  - a. Confiscation and disposal of tobacco or nicotine products, tobacco/nicotine -related devices, imitation products, or lighters
  - b. Notification of parents and/or guardians
  - c. Student meeting and individual student assessment with the school SAP or designated staff to discuss tobacco and nicotine use and the school policy/protocol. Based on assessment from SAP or designated staff the student may participate in a tobacco and nicotine education and cessation program
2. If there is a second infraction it will include the above steps and:

- a. Restorative meeting including the student, parent/guardian, SAP and/or school counselor, administration, and any natural support person that the student identifies
- b. Participation in an education/cessation program

#### **Tobacco and Tobacco Product: Sale; Distribution; Exchange**

1. A student found to be selling, and or distributing tobacco products or attempting to sell and/or distribute tobacco products on school property or at a school sponsored event will result in:
  - a. Parent/Guardian notification
  - b. Police notification
  - c. Confiscation of tobacco products
  - d. Suspension
  - e. Student will participate in a mandatory tobacco education program

#### **Eighteen Years or Older**

***Becoming an adult is an exciting event. However the responsibilities are awesome and they are yours! We at MAUHS look forward to working with you at this new level of responsibility.***

Students who have reached 18 years of age may choose to assume full responsibility for their schooling by completing the appropriate forms and returning them to the Main Office. All forms can be picked up at the Main Office. In these cases, students assume the responsibility for their attendance and follow the schools guidelines for absences from school. In the case of a conflict over an absence, the school reserves the right to make final decisions regarding excused and unexcused absences. Students who choose this increased level of responsibility must keep in mind the following details:

1. Attendance is now your responsibility. Illness and medical appointments that cannot be scheduled outside of school hours and family emergencies are the only legitimate reason for absence, and may require additional documentation. All absences must be reported to the office the day of the absence.
2. See dismissals above. Not presenting a note and signing out before leaving school will result in a class cut.
3. Withdrawal from a class could mean that you might not graduate that year.

#### **Personal Devices**

##### **Go Guardian Chromebook Monitoring**

Go Guardian is a program that sends alerts to notify designated staff members of flagged material being searched or viewed. Family(ies) may be notified of information and a meeting may be scheduled to develop a plan to use the device appropriately.

##### **Yondr Pouch**

It is the expectation that students will keep their **personal devices (cell phone, headphones/airpods, smart watches, tablets)** in their Yondr Pouch **for the duration of the school day (2:47 PM).**

##### How Do I Use the Yondr Pouch?

- When you get to school, turn your phone and other devices (ex. AirPods or smartwatches) off or put them on airplane mode.
- Put your devices in your Yondr pouch and lock it in front of a staff member.
- Keep the pouch closed until school ends at 2:47 PM.

#### What Happens if I Do Not Follow the Device-Free Plan?

##### **1st Offense**

- The staff member will:
  - Direct the student to bring the device to the Main Office
  - Contact the Main Office



- Document the incident with a disciplinary referral.
- The device is turned in directly to the office for the remainder of the day, and the device may be picked up at the end of the day.
- An administrator will contact home for documentation.
- Students who deposit a fake phone or are dishonest about delivering it automatically go to 2nd offense.

## 2nd Offense

- The staff member will:
  - Direct the student to bring the device to the Main Office
  - Contact the main office
  - Document the incident with a disciplinary referral.
- The device will be kept in the office for the remainder of that day, and the device must be picked up by a caregiver from an administrator.
- An administrator will contact home for documentation.
- The device is turned in directly to an administrator for an additional 3 full school days after the infraction.
- Students who deposit a fake phone or are dishonest about delivering their phone automatically go to 3rd offense.

## 3rd Offense

- The staff member will:
  - Direct the student to bring the device to the Main Office
  - Contact the main office
  - Document the incident with a disciplinary referral.
- The device will be kept in the office for the remainder of the day, and the device must be picked up by a caregiver from the Administration.
- An administrator will contact home for documentation.
- The device is turned in directly to an administrator for an additional 5 full school days after the infraction.
- A meeting with the student and their caregivers will be required to determine a plan moving forward.

## Important Reminder:

- **You are responsible for taking care of your Yondr pouch. If the pouch is damaged (including being drawn on) or lost, you will be responsible for replacement (\$35) and may face disciplinary consequences if the damage is deemed intentional.**

## Junior Class Privileges (updated on 9/2/25)

### Will not begin until the start of the second semester

- Privileges will be proposed by class officers on behalf of the student body.
  - In order to obtain Privileges students must:
    1. Have a 3.0 in Transferable Skills in ALL classes
    2. Have a 2.0 in content proficiencies in ALL classes
    3. **Juniors must submit a signed Parent/Guardian permission form (available in the main office) in order to be eligible for privileges.**

## Senior Class Privileges (updated on 9/2/25)

### a. **Beginning 2nd Quarter:**

- i. Privileges will be proposed by class officers on behalf of the student body.
  1. Your Class Officers will take ideas for proposals for additional privileges.
- ii. Paperwork for privileges will be available late September-we'll call an assembly.
- iii. Seniors in good standing can leave campus during free blocks beginning after first quarter grades are checked and privilege paperwork is completed.
  1. **Advisory and FIT are not free blocks.**
- iv. In order to obtain privileges students must:
  1. Have a 3.0 in Transferable Skills in ALL classes
  2. Have a 2.0 in content proficiencies in ALL classes
  3. No major behavior infractions during first quarter.

### ii. **Unless you have a dismissal from the Main Office you need to be in Advisory and FIT every day.**

- iii. You have to follow the rules before you can be exempt from the rules.

### b. **Seniors must submit a signed Parent/Guardian permission form (available in the main office) in order to be eligible for privileges.**

## Should Privileges include leaving campus:

In an emergency the school is not responsible for locating seniors who are off-campus during their unassigned time. In order to meet our responsibility in accounting for the whereabouts of our students, *seniors who are exercising their off-campus privileges must sign in and out a logbook located in the office area. Failure to do so may result in the loss of such privilege and assignment to a guided study.*

## Juniors and Seniors will lose privilege in the following circumstances:

1. Family(ies)/guardians and administration may revoke the privileges.
2. A student contributes to another student's violation of these privileges (i.e. a senior drives a sophomore off campus during the school day).
3. Students who are below a 3.0 in Habits of Work on a report card.
4. Failure to sign out/in.
5. Loss of these privileges may result in assignment to the Learning Commons.

## Dances and Activity Nights

1. Once students enter the dance or activity night, they are expected to remain until they leave for home.
2. Once a student leaves, they will not be permitted to reenter.
3. Students must be in attendance at school or have an excused absence (other than sickness) to attend a dance/activity night that same day.
4. Students who are suspended cannot attend any school dances or activities.
5. Family(ies) will be notified if any student is not allowed to enter dance or is asked to leave.
6. Only Mt. Abraham 7<sup>th</sup> & 8<sup>th</sup> grade students are permitted at activity nights
7. 7<sup>th</sup> & 8<sup>th</sup> grade students are not permitted at high school dances.
8. Requests for a guest pass can be made at the assistant principal's office.
  - a. The administration may limit and/or restrict the number of guests allowed.
  - b. No guest passes are issued for the Harvest dance.
  - c. No guest passes are issued for middle school activity nights.
9. All school rules must be followed. No alcohol, drugs or tobacco may be used on campus. Students violating this rule will not be allowed at the next school dance, and additional disciplinary actions will be taken.
10. There will be no guest above the age of 20 allowed at any Mt. Abraham UM/HS dance.
11. All dances and activity nights will be 7pm to 9pm, unless special permission is granted by the Administration.
12. Students must be picked up after an event within 10 minutes.

## Murals - Procedure for a New Mural

People interested in putting up a mural in the school will submit a written request to the Community Council. The request must include the following:

1. A final draft, picture or illustration of the mural in color and in scale, on a single piece of paper
2. A project leader must be clearly identified along with a school advisor who supports the project
3. The dimensions of the final project and the exact proposed location
4. A detailed list of materials and costs
5. A clear explanation about how this project promotes a positive learning environment
6. A statement about the projected time frame for completion of the project

### **Bus Notes**

Schoolwide expectations extend to the bus, as well as additional expectations from Bet-Cha and the driver. Bus incidents will be reported to the Assistant Principal. Students riding a different bus, or getting off at a different stop, must have a note that is signed by a parent/guardian and our receptionist in the Main Office. Students that don't have a note will not be permitted to ride a different bus or get off at a different location.

### **Parking/Driver Guidelines**

Students driving vehicles to school must handle the vehicle in a lawful, mature and responsible manner. Those who do not will be denied the privilege.

- During the school day, 8:20-2:47, while on school grounds the vehicle's operator is the sole occupant of the vehicle (meaning the driver may not have passengers, unless they are family and not under graduated licensing law).
- Students must complete the [2025-2026 Parking Permit Application](#). Permits need to be properly displayed on the vehicle. If you drive more than one vehicle, obtain more than one permit.
- Visitor parking is for visitors only.
- Students attending the Hannaford Career Center in Middlebury need to ride the school bus. Driving in private vehicles is not permitted unless there are extenuating circumstances. A form is provided by Hannaford Career Center that will require signatures from administration at both schools. No students will be passengers of any student vehicle driving to the Career Center.
- Parking is prohibited in the back parking lot and on any of the grass areas.
- Parking is prohibited at the recreation field during the school day unless authorized by the president of the Bristol Recreation Club.
- Any unsafe driving/parking on campus will result in the loss of parking privileges for an extended period of time.
- Students must check in with the main office for permission to go to the parking lot.
- All cars are subject to search following the district Search and Seizure Policy.

**\*\* Following the above expectations maintains your parking privilege. \*\***

### **Prohibited Items**

**Below you will find a sample list of items that are prohibited at Mt. Abraham UM/HS or at activities sponsored by Mt. Abraham UM/HS or participates in.**

**Fireworks, knives, firecrackers, smoke and/or stink bombs, weapons or any likeness thereof** - may not be brought onto school grounds. Any infraction of this rule is cause for an immediate investigation and may result in the removal of the student from the school grounds by the parent or administration. The police will be notified. Family(ies) will be notified to come to school to meet with administration and police. An infraction of this nature may result in expulsion from the school. (See Board Policy on Weapons).

**Perfume, cologne and body sprays** - may not be used in the classrooms, bathrooms, locker rooms, hallways and other common areas of the school or on the school buses.

## Activities and Athletics

Please refer to the Activities & Athletics Handbook for more information.

## LEGAL NOTICES

### M.A.U.S.D. School Board Policies

#### School Board Mission Statement

The mission of the Mt. Abraham Union High School Board, through the partnership of school, community and home, is to provide opportunities for all students to obtain an effective and comprehensive education at a reasonable cost.

- [ALCOHOL AND DRUG](#)
- [ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES](#)
- [GRADE ADVANCEMENT: RETENTION, PROMOTION & ACCELERATION OF STUDENTS](#)
- [HAZING](#)
- [INFORMATION TECHNOLOGY ACCEPTABLE USE](#)
- [INTERROGATION OR SEARCHES OF STUDENTS BY LAW ENFORCEMENT PERSONNEL OR OTHER NON-SCHOOL PERSONNEL](#)
- [PROCEDURE FOR PREVENTION OF HARASSMENT OF STUDENTS AND HANDLING COMPLAINTS](#)
- [PUBLIC COMPLAINTS ABOUT PERSONNEL](#)
- [PUBLIC PARTICIPATION AT BOARD MEETINGS](#)
- [SECTION 504 AND ADA GRIEVANCE PROTOCOL FOR STUDENTS AND STAFF](#)
- [SEARCH AND SEIZURE](#)
- [STUDENT ATTENDANCE](#)
- [STUDENT CONDUCT AND DISCIPLINE](#)
- [SUSPENSION AND EXPULSION](#)
- [TOBACCO PROHIBITION](#)
- [USE OF PHYSICAL INTERVENTION](#)
- [WEAPONS](#)
- [ENDS POLICY](#)

A copy of all School Board Policies can be made available  
upon request to the main office.

All MAUSD Board Policies and Procedures are available on the MAUSD website:  
<http://www.MAUSD.org/policies-and-procedures>

### Prevention of Harassment, Hazing and Bullying Statement of Policy

The Mount Abraham Unified School District (hereinafter "District") is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a

violation of Vermont's Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

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

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

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

### **Implementation**

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, family(ies) and guardians how to report violations of this policy and file complaints under this policy.
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may also be assigned to one or both of the Designated Employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the District shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.
6. Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the District's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.
7. Mt. Abraham's Designated Employees:
  - a. Shannon Warden - Principal
  - b. Aydin Thibault - Assistant Principal
  - c. Chelsea Rivenbark - Assistant Principal

### **Constitutionally Protected Speech**

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

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

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

2. "Complaint" means an oral or written report of information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.
3. "Complainant" means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.
4. "Designated employee" means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.
5. "Employee" includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, "agent of the school" includes supervisory union staff.
6. "Equity Coordinator" is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race- based discrimination) for the District and for coordinating the District's compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District's Preventing and Responding to Harassment of Students and Harassment of Employees policies. This role may also be assigned to Designated Employees.
7. "Harassment" means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

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

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

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

- b. Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.
  - c. Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories
8. "Hazing" means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and
    - a. Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.  
Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:
      - i. The goals are approved by the educational institution; and (2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and

- normal and customary for similar programs at other educational institutions.
- ii. With respect to Hazing, "Student" means any person who: (A) is registered in or in attendance at an educational institution; (B) has been accepted for admission at the educational institution where the hazing incident occurs; or (C) intends to attend an educational institution during any of its regular sessions after an official academic break.
9. "Notice" means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school's response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.
10. "Organization" means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.
11. "Pledging" means any action or activity related to becoming a member of an organization.
12. "Retaliation" is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.
13. "School administrator" means a superintendent, principal or his/her designee assistant principal//technical center director or his/her designee and/or the District's Equity Coordinator.
14. "Student Conduct Form" is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment and/or bullying.

#### **Directory Information and Right of Refusal**

#### ***Mt. Abraham Unified School District ANNUAL NOTIFICATION OF DESIGNATION OF DIRECTORY INFORMATION AND RIGHT OF REFUSAL ON EDUCATIONAL RECORDS***

This is a notice to all parents of students, and eligible students currently attending schools within the Mt. Abraham Unified School District, including: Monkton, New Haven, Starksboro, Bristol and Mt. Abraham Union High School District #28.

Schools in the Mt. Abraham Unified School District may disclose designated directory information on students and eligible students without the prior consent of the parent or eligible student and without record of such disclosure.

The following types of personally identifiable information have been designated as directory information:

- Student's name, address, date of birth, dates of enrollment;
- Parent or legal custodian's name and address;
- Student's grade level classification;
- Student's participation in recognized school activities and sports;
- Weight and height if member of athletic teams;

- Student's diplomas, certificates, awards and honors received.

Disclosure may include such personally identifiable information contained or reflected in photographs, videotapes, slides, or PowerPoint presentations.

If you are an eligible student or parent of a student attending any school in Mt. Abraham Unified School District, you have the right to refuse to allow any or all of the types of personally identifiable information listed in the above directory information from being shared. If you do not want information released, you must write to the principal of the school your child attends (or the school you attend, if you are an eligible student) listing the type(s) of personally identifiable information you do not want disclosed. You must do this by October 1.

## **F.E.R.P.A.**

### **ANNUAL NOTIFICATION OF RIGHTS OF PARENTS AND ELIGIBLE STUDENTS CONCERNING EDUCATION RECORDS:**

To all parents of students, and to eligible students currently attending schools in the Mt. Abraham Unified School District and its member school districts, including Monkton, Starksboro, New Haven, Bristol & Mt. Abraham Union High School district #28. (You are an eligible student if you are at least 18 years of age or are attending an institution of post-secondary education.

As the parent of a student or as an eligible student enrolled in a member district of the Mt. Abraham Unified School District you have the following rights with respect to your child's or your own education records.

- To inspect and review the student's education records
- To seek amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy;
- To provide consent prior to disclosures of personally identifiable information contained in the student's education records, except to the extent that the law allows disclosure without your consent;
- To file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the requirements of the law with respect to your rights under the Family

Education Rights and Privacy Act (FERPA). A complaint may be made in writing to the Family Policy Compliance Office, U.S. Department of Education, 4512 Switzer Building, Washington, DC 20202-4605.

Requests to inspect and review the student's education record should be made, orally or in writing, to the principal or the person responsible for maintaining the record. Upon receiving a request the school will establish a reasonable time and place for the inspection and review (up to 45 calendar days after the request); assure availability of the record(s) on the date of inspection; have someone present to provide or arrange for responses for explanations of the records; and upon request, provide copies of records within 15 working days. The school may charge a fee for a copy of the educational records.

Requests to seek an amendment of education records should be addressed to the person who placed the contested information in the record, or the person responsible for maintaining the record. If no satisfactory agreement is reached then the request for a change should be presented, orally or in writing, to the school principal.

The request should identify the information being contested and the record in which it is contained. The request should also state the specific change requested and the reasons justifying the change.

The supervisory union and its member districts have a policy of disclosing educational records to school officials with a legitimate educational interest without prior consent. A "school official with a legitimate educational interest" is defined as follows: a teacher, administrator, other professional or service provider employed by or contracted with the district to provide educationally-related services (including, but not limited to, consultants, attorneys, auditors, insurers, evaluators, support staff, substitutes, assigned student teachers, interns, volunteers, teacher's aides), or school board member who needs information relating to a particular student in order to carry out his/her official duties for the district. If there is a question whether someone has a legitimate educational interest, the principal or superintendent will decide.



The supervisory union and its member districts forward education records to other agencies or institutions that have requested records and in which the student seeks or intends to enroll.

This Annual Notification of Rights is only a summary of rights. Your rights to inspect and review education records, and the school district's duty to have your written consent prior to disclosure of personally identifiable information, are subject to limitations. Further details are contained in the school district's detailed student record policy and procedures, and in state and federal law.

**FEDERAL REGULATIONS: Title VI, Title IX, and Section 504**

Mt. Abraham Union Middle/High School observes Title VI, Title IX, Section 504 and all Federal Regulations promulgated therein. Shannon Warden, Principal, is the employee designated to coordinate the efforts of MAUHS to comply with and carry out its responsibilities of said regulations.

**Notification of Asbestos Management Plan Availability**

The Asbestos Hazard Emergency Response Act (40 CFR 763.93 [g] [4]) requires that written notice be given that our schools have Management Plans for the safe control and maintenance of asbestos-containing materials found in their buildings. These Management Plans are available and accessible to the public at the MAUSD Superintendent's Office, 72 Munsill Ave, Bristol, 802-453-3657 and at the administrative offices of its member school districts including: Bristol, Monkton, New Haven, Starksboro and Mt. Abraham Union High School #28.