



2009–2010

Handbook

Christian Education in the Heart of the Green Mountains

Central Vermont Academy



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2009-10 Faculty

Robert N. Smith, III.....Principal/9-12 Teacher: English, Spanish
Sue Kingman.....K-2 Teacher/Bible, K-4
Kevin Wall.....3-8 Teacher/Social Studies, 9-12
Christin Bange.....9-12 Teacher: Bible, Spiritual Leadership, Fine Arts
Brian Barnhurst.....9-12 Teacher: Math, Science, P.E., Career Exploration/Math, 7-8
Diana Tunnell.....Vice Principal/9-12 Teacher: Math, Science

Constituent Churches

Barre-Montpelier Seventh-day Adventist Church
297 Vine Street-Berlin
Barre, Vermont 05641
802-476-8008

Randolph Seventh-day Adventist Church
Rt. 12A, Braintree
Randolph, Vermont 05060

Mission and Values

Mission

Central Vermont Academy exists to disciple well rounded young people to be missionaries of Christ's love.

CVA is a school family whose primary mission is to bring students into a personal and saving relationship with Jesus Christ. Students will come to understand the importance of Christ's second coming and share the good news with others. The secondary mission is the development of Christian character, like unto the Creator, experiencing the joy of respect and service to others.

Central Vermont Academy strives for the harmonious development of each student's spiritual, academic, physical, social, emotional, and creative abilities in a safe, nurturing, learning environment. This is accomplished through a quality, comprehensive program that includes: the integration of faith and learning, high academic standards, nature studies, outdoor education, career exploration, vocational training and artistic endeavors. This fosters an enduring foundation of a practical living faith in Jesus Christ while building excellence in deportment and achievement.

CVA seeks to fulfill the mission of Seventh-day Adventist Church by providing students with a uniquely Adventist experience and by partnering with our constituent churches to evangelize our community. Daily worship and weekly chapel periods provide opportunities for the school family to grow in our commitment to Christ.

Values

Central Vermont Academy attempts to emphasize the following values in all that we do. From students to faculty, these characteristics are lived out.

Spirituality

Excellence

Service

Compassion

Diligence

History, Accreditation and Philosophy

History

Dedication to Christian education has always been the first priority at the Barre-Montpelier Seventh-day Adventist Church.

In 1969, five acres of land were purchased on Vine Street in Berlin and construction of the school began. The original plan was to divide the building into two rooms, one for the school and the other as the church. The downstairs housed a full kitchen and a fellowship room. In 1970, classes began with fifteen students. Our school has been in continuous operation since then.

In 1999, Mr. Norman Bryant and Mr. Clyde Dailey left the school a wonderful gift to begin expanding the school into a full academy. These gentlemen had operated the Bryant-Dailey Hardware Store in Barre, Vermont, for over sixty years. Their vision was to expand the elementary program to include a high school where students would also experience opportunities in outdoor education and job apprenticing. Expansion of the envisioned program, now known as Central Vermont Academy, broke ground in May 2000.

In 2001, Central Vermont Junior Academy opened its doors with eight new students in grades 9 and 10. The following year, we added an APLE Home Study International Extension Program for grades 11 and 12. It was exciting to see the new high school program coming true! We offered a unique emphasis on outdoor education and nature studies. We also added career exploration by using local businesses and professionals to train and expose our students to various vocational trades and possible careers.

Presently, our school offers a grades K-12 program. On July 12, 2004, we received our senior academy status through the North American Division of Seventh-day Adventists. The facility includes two buildings, housing six classrooms, reception/office, kitchen, and full-size gymnasium.

Accreditation

Seventh-day Adventists operate the largest parochial school system in the world, for grades kindergarten through sixteen. In addition, they operate many universities, a highly reputed School of Medicine and Dentistry, and a number of hospitals around the world for training in nursing and technical skills.

Our school is affiliated with the Northern New England and the Atlantic Union Conferences of Seventh-day Adventists. The teachers in these conferences, both at the elementary and secondary levels, must meet requirements for certification, stipulated by the North American Division of Seventh-day Adventists. These schools are evaluated for accreditation purposes, as well as frequent visits by the local conference superintendent and staff.

Central Vermont Academy is accredited by the Accrediting Association of Seventh-day Adventists, a General Conference entity. We are also a member of the National Council for Private Schools and recognized as an independent school in the state of Vermont.

Philosophy

Our school provides a safe, Christ-centered setting, which gives every student the opportunity to develop spiritually, mentally, socially, and physically. We provide academic excellence that challenges each student to be all he or she can be. We carry out the commission of service to our church and community through work, fellowship, and the sharing of individual talents. Each student is unique and has immeasurable worth. We pray our students will learn to be anchored to Christ while waiting for His coming.

“Higher than the highest human thought can reach is God’s ideal for His children. Godliness – God-likeness – is the goal to be reached. Before the student there is opened a path of continual progress. He has an object to achieve, a standard to attain, that includes everything good, and pure, and noble.” Education, p. 18.

Policies and Information

I. Admissions Policy

Central Vermont Academy does not discriminate on the basis of sex, religion, race, color, and national or ethnic origin.

Attendance is a privilege. In order to safeguard Central Vermont Academy's academic and moral atmosphere, the school reserves the right to request the withdrawal of any student/family who do not contribute to the mission of the school.

With that in mind, all new students are on one month's probation.

Kindergarten entrance requirements: Students must be 5 by September 1 to be eligible for admittance.

First Grade entrance requirements: Students must be 6 by September 1 or have completed kindergarten in a public school or an accredited program to be eligible for admittance.

Ninth grade entrance requirements: Students must have satisfactorily completed the requirements for an elementary diploma to be considered eligible for admission to high school.

Admissions Procedures (New Students)

1. Request an application packet from the office.
2. Complete & submit the application, including report cards, health information, recommendations, etc.
3. Administration will set up an interview with the prospective family to determine how the student might fit into the mission of the school.
4. An evaluation of the student may be conducted to determine his/her progress and grade level placement.
5. Parents will speak to the treasurer to obtain financial clearance.
6. The application will be considered by the admissions committee.
7. Parents will be notified of acceptance status. Admission is not complete until all forms have been submitted, and the parents have been notified in writing of the acceptance status.

All new students must have a physical examination.

Applications for admission are reviewed and passed by the School Board.

Admissions Procedures (Returning Students)

Returning students are provided pre-registration packets in the spring, in advance of admissions in the fall. Returning students have priority for classroom space. Once the pre-registration time period has closed, registration is open to all students.

Students entering the 1st, 4th, 7th and 9th grades must have a physical examination prior to re-admittance.

Returning students are considered for re-admission in the late spring. Students must be financially cleared prior to re-admittance. Students not re-admitted will be notified in writing by June 30.

II. Attendance

School Hours:

Monday – Thursday: 8:00 A.M. - 3:00 P.M.

Friday: 8:00 A.M. - 12:00 P.M.

Morning: Students are to arrive on campus between 7:45 – 8:00 A.M. School begins at 8:00 A.M. If students arrive during this time period, they are to proceed directly to their classroom (K-8) or first period class (9-12). If for reasons unavoidable, students arrive prior to 7:45 A.M., they are to go directly to the multi-purpose room in the upstairs of the elementary building, where there will be a teacher on duty for supervision. At 7:45 A.M. those students will be sent to their classroom or first period class. Under no circumstances are students to arrive prior to 7:30 A.M., as no supervision will be provided.

Afternoon: Students are to leave the campus, unless part of an afternoon work program or supervised extra-curricular activity, within 15 minutes of dismissal (3:15 P.M., M-Th; 12:15 P.M., Fri). Students are to remain in their classroom or last period class until they are ready to leave the campus. If for unavoidable reasons, students are not able to leave by 3:15 P.M., they will be sent to the teacher's classroom who is on afternoon duty. This teacher is on

Policies and Information

supervision only until 3:30 P.M. Students can be picked up from that classroom. Under no circumstances are students to remain on campus after 3:30 P.M. unless in an approved activity, as no supervision will be provided.

Students benefit from regular attendance in classes. It is a fundamental requirement that all students be in school, be on time, and follow their assigned schedule. In addition, we are required by the state of Vermont to maintain careful attendance records. Parents must notify the school if their student is to be absent from all or part of the school day. Absences fall in two categories: excused and unexcused. If the absence is to be excused, a note will be expected on the first day back to school. If a note is not received by the second day back on campus, the absence will be considered unexcused.

Excused Absences: Excused absences are those that are verified by a parent, guardian, a physician, school nurse, or other school staff. They must fall into one of the following categories:

- Illness
- Medical or dental appointment
- Death or serious illness in the immediate family
- Pre-approved family trips (with one week prior written notice)
- Driver's examination

Unexcused Absences: Absences for any reason not listed above.

Tardiness: Tardiness to school may be excused if a note accompanies the student, within 24 hours giving a legitimate reason, which can be excused.

Students are only allowed to make up work missed due to an excused absence. If an assignment was due or a test was announced for the day of the absence, it is expected that the obligation will be met by the second day of return (or a teacher agreed to schedule). Generally speaking, a student will be allowed one school day for each day of excused absence to make up missed work. It is the student's responsibility to get all assignments and to make arrangements with the teachers to take make-up tests or quizzes.

Early Dismissal: Students should schedule appointments outside of the school day. However, students needing to leave school prior to the end of their regularly scheduled day must arrange this through the homeroom teacher (K-8) or office (9-12). A parent note or phone call is required.

Academics

III. Academics

Diploma Requirements: Eighth Grade

Students must have passing grades in Eighth grade in the following required areas or meet the objectives of a Modified Accommodation Plan or Individualized Education Plan:

- Bible
- Math
- Science
- Social Studies
- Language Arts
- Physical Education
- Keyboarding
- Fine Arts

Students who meet less than the requirement above may be issued a Certificate of Attendance, which is not an Eighth grade diploma.

Grades 1-8

The Central Vermont Academy curriculum in the K-8 program includes traditional subjects and a strong emphasis in our Bible program, which teaches Bible-based principles that support Creationism and the beliefs of the Seventh-day Adventist Church. We believe in outreach programs and implement community involvement throughout the school year.

Diploma Requirements: 9-12

General Diploma Credit Requirements: 22 credits and a 2.0 G.P.A.

4 Bible (or 1 per year at CVA)

4 English

4 History

3 Math

2 Science (with lab)

1 Computer/Business:

 Computer Applications

 Career Exploration

1/2 Health

2 Physical Education

1 Fine Art

1 1/2 Electives

Community Service (20 clock hours per year in attendance)

College Preparatory Requirements: 26 1/2 credits and a 2.5 G.P.A.

(In addition to General Diploma Requirements)

2 Foreign Language

1 Math

 Algebra I required

1 Science (with lab)

1 Computer/Business

 Computer Applications

 Career Exploration

1 Elective (instead of 1 1/2 Electives)

Academics

Recommended Courses

Freshman-Sophomore

Bible I/II
English I/II
Algebra I/Geometry
Earth Science (lab)/Biology (lab)
VT History-Geography/World History
Career Exploration
Physical Education/Health
Fine Art
Computer Applications
Electives
Community Service Hours

Junior-Senior

Bible III/IV
English III/IV
Algebra II/Advanced Math/General Math
U. S. History/Government
Chemistry (lab)/Physics/Introduction to Physics
Spanish I/II
Career Exploration
Physical Education
Fine Art
Electives
Community Service Hours

The high school program includes classes in all required areas. A variety of electives are also offered. Central Vermont Academy emphasizes the spiritual formation of our students through a variety of outreach activities. In addition, CVA runs a unique Friday program:

First Quarter Fridays: Electives. Students choose from a variety of electives offered each year.

Second & Fourth Quarter Fridays: Career Exploration. Students learn life skills and trades. They have the opportunity to be placed in local businesses, learning real world skills.

Third Quarter Fridays: Physical Education (ski program, grades K-12). Students enjoy the great Vermont winters participating in a ski program at Burke Mountain.

Course Descriptions: 9-12

English

English I—2 semesters, 1 credit

A basic study of grammar and vocabulary skills through the use of reading and composition. In literature, theme and genre are stressed, and the study includes short stories, poetry, drama and documents.

English II—2 semesters, 1 credit

A continuation of grammar skills with emphasis on written and oral communication. Literature studied has a world-wide focus with authors from various cultures, ethnic groups, and time periods.

Academics

English III—2 semesters, 1 credit

This course is designed to introduce great American creative writers. Poetry, short stories, dramas and prose are included. Students are given the opportunity to share their reactions in written and verbal form.

English IV—2 semesters, 1 credit

This course is designed to introduce great British creative writers. Poetry, short stories, dramas and prose are included. Students are given the opportunity to share their reactions in written and verbal form.

Fine Arts

Fine Arts

This course may change from year to year, providing students with opportunities for expression in a variety of fine art media: drawing, music, photography, art, graphic design, etc.

Foreign Language

Spanish I—2 semesters, 1 credit

An introductory course emphasizing understanding and speaking in simple phrases in everyday situations. Spanish grammar and vocabulary are taught.

Spanish II—2 semesters, 1 credit

Prerequisite: Spanish I

A continuation of Spanish I, with a broadening study of Spanish vocabulary, reading and composition. Emphasis is on conversation.

Health and Physical Education

Health— 1/2 credit

This course is designed to provide an understanding of basic health principles. Included are studies on grooming, physical fitness, nutrition, anatomy and physiology, alcohol and other substance abuse, first aid and emotional health. Biblical principles are emphasized.

Physical Education

A course designed to promote health and physical fitness with emphasis placed on activities which are valuable as means of recreation and maintaining physical fitness. One quarter of each year the course is conducted through the ski program. May be repeated.

Mathematics

Advanced Math—2 semesters, 1 credit

Prerequisite: C or better in both semesters of Algebra II

This course is designed as a continuation of the Algebra II curriculum. Topics to be addressed will include analysis and behavior of various functions, trigonometry, introduction to calculus concepts, and sections concerning probability and sequences. The TI-84 graphing calculator is required and will be used to reinforce topics covered in class.

Algebra I—2 semesters, 1 credit

Algebra I is a course designed to prepare students with the computational skills and knowledge of algebraic processes and operations necessary to solve problems in future mathematics or technical disciplines. This class covers topics such as solving equations in one variable, solving inequalities, exponents, factoring polynomials, graphing linear equations, solving systems of equations and systems of inequalities. Technology and manipulatives will be used as possible to enhance student learning.

Academics

Algebra II—2 semesters, 1 credit

Prerequisite: Algebra I

Algebra II is the third mathematics course in the college preparatory sequence. This course builds on problem solving, critical thinking and applications using algebra. Topics will include functions (linear, exponential, logarithmic and quadratic), systems of equations, factoring polynomials, and rational expressions. The TI-84 graphing calculator will be used to reinforce topics covered in class. Students can expect to work on individual and group projects throughout the year requiring oral and written deliverables and complete journal entries as assigned. Additionally, students will be expected to keep a well-organized notebook containing work from the entire course.

Consumer Math—2 semesters, 1 credit

This course is intended to provide math instruction through the application of topics that students will encounter in life outside of school. A selection of covered topics include, becoming a wise consumer, choosing a career, banking, borrowing, investing, taxes, and housing.

General Math—2 semesters, 1 credit

The purpose of general math is to establish a basic mathematical foundation for the student. Topics covered general include number systems, operations with fractions and decimals, working with word problems, problem solving strategies, basic algebra and geometry concepts.

Geometry—2 semesters, 1 credit

The goals of this geometry course are to understand geometric concepts, to make important connections between those concepts and their applications in the world and to be able to communicate those connections with others. Topics covered include the language of geometry, reasoning and proofs, circles and polygons, congruent and similar figures, area, surface area and volume, coordinate geometry, transformations, constructions, Pythagorean theorem and trigonometric functions. The use of technology and manipulatives as well as many hands-on explorations will be used to reinforce topics covered in class.

Religion

Bible I—2 semesters, 1 credit

This class will assist students in gaining an understanding of themselves by interpreting God's plan for family happiness and developing an ever stronger relationship with Jesus.

Bible II—2 semesters, 1 credit

This class gives opportunities to better understand the story of our church, its heritage, and its principles. The course covers the story of God's people from the Exodus and a study of the church in Corinth to these last days and the history of the Seventh-day Adventist Church.

Bible III—2 semesters, 1 credit

Students deepen their understanding of their relationship to God and His word. In specific, they will study four units: John, Hebrews, Daniel & Revelation and Worldviews.

Bible IV—2 semesters, 1 credit

This class is designed to prepare students for a deeper walk with God and to prepare them for more joyfully relationships in this life. In specific, they will study four units: Marriage & Family, Beliefs, Life Philosophy & Moral Issues and Romans.

Spiritual Leadership

A course composed of practical Christianity, opportunities for service in and around the community or mission trips and through contributions of service to the church and school.

Academics

Science

Biology—2 semesters, 1 credit

Biology is a science course with a purpose to develop skills necessary for scientific investigation and an understanding of the nature of life and the structure, function, and interrelations among living things. Students will gain understanding about the diversity of life, cell structure and energy and matter flow in organisms, human body systems, genetics and ecology among other topics. Skills developed in this course include development of experimental procedures, collection and analysis of data, and written and oral presentation. This course has a laboratory component.

Chemistry—2 semesters, 1 credit

Students taking this course will get a solid background in how the world around them works by studying the basics of matter and energy, atoms and molecules, acids and bases, and more. This course has a laboratory component. Specific learning goals include:

- To understand atomic structure and function
- To use the Periodic Table of Elements
- To know what happens when matter changes from one state to another
- To explore ionic and covalent bonding
- To understand chemical reactions
- To perform simple chemistry calculations
- To understand acids, bases, pHs, and gases
- To study Boyle's Law, Avogadro's Law and other key laws in chemistry

Earth Science—2 semesters, 1 credit

In this course the scientific concepts, rules and principles which are associated with planet Earth as well as other celestial bodies are studied. Major units of study include: astronomy, earth's landforms, earthquakes & volcanoes, geology, natural resources, and meteorology. This course has an additional laboratory component. Specific learning goals include:

- To use the scientific process of problem solving
- To understand the universe in relationship to the earth
- To understand forces which produce changing surface features
- To understand the principles and dynamics of weather and erosion
- To understand the importance of oceans and water to our planet
- To use the physical properties and chemical composition to classify rocks and minerals

Environmental Science

This class is focused on opening up "God's second book" of nature and learning about how to be good stewards of what He has given us. This class is a mixture of hands-on field or lab time, lecture, discussion, and structured time for research/work on class and field projects. Some of the subjects usually studied include weather interpretation, nature specimen identification, nature observation and awareness, hydroponics, soil compaction, electricity usage, and pollution.

Introduction to Physics—1 semester, _ credit

The course is intended to be a project-based survey of the fundamental concepts of physics including motion, forces, energy, work, and electricity.

Physics—2 semesters, 1 credit

Prerequisite: C or better in both semesters of Algebra II or permission of the instructor

In this course physics is studied as the study of energy in many forms. Topics will include motion, forces, energy, work, simple machines, and electricity among others. It is recommended that the student be enrolled in advanced math along with this course.

Academics

Social Studies

Geography/Vermont History—2 semesters, 1 credit

Students are introduced to important geographical facts, cities, states, countries, boundaries and other significant geographical concepts. Map usage and world map understanding is presented. Students also spend time learning about Vermont history.

World History—2 semesters, 1 credit

A survey of ancient, medieval and modern history directed toward understanding the backgrounds of current nations, present-day cultures and conditions, and the development of God's purposes for me.

U. S. History—2 semesters, 1 credit

This course considers the great ideas, themes and persons who have affected the lives of the citizens and impacted the United States. The class is taught from a chronological perspective that takes into consideration the laws of cause and effect.

Government—2 semesters, 1 credit

An in depth study of our system of government and how we, as citizens of this great nation, should relate to it.

Technology

Computer Applications

This course is designed to train students with job-entry level skills in computer word processing, spreadsheet, database and Power Point applications. Emphasis includes hands-on experiences in all office applications.

Grading Scale

K-2

Elementary grades K-2 use the following letter grades:

- E — Excellent
- S — Satisfactory
- N — Needs Improvement
- U — Unsatisfactory

3-8

Grades 3-8 use the following letter grades for core subjects (Bible, math, social studies, science and language arts): A, B, C, D and F. For non-core subjects, S (satisfactory) and U (unsatisfactory) are used.

9-12

Grades 9-12 use the following letter grades for all subjects: A, B, C, D and F.

Letter Grade Designations (Grades 3-12)

Grades 3-12 use the following scale to determine the appropriate letter grade earned:

98%-100%	A+
94%-97%	A
90%-93%	A-
88%-89%	B+
84%-87%	B
80%-83%	B-
78%-79%	C+
74%-77%	C
70%-73%	C-

Academics

68%-69%	D+
64%-67%	D
60%-63%	D-
0%-59%	F

Grade Point Average Calculations (G.P.A.)

The four-point system is used to determine the grade point average. It is as follows: A=4.0, A- =3.7, B+=3.3, B=3.0, B- =2.7, C+=2.3, C=2, C-=1.7, D+=1.3, D=1.0, D- =.7 and F=0.

Testing

The Iowa Test of Basic Skills (ITBS, norm-referenced achievement tests) are given each September to grades 3–8. The Test of Achievement and Proficiency (TAP, norm-referenced achievement tests) are given each September to grades 9-11. They are administered by the homeroom teacher or academy teacher, and the dates are listed on the annual school calendar. This gives our faculty and School Board, as well as our parents, the appropriate information regarding how well our students are testing compared to the national averages.

The Preliminary Scholastic Aptitude Test (PSAT) is given once a year in October. This test provides sophomores and juniors practice for taking the SAT. In addition, when the PSAT is taken in the junior year, the scores count toward National Merit Scholarship.

The Scholastic Aptitude Test (SAT, norm-referenced test) is given at various times during the year (on Sunday). Central Vermont Academy is an approved testing site for the SAT. These tests are administered by an official staff member, and fees are charged according to the battery requested. All juniors and seniors are encouraged to sit for the test. Please check the annual school calendar for the dates.

Awards

A student's concentrated participation in aspects of the school program is recognized through the awards program. Awards chapels are scheduled after each quarter. In addition, some awards are given at the end of the school year.

Attendance Award (K-12)

This award gives special acclaim to students who faithfully met or properly arranged for all their appointments during their enrollment at Central Vermont Academy.

Academic Awards (K-12)

These awards are given to students at Central Vermont Academy who have exhibited superior scholarship or significant academic improvement.

Caring Heart Award (Junior/Senior)

This award is sponsored and funded by the North American Division of Seventh-day Adventists. It is presented to a student (junior or senior) who has shown exceptional evidence of service to community and missions.

Presidential Physical Fitness Award (3-12)

The school participates in the Presidential Physical Fitness program conducted by the American Association of Health, Physical Education, and Recreation. Those scoring at or above the eighty-fifth percentile in five physical skill tests are awarded the Presidential Physical Fitness emblem and certificate.

The Faculty Award (Senior)

Through this award the faculty gives recognition to members of the senior class who have quietly and unobtrusively accepted and fulfilled substantive responsibility for aspects of the school program and for their personal lives.

Academics

The Central Vermont Academy Leadership Award (Upper Elementary – 12)

This award is presented to exemplary students who have taken the risk inherent in leadership and have generously given of themselves to enhance the quality of Central Vermont Academy life.

President's Award for Educational Excellence (Senior)

This award provides recognition for members of the senior class who have maintained a 3.5 grade point average and an ACT/SAT testing score of 80th percentile or higher.

Central Vermont Academy Four-Year Award (Senior)

The medallion is awarded to seniors whose enrollment at CVA has been full time and continuous throughout their high school experience.

Central Vermont Academy Eight/Nine-Year Award (Eighth Grade)

This award is given to eighth graders who have spent their entire eight/nine years of elementary school at CVA.

Literary Certificate (K-8)

This award is given to students who read 100 or more age-appropriate books during the school year.

Citizenship Certificate (K-8)

This award provides recognition to students who exemplify respect for God, self, others, the church, school, community and the environment.

Policies

IV. Dress Code/Uniforms

School Dress Code--Monday through Thursday

Elementary: Approved skirts, jumpers, pants, shorts, capris in khaki color, navy blue or plaid.
Short or long sleeved polo shirts with school logo in white, red or royal blue.
Approved green or black fleece with school logo.

Academy: Approved skirts, pants, shorts, capris in khaki color.
Short or long sleeved polo shirts in white, forest green or burgundy with school logo.
Approved green or black fleece with school logo.

Friday

CVA logo shirt: May use previously approved CVA t-shirts/polo/ sweatshirts/vests, etc. Must have CVA logo or screen print on it.

Pants: May wear jeans, khaki, corduroy or chino. NO holes, rips, tears, paint, or oversized pants.
NO camouflage, sweatpants, cargo pants or wind pants.

All students must wear shoes, boots or sandals at all times in school.

Miscellaneous

Clear polish only (fingers and toes).
Jewelry, or any representation of jewelry, is not permitted.
Hair color must be a natural color.
Makeup should not be excessive and attract undue attention.
Caps or hats may not be worn in the school buildings at any time.
Dark glasses are not to be worn in the school buildings.
Boys' hair, if over the collar, must be pulled back and secured.

The following steps will be taken with students who are not dressed according to the dress code policy.

1. Teacher will give a verbal warning and student may be asked to change.
2. Parents will be notified by second offense and student asked to change.
3. Parents may be asked to come and pick up the student or bring appropriate clothing by the third offense.
4. Additional, appropriate measures will be taken if the infraction is not corrected.

V. Medications

A. Statement of Purpose

The school board believes it is more desirable for medication to be given in the home. However, if under exceptional circumstances, a student is required to take medication during school hours, and the parent or guardian cannot be at school to administer the medication, only the school nurse, principal or the principal's designee will administer the medication in compliance with the regulations that follow.

B. Prescription Medications

The school shall assure in the administration of prescription medications that the following have been provided:

1. A container labeled with information from a physician detailing the name of the drug, dosage and time interval the medication is to be taken.

Policies

2. Written permission from the parent or guardian requesting the school comply with the physician's order.
A verbal confirmation may be made at the discretion of the principal.
3. A locked cabinet in the designated area for storage of medications.
4. Opportunities for communication with the student, parent, and physician regarding the efficacy of the medication administered during school hours.
5. The school retains the discretion to reject requests for administration of medicine.
6. Administration of medication shall be recorded in a log (indicating time and dosage) by school personnel administering the medication. The log shall note student's name, medication time, dosage, and initials of person administering the medicine.
7. The school retains the right to discard unused medication after two weeks.

C. Nonprescription Medications (including Tylenol)

The school shall assure in the administration of nonprescription medications that the following have been provided:

1. All nonprescription medications must be transported in the original container. Written permission from parent or guardian detailing the dosage, time to be administered, and the reason for giving the medication must be included.
2. Guidelines #4–7 for prescription medications will also apply for nonprescription medications.

VI. *Transportation*

Parents will plan for transportation for their student. In the event arrangements must be made other than those outlined on the school registration form, the teacher must be notified.

Student Drivers

Driving an automobile offers a level of freedom and, at the same time, carries a great deal of responsibility. We assume that a student with a license and a car has demonstrated to the state of Vermont and to his/her family that he/she can be trusted to follow the rules of the road and practice sound judgment.

Requirements for student drivers:

1. Insurance policy and copy of driver's license must be submitted to the office.
2. Students will leave vehicles as soon as they arrive on school grounds.
3. Students may return to their vehicle as they are ready to leave school grounds for the day.
4. Students will follow all traffic laws that apply on public roads. While on the school grounds, the speed limit is 10 mph.
5. Respect our neighbors by keeping the car radio volume low enough so the radio cannot be heard outside of the car.

Driving to school is a privilege, not a right. If a student is unable to follow the regulations guiding the use of a car on school property, his/her driving privileges may be revoked. Violations that do not endanger the lives of yourself or others will result in the loss of privileges as follows:

- 1st violation: 10 days
- 2nd violation: 30 days
- 3rd violation: 90 days or more

Violations that endanger the lives of yourself or others will result in a one calendar year loss of privileges.

Closed Campus

Central Vermont Academy operates as a closed campus, which means that students must remain on campus from the time they arrive in the morning until school is over for the day. Students who choose to leave campus without establishing a legitimate reason and without arranging parent and high school office permission will be subject to progressive disciplinary action, including suspension.

Policies

School Bus

Standards for Safety

1. Cooperation with all driver requests. The driver has the major responsibility for student safety. They must have cooperation from all passengers at all times.
2. Board the bus appropriately. Stay well away from the bus until it stops. Get on the bus in line without pushing or crowding the entrance.
3. Riders who do not comply with driver instructions or general bus decorum may lose their privilege of riding the bus.

VII. General Guidelines/Expectations

Guidelines/Expectations

1. Any student who damages school property, including textbooks, will be liable to disciplinary measures. Parents will be held responsible for replacement costs.
2. The school telephone may be used by the student only in case of emergency.
3. Parents will be expected to supply certain items for the student's use during the school year, such as paper, pencils, notebooks, etc. The teacher will furnish parents with a list at the time of registration of any additional items needed.
4. Students are to respect the Bible as the inspired word of God.
5. Students/families are to practice the principles of Christian morals, ethics, fair play and courtesy, and abstain from all forms of rough and disobedient behavior. Those associated with CVA must keep their language above reproach and refrain from the use of profanity and immoral conversation.
6. Students are to maintain a constructively cooperative attitude.

Student Discipline

These offenses, though not exhaustive, may result in disciplinary action of varying degrees:

1. Using profane language, indulging in lewd conduct or suggestion, possessing or displaying obscene literature or pictures.
2. Dishonesty, including theft, lying, or willful deception regarding violation of school policies, cheating on examinations, classwork, or any phase of school work or business.
3. Cell phones, radios, CDs, Walkman, TVs, Gameboys, electronics, etc., in the school or at school functions or trips.
4. Gum chewing in the school building, church, during school/church programs or on the grounds, because of potential damage to floor surfaces and furniture.
5. Tampering with fire alarms, extinguisher, or other safety equipment.
6. Making or possessing unlawfully made keys for the buildings or equipment.
7. Bringing to school any type of tobacco, alcohol, drugs, and any form of pornography will result in a suspension. This may also lead to being asked to withdrawal from school.

Weapons Policy: Weapons of any type are prohibited on school grounds. Possession of a weapon will result in an automatic suspension and possible withdrawal from school.

VIII. Miscellaneous

Progress Reports

Report cards are issued following the close of each quarter (see school calendar). Parent-teacher conferences will be scheduled at various times throughout the school year (see school calendar). However, the teachers welcome a discussion with the parents concerning their student's progress and needs at any time.

Policies

A large part of the school's success depends upon the cooperation of parents and teachers. If any questions or problems arise, please feel free to discuss them with the teacher.

Visitors

Visitors are welcome to observe the school program. Please visit with the principal in advance to make arrangements. All visitors should check in at the office in the academy building upon arrival.

Tuition Policy

It is the responsibility of families to meet their financial obligations to the school. Should issues arise that are unforeseen during the school year, families must make arrangements with the school treasurer.

If an account is not up to date, your student will not be allowed to sit for midterm or final exams (9-12), and the transcripts/diploma/report cards may be held at the school (K-12).

There is a Central Vermont Academy Worthy Student Fund. Worthy student money is given out at the discretion of the Finance Committee of the School Board, with first priority given to families with church membership in a constituent church. The Finance Committee requests a copy of the W-2 tax form from each family requesting assistance, as well as the Financial Aid Request form. All academy students receiving funds from the Worthy Student Fund are required to be part of the work program.

Grievance Procedure

A. Purpose

On occasion, problems can arise between parents and teachers. The following conciliation procedure based on Matthew 18 and I Corinthians 6 is suggested for resolving these problems.

It is understood that the objective of both parent and teacher is to resolve the problem on an informal basis first and then on a formal basis if such efforts do not succeed. The goal of the conciliation is to help strengthen the teacher's work in the school.

B. Procedures

Step One – The parent should first talk with the teacher involved and attempt to resolve the problem on an informal basis.

Step Two – If the problem is not resolved the parent then asks the school principal to help resolve the problem on an informal basis. (This step would be skipped if the teacher were also the principal.)

Step Three – If the problem is not resolved on the school level, the parent then contacts the school board chair who will attempt to resolve the problem on an informal basis.

Step Four – If the problem is still not resolved, the school board chair will convene a formal meeting of either the school board's executive/personnel committee or full school board depending on procedures adopted by the school board for such situations. When such a meeting takes place, the conference superintendent of schools must be informed of a potential problem.

Step Five – If the problem is not resolved by the school board, the parent then contacts the conference superintendent of schools and explains the problem in writing. The superintendent of schools attempts to resolve the problem by meeting with the parent, teacher, principal and school board chair.

Step Six – If the parent is not satisfied with the results of the preceding step, the matter should be referred to the conference K-12 administrative body or its duly appointed committee, which deals with such matters. Their decision shall be considered to be final.

Cancellation

When a change in schedule occurs, WDEV radio 550 AM, Channel 3 WCAX and Channel 5 WPTZ will broadcast our delayed starts or cancellation notices.

Policies

Insurance

Accident insurance is included in the registration fee. Coverage is for school time and/or school-sponsored field trips. This insurance provides secondary coverage, meaning it is used after the families' primary health insurance has processed the claim.

IX. 9-12 Organizations

Student Association of Central Vermont Academy

Constitution

Article I. Name

Section 1. The name of this organization shall be the Student Association of Central Vermont Academy, Barre, Vermont.

Article II. Purposes

Section 1. The purposes of this association shall be to develop belief and practice in Seventh-day Adventist Christian principles; promote the general welfare of our school, in order to create a greater sense of student responsibilities and cooperation, and in order to bring about the equality and justice to all pupils in the benefits and responsibilities of school life.

Article III. Power and Authority

Section 1. All powers of the Student Association are delegated to it by the school administration. The principal has the right to veto any act of the Association or to revoke any of the powers held by them. The representatives shall report the actions of the Student Association to their respective classes at least once per quarter.

Article IV. Membership and Organization

Section 1. All students in good standing in the academy student body, and all faculty members, may be members of the Student Association.

Section 2. The election of class representatives to the Association shall take place during the month of May.

Section 3. Vacancies among class representatives shall be filled by a special class election.

Article V. Qualifications for Officers

Section 1. Any student with satisfactory citizenship and academic records is eligible for election to the Student Association.

Section 2. A student must be a senior or a junior during the term of office to be eligible for election as president of the Association. A student must be a senior, junior, or sophomore during the term of office to be eligible for election as any other officer of the Association. The student must maintain at least an average scholastic standing.

Section 3. Any officer or class representative may be removed from his/her position for failure to attend meetings, failure to represent his/her group properly and fairly, failure to carry out his/her duties, for an unsatisfactory citizenship or academic record, or for any other actions which are detrimental to the welfare of the school. A student may be removed from his office or from the Association by the principal.

Article VI. Officers

Section 1. The officers of this Association shall be President, Vice-President for Social Activities, Vice-President for Religious Activities and Secretary/Treasurer.

Section 2. Nomination and election of officers

a. Nominations will be made by the student body.

b. The student body will vote by ballots for the offices.

c. The voted officers will be announced by the Principal/Vice-principal at a school wide assembly.

National Honor Society

The purpose of this organization is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character. NHS is under the sponsorship and supervision of the National Association of Secondary School Principals.

Policies

Membership in the local chapter is an honor bestowed upon a student. Selection for membership is determined by faculty council based on outstanding scholarship (grade point average of 3.25 or above), character, leadership, and service. Once selected, members have the responsibility to continue to demonstrate these qualities. Candidates become members when inducted at a special ceremony.

X. 9-12 Event Policies

Banquets

1. Seniors are permitted to drive a vehicle, including one guest (with signed permission slip), directly to/from banquet.
2. All students in grades 9 through 12 are able to invite a guest that is an alumnus of the CVA or a student presently in grades 9-12. Guests are required to meet the dress code outlined below.
3. No elementary students are permitted.

Dress Code for Formal Banquets

Men

1. Dress pants
2. Dress jacket
3. Dress shirt
4. Dress socks and shoes
5. Tie or bowtie

Women

1. Dresses must be to top of the knee or longer when standing up
2. No open back
3. No spandex or leather
4. No strapless or spaghetti strap tops
5. Dress or top must have at least a sleeve
6. On a two piece outfit, no stomach or skin showing in the middle
7. No slit higher than the knee cap
8. No jewelry. No obvious makeup. Clear polish only.

Dress Code Violations

1. No admission to banquet.
2. Loss of funds paid for banquet.

XI. Athletics

Mission Statement

The mission of the athletic program is to provide a setting in which students can experience the joy of movement through the medium of sport in a Seventh-day Adventist, Christ-centered environment as they engage in activities that promote the development of the whole person physically, mentally, spiritually, emotionally, and socially.

Philosophy and Goals

1. To manifest a Christ-like attitude and respect for all people.
2. To teach conditioning, training, and basic skills.
3. To foster school spirit and team work.

Policies

4. To understand the basic rules of the game exhibited by following the basic principles of limited body contact, fouls and penalties, self-control, and respect for all authority.
5. To participate in all practices and rotate into the working game during scrimmages and tournaments.
6. Priority is self-control and Christ-like attitude--not winning.

Violations of any of these basic goals and principles may forfeit one's participation in the program.

Although these guidelines focus on athletic programs, the institution must maintain an appropriate balance among academics, the instructional aspects of physical education, recreational opportunities, and athletics.

Our first duty to God and to others is to develop ourselves for greater service to humanity. In order to accomplish the greatest good, we should cultivate as perfectly as possible each of the abilities that the Creator has given us. Religion and sport are not two separate entities; they are one. We should weave Biblical principles into all we say and do. We must cooperate with God in our acts of play as well as in our acts of Christian work. A Christian athlete should be a better-behaved athlete for being Christian. While Christians do not necessarily perform better or win more games, they are motivated by different principles and approach activities differently. A Christian should be truer to the spirit of sport and to the fulfilling of its essence.

The Christian spectator should also be better. Christians should be different from typical fans. They should relate to opponents and officials in the same way they would wish to be treated.

Christian institutions include sport to help their graduates participate better in the culture of their society while honoring God. The key to a successful athletic program is Christ-centered, competent leadership. We must have leaders who emphasize the thrill of participation and the challenge of doing one's best. We should be known for our outstanding sportsmanship and should display Christian principles in our play. Our schools, players, and spectators must learn that sport is not an activity in which we suspend Christian values, but one that is transformed by such values.

Teacher-Coaches

The success of the entire athletic program hinges on the proper selection of qualified, dedicated, and committed teacher-coaches. Above all else, the teacher-coach must be a person who values and supports the philosophy of the organization that will mold young athletes into players who emulate Christ on and off the court or field. Coaches must teach players by both word and example and must convince them that the philosophy of winning at all cost or by sacrificing principle is not honorable or desirable.

XII. Harassment

A. Purposes

The **Northern New England Conference** ("District/Independent School") 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. This policy addresses incident(s) and/or conduct that occur on school property, on a school bus or at a school-sponsored activity, or incident(s) and/or conduct that does not occur on school property, on a school bus or at a school-sponsored activity but where direct harm to the welfare of the school can be demonstrated.

Harassment is a form of unlawful discrimination that will not be tolerated. It is the policy of the Northern New England Conference to prohibit the unlawful harassment of students based on race, creed, color, national origin, marital status, disability, sex, sexual orientation, and gender identity, to the extent required by law. **The school expects the moral behavior of administrators, teachers, staff members, and students to be reflective of the tenets of the Seventh-day Adventist Church including: the Bible, the writings of E.G. White, and other sources compatible to the tenets of the Seventh-day Adventist Church.** In addition, retaliation is a form of unlawful discrimination that will not be tolerated. Consistent with these purposes, annually,¹ each school shall select two or more designated employees to receive complaints and shall publicize their availability in any publication of the District/Independent School that sets forth the comprehensive rules, procedures, and standards of conduct for the school.²

Policies

It is the intent of the District/Independent School 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 harassment policy is to prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that is likely to substantially disrupt the educational learning process and/or access to educational resources, or create a hostile learning environment.

The District/Independent School shall promptly and effectively address all complaints of harassment in accordance with the procedures established by this policy. In cases where harassment is substantiated, the school shall take prompt and appropriate remedial action reasonably calculated to stop the harassment. Such action may include a wide range of responses from education to serious discipline. Such serious discipline may include termination for employees and, for students, expulsion or removal from school property. Nothing herein shall be construed to prohibit punishment of a person for conduct which, although it does not rise to the level of harassment as defined herein, otherwise violates one or more of the school's other disciplinary policies or codes of conduct.

B. Definitions

1. "Harassment" means an incident or incidents of verbal, written, visual, or physical conduct based on or motivated by a student's or a student's family member's actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation, or gender identity³ that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student's educational performance or access to school resources or creating an objectively intimidating, hostile, or offensive environment.

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

(1) Sexual harassment,⁴ which means conduct that includes unwelcome sexual advances, requests for sexual favors and other verbal, written, visual or physical conduct of a sexual nature 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

(2) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.

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

2. "Complaint" means an oral or written report 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 harassment.

3. "Complainant" means a student who has filed an oral or written complaint with a school employee or a student who is the target of alleged harassment in a report made by another person.

4. "Designated employee" means an employee who has been designated by the school to receive complaints of harassment pursuant to subdivision 16 V.S.A. §565(c)(1).

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5. “Employee” includes any person employed directly by or retained through a contract with the District/Independent School, an agent of the school, a school board member/member of the board of trustees, a student teacher, an intern or a school volunteer. For purposes of this policy, “agent of the school” includes supervisory union staff.

6. “Notice” means a written complaint or oral information that harassment may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the harassment, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred.⁵

7. “Retaliation” is any adverse action by any person against a person who has filed a complaint of harassment 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.

8. “School administrator” means a superintendent, principal/head of school/technical center director or his/her designee.

C. Reporting Student Harassment

1. Student reporting: Any student who believes that s/he has been harassed under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes might constitute harassment, should promptly report the conduct to a designated employee or any other school employee.

2. School employee reporting: Any school employee who witnesses conduct that s/he reasonably believes might constitute harassment shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee. Any school employee who overhears or directly receives information about conduct that might constitute harassment shall immediately report the information to a designated employee. If one of the designated employees is the person alleged to be engaged in the conduct complained of, the complaint shall be immediately filed with the other designated employee or the school administrator.

3. Other reporting: Any other person who witnesses conduct that s/he reasonably believes might constitute student harassment under this policy should promptly report the conduct to a designated employee.

4. Documentation of the report: If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a harassment complaint form, including the time, place, and nature of the alleged conduct, and the identity of the complainant, alleged perpetrator, and any witnesses.

5. False Complaint: Any person who knowingly makes a false accusation regarding harassment may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of harassment when the person has a good faith belief that harassment occurred or is occurring.

D. Procedures Following a Report

1. Notification:⁶ Upon receipt of a complaint of harassment the designated employee shall immediately inform the school administrator of the complaint. In addition, the designated employee shall immediately provide a copy of this harassment policy to the complainant and accused individual. If either the complainant or the accused individual is under the age of 18, his or her parent(s) or guardian(s) shall be: 1.) promptly notified that a complaint of harassment has been filed and provided with a copy of this policy; 2.) notified if an alternative dispute resolution method will be offered and, if it occurs, of the outcome of any such attempt; and 3.) notified in writing of the results of the complaint investigation. All notification letters shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. A school

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administrator may seek waiver of confidentiality rights of the accused in order to inform the complainant of any disciplinary action taken in cases where the school determined that harassment or other misconduct occurred.

2. Investigation:⁷ Unless special circumstances are present and documented, such as reports to the Department for Children and Families (“DCF”) or the police, the school administrator shall, no later than one school day after the filing of a complaint with a designated employee, initiate or cause to be initiated, an investigation of the allegations. The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning him/herself or a designated employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation.

No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the school administrator. The report shall include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes harassment. When the initial determination concludes that an accused student has engaged in harassment, the school administrator shall use his or her discretion to decide the appropriate disciplinary and/or remedial action. In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies.

All levels of internal review⁸ of the investigator’s initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the District/Independent School, be completed within 30 calendar days after the review is requested.

3. Action on a substantiated complaint: If, after investigation, the school finds that the alleged conduct occurred and that it constitutes harassment, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the harassment and prevent any recurrence of harassment. Such action may include warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee.

4. Alternative dispute resolution:⁹ At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints. The following should be considered before pursuing alternative dispute resolution methods: (1) the nature of the accusations, (2) the age of the complainant and the accused individual, (3) the agreement of the complainant, and (4) other relevant factors such as any disability of the target or accused individual, safety issues, the relationship between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual. If an alternative dispute resolution is either not appropriate or is unsuccessful, the school administrator shall initiate or cause to be initiated an investigation of the allegations in accordance with the timelines established in this policy.

5. Appeal: A person determined to be in violation of this policy and subjected to disciplinary action under it may appeal the determination and/or the disciplinary action(s) taken in the same manner as other disciplinary actions, in accordance with the District’s/Independent School’s discipline policy, applicable statutes, or collective bargaining agreements.

6. Independent Review:¹⁰ A complainant may request an independent review if s/he: 1.) believes that the school did not correctly analyze the complaint and failed to conduct an investigation of the incident because the school believed the alleged conduct did not constitute possible harassment, 2.) is dissatisfied with the final determination following an investigation as to whether harassment occurred, or 3.) believes that although a final determination was made that harassment occurred, the school’s response was inadequate to correct the problem. The complainant shall make such a request in writing to the superintendent of schools/head of school. Upon such request, the superintendent/head of school shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 565(f), and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school’s investigation. Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing: 1.) as to the sufficiency of the school’s investigation, its determination,

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and/or the steps taken by the school to correct any harassment found to have occurred, and 2.) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Commissioner. The reviewer shall advise the student of other remedies¹¹ that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the District/Independent School. The District/Independent School may request an independent review at any stage of the process.

7. Retaliation: It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated.

E. Confidentiality and Record Keeping

1. The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the District's/Independent School's obligations to investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.

2. The Superintendent or school administrator shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the District/Independent School in a confidential file accessible only to authorized persons. All investigation records, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept for at least six years after the investigation is completed.

F. Reporting to Other Agencies

When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. §4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. §6901 et seq.

If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under the State Board of Education Rules for licensing action, the principal shall report the alleged conduct to the Superintendent and the Superintendent shall report the alleged conduct to the Commissioner. If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under the State Board of Education rules for licensing action, the head of school is encouraged to report the alleged conduct to the Commissioner.

Nothing in this policy shall preclude anyone from reporting any incidents and/or conduct that may be considered a criminal act to law enforcement officials.

G. Dissemination of Information, Training, and Data Reporting

1. Dissemination of Information.¹² Annually, prior to the commencement of curricular and co-curricular activities, the District/Independent School shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and employees. Notice to students shall be in age-appropriate language and include examples of harassment. At a minimum, this notice shall appear in any publication of the District/Independent School that sets forth the comprehensive rules, procedures and standards of conduct for the District/Independent School.

2. Training.¹³ The school administrator shall use her/his discretion in developing age-appropriate methods of discussing the meaning and substance of this policy with students to help prevent harassment. The school administrator shall implement training for school staff within the context of professional development to enable staff to recognize, prevent and respond to harassment.

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3. Data Gathering. Public school districts shall provide the Vermont Department of Education with data requested by the Commissioner.

H. Alternative Complaint Process

In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission
14-16 Baldwin Street
Montpelier, VT 05633-6301
(800) 416-2010 or (802) 828-2480 (voice)
(877) 294-9200 (tty)
(802) 828-2481 (fax)
Email: human.rights@state.vt.us

Office for Civil Rights, Boston Office
U.S. Department of Education
33 Arch Street, Suite 900
Boston, MA 02110-1491
(617) 289-0111 (voice)
(877) 521-2172 (tdd)
(617) 289-0150 (fax)
Email: OCR.Boston@ed.gov

Legal References:

Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 et seq.;
Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d;
Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§1681 et seq.;
Family Education Rights Privacy Act; 20 U.S.C. 1232g;
Public Accommodations, 9 V.S.A. §§4500 et seq. ;
Education, Classifications and Definitions, 16 V.S.A. §11a (26);
Education, Harassment, Notice and Response, 16 V.S.A. §14;
Education, 16 V.S.A. §140(a)(1);
Education, 16 V.S.A. §166(e);
Education, Harassment and Hazing Prevention Policy, 16 V.S.A. §565;
Education, Discipline, 16 V.S.A. §1161a;
Education, Suspension or Expulsion of Pupils, 16 V.S.A. §1162;
Child Abuse, 33 V.S.A. §§4911 et seq.;
Adult Protective Services, 33 V.S.A. §6901 et seq., all as they may be amended from time to time.

Washington v. Pierce, 179 VT 318 (2005)

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APPENDIX A

Designated Employees

The following employees of the **Northern New England Conference Vermont Schools** have been designated by the District/Independent School to receive harassment complaints pursuant to this policy and 16 V.S.A. §565(c)(1):

Name: Merlin Knowles
Title: Executive Secretary
Contact information: 207-797-3760 Telephone
207-797-2851 Fax

Name: Trudy Wright
Title: Superintendent of Education
Contact information: 207-797-3760 Telephone
207-797-2851 Fax

¹ See 16 V.S.A. §565(c)(1).

² See Appendix A.

³ Effective July 1, 2007, 1 V.S.A. §144 defines “gender identity” as “an individual’s actual or perceived gender identity, or gender-related characteristics intrinsically related to an individual’s gender or gender-identity, regardless of the individual’s assigned sex at birth.”

⁴ This statutory definition of sexual harassment describes only the “quid pro quo” form of sexual harassment that can occur between an adult and student. However, sexual harassment may also include student to student conduct as well as conduct that creates a hostile environment.

⁵ See 16 V.S.A. §14(c)(3).

⁶ See 16 V.S.A. §14(a).

⁷ See 16 V.S.A. §565(b)(1)(E).

⁸ An “internal review” is any procedure provided by the school through policy or practice and is not the same as an “independent review” as described below.

⁹ See 16 V.S.A. §565(b)(1)(C).

¹⁰ See 16 V.S.A. §565(f).

¹¹ Such as those identified in Section H of this policy.

¹² See 16 V.S.A. §565(d).

¹³ See 16 V.S.A. §565(d).

All decisions of the School Board, throughout the year, carry the same weight as those printed in this Handbook.

