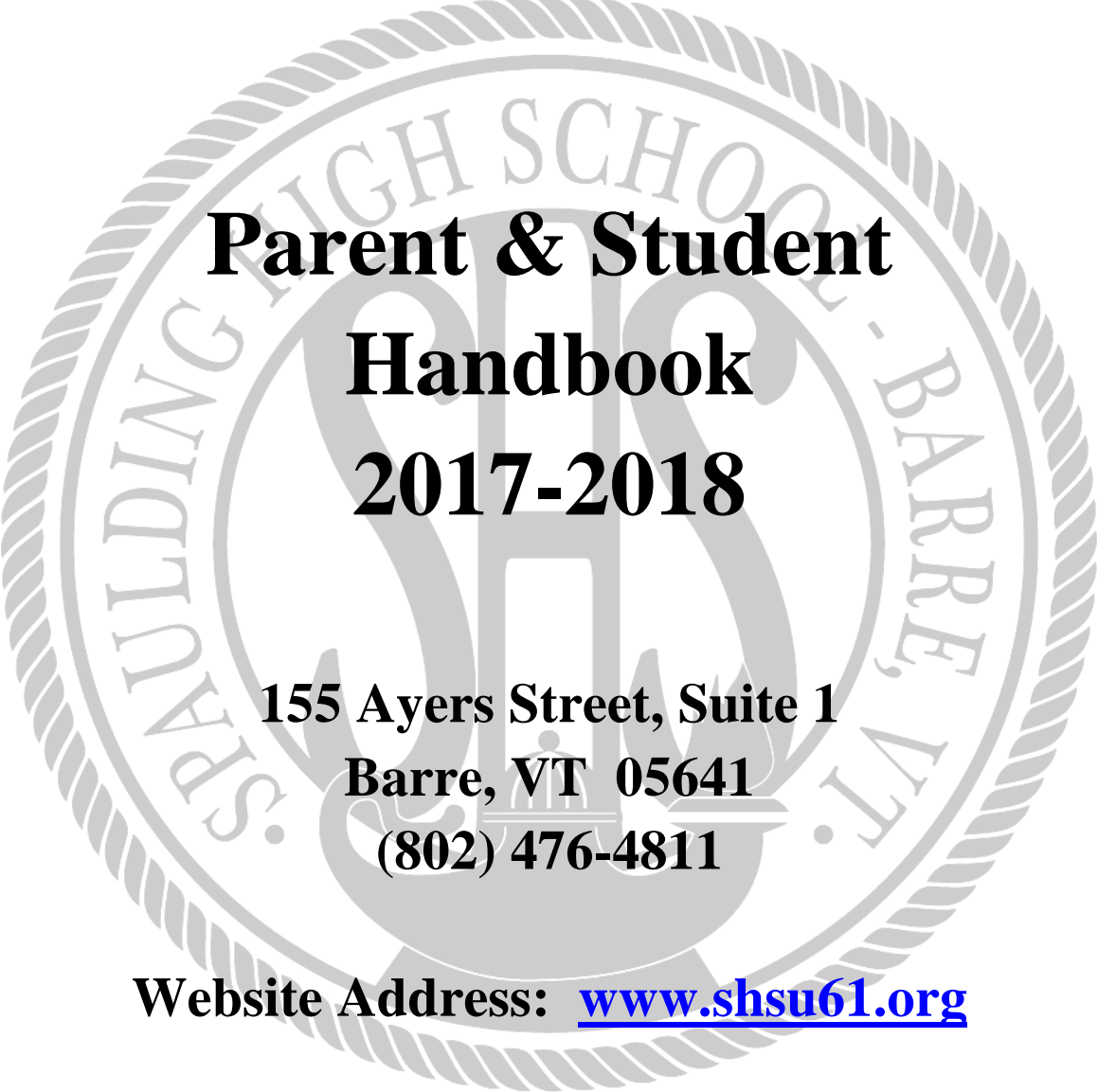


# Spaulding High School

**Doing whatever it takes to  
ensure success for every child.**

The seal of Spaulding High School is a circular emblem with a rope-like border. Inside the border, the words "SPAULDING HIGH SCHOOL" are written in an arc at the top, and "BARRE, VT." is written in an arc at the bottom. In the center of the seal is a shield with a crown on top and a book at the base.

## **Parent & Student Handbook 2017-2018**

**155 Ayers Street, Suite 1  
Barre, VT 05641  
(802) 476-4811**

**Website Address: [www.shsu61.org](http://www.shsu61.org)**

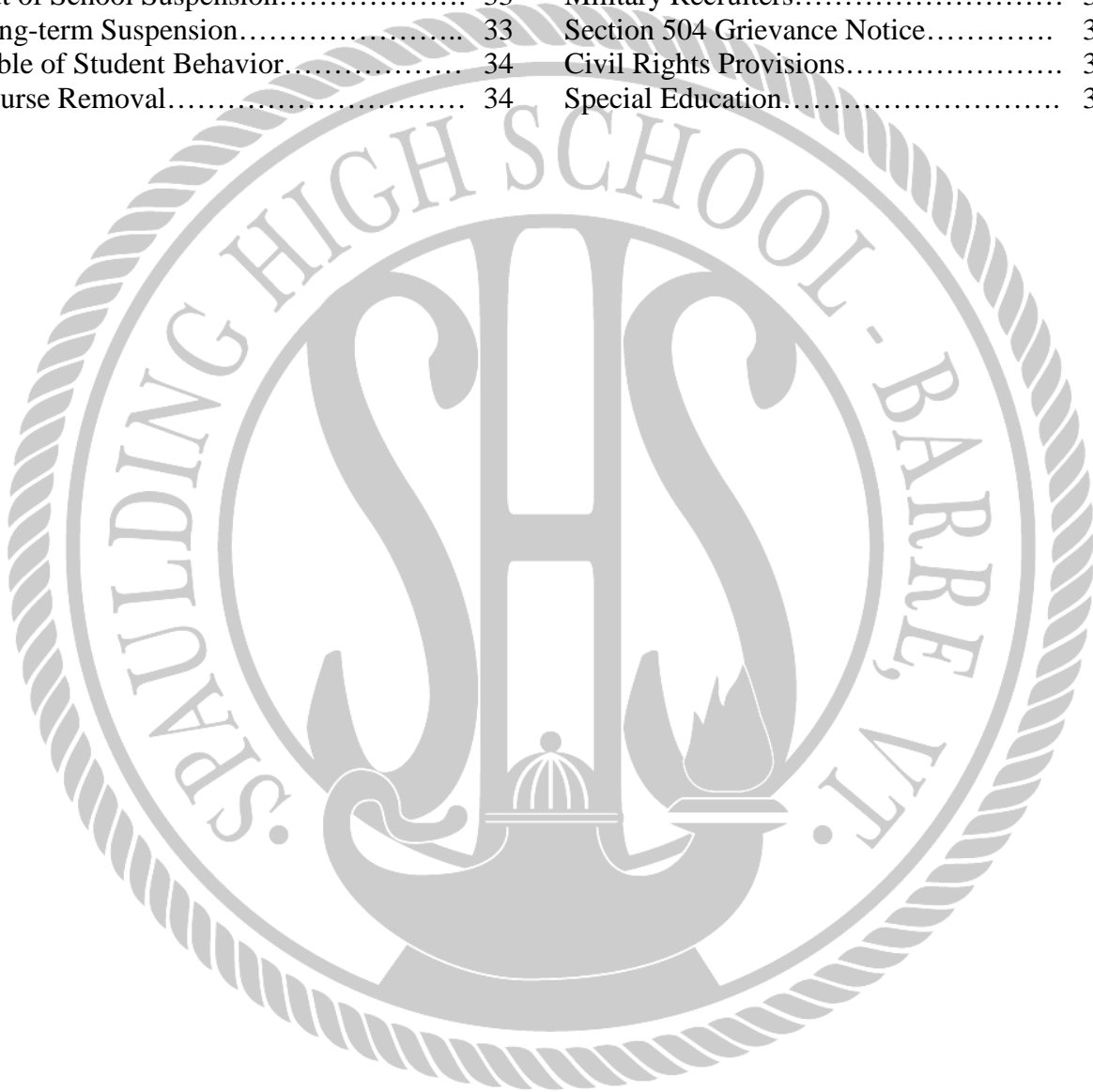
Last update: 8/1/17

All students are responsible for knowing and abiding by the regulations in this handbook which has been approved by the Spaulding Union High School District #61 Board of School directors. Future revisions to this handbook may be made at any time, and will be indicated by highlighted typeface. The administration of Spaulding High School, the Barre Supervisory District, and the Spaulding High School Board of School directors reserve the right to make individual decisions for unique situations which are not explicitly covered in this handbook.

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## **Spaulding High School Core Values, Beliefs, and Learning Expectations**

**The Spaulding High School community's mission is to provide a safe, supportive, and motivating environment to promote the best current methods of teaching and learning.**

We value education and offer it in a variety of ways to meet the needs of all students, enabling them to become respectful, responsible, knowledgeable, confident, healthy, and ethical global citizens. We are committed to providing all students with the support necessary to achieve these goals and expectations.

### **We hold the following beliefs about learning:**

1. Students learn best by doing research, asking questions, using primary resources, and applying logic for a practical purpose.
2. Initiative, persistence, and effort, mixed with independent and collaborative work, promote meaningful learning.
3. Timely and meaningful feedback and assessment, between teachers and students, during and at the conclusion of units, ensures continuous learning and improvement.
4. Course options, varied teaching methods, and active classes engage students and address multiple learning styles.
5. Up-to-date school resources contribute to effective teaching and learning.
6. Success is fostered by guidance in developing clear goals for life after high school. Practical skills are essential for independent and productive living.
7. SHS leaders model our values by being fair, firm, and consistent, while performing within the highest standards.
8. Learning occurs best in an environment of order, equality, respect, and inspiration.

### **Learning expectations:**

1. Students will communicate effectively and creatively using oral and written languages, as well as a variety of media.
2. Students will have a plan for life after high school and will be encouraged to pursue their interests and passions.
3. Students will have access to and learn to use technology effectively and appropriately.
4. Students will meet current state curriculum standards in English, mathematics, science, humanities, history, the arts, physical education, and health.
5. Students will apply a variety of problem solving strategies demonstrating critical, reflective, and creative thinking.
6. Students will exhibit leadership, collaboration, flexibility, and empathy in school activities.
7. Students will understand and practice their rights and responsibilities as citizens and will participate in the democratic process and community service.
8. Students will work to improve the school, the natural environment, and the global community.
9. Students will develop healthy lifestyles, and treat themselves and all others with dignity and respect at all times.

**Spaulding High School Contacts**  
 155 Ayers Street - Barre, Vermont 05641  
 Phone (802) 476-4811 - FAX (802) 479-4535  
 Website Address: [www.shsu61.org](http://www.shsu61.org)

The best method to contact teachers, staff, and administrators is via email. All email addresses are followed by the ending of @u61.net. If you need to leave a voice message for teachers, please call 476-4811 and dial "0" for the operator. Further information is posted on the school website, [www.shsu61.org](http://www.shsu61.org).

**ADMINISTRATION**

<u>Title</u>	<u>Name</u>	<u>E-mail</u>
Principal	Waterhouse, Brenda	<a href="mailto:bwateshs@u61.net">bwateshs@u61.net</a>
Assistant Principal	Aither, Luke	<a href="mailto:laithshs@u61.net">laithshs@u61.net</a>
Assistant Principal	Ferland, Jim	<a href="mailto:jferlshs@u61.net">jferlshs@u61.net</a>
Director of Athletics & Activities	Merriam, Pat	<a href="mailto:pmerrshs@u61.net">pmerrshs@u61.net</a>

**DEPARTMENT CHAIRS**

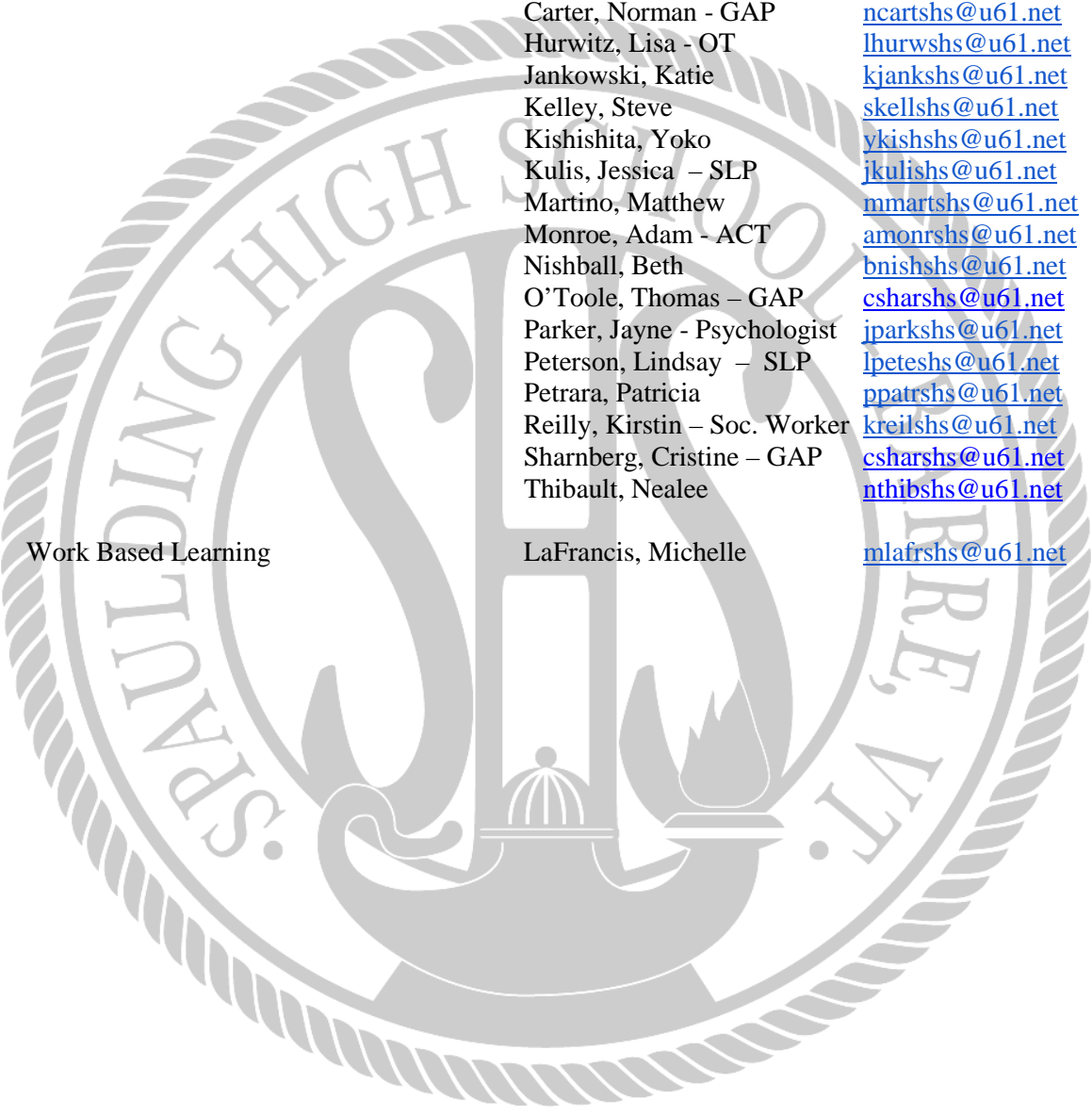
<u>Department</u>	<u>Name</u>	<u>E-mail</u>
Art; FAC; Health Services; Music; PE	Carpenter, Jesse	<a href="mailto:jcarpshs@u61.net">jcarpshs@u61.net</a>
Driver's Education; Mathematics	Carter, Erin	<a href="mailto:ecartshs@u61.net">ecartshs@u61.net</a>
English	Brennan, Sue	<a href="mailto:sbrenshs@u61.net">sbrenshs@u61.net</a>
Guidance	Hoffman, Ry	<a href="mailto:rhoffshs@u61.net">rhoffshs@u61.net</a>
Learning Services	McMahon, Don	<a href="mailto:dmcmahsu@u61.net">dmcmahsu@u61.net</a>
Library; JROTC; Social Studies; WBL	Lewis, John	<a href="mailto:jlewishs@u61.net">jlewishs@u61.net</a>
Science	Mishkit, Sam	<a href="mailto:smishshs@u61.net">smishshs@u61.net</a>
World Languages; ELL; Business	Buzzi, David	<a href="mailto:dbuzzshs@u61.net">dbuzzshs@u61.net</a>

**FACULTY**

<u>Department</u>	<u>Name</u>	<u>E-mail</u>
Business Education	Wetzel, Sandra	<a href="mailto:swetzshs@u61.net">swetzshs@u61.net</a>
Driver Education	Scott, William	<a href="mailto:wscotshs@u61.net">wscotshs@u61.net</a>
English	Bryant, Catie	<a href="mailto:cbryashs@u61.net">cbryashs@u61.net</a>
	Dewey, Brandi	<a href="mailto:bdeweshs@u61.net">bdeweshs@u61.net</a>
	Leene, Pat	<a href="mailto:pleenshs@u61.net">pleenshs@u61.net</a>
	Ritzo, Marie	<a href="mailto:mritzshs@u61.net">mritzshs@u61.net</a>
	Saldi, Angie	<a href="mailto:asaldshs@u61.net">asaldshs@u61.net</a>
	Tosi, Alicia	<a href="mailto:atosishs@u61.net">atosishs@u61.net</a>
	Violette, Mya	<a href="mailto:mviolshs@u61.net">mviolshs@u61.net</a>
	Wigren, Elizabeth	<a href="mailto:ewigrshs@u61.net">ewigrshs@u61.net</a>
ELL/EST/Proficiency Support	Benoit, Olga	<a href="mailto:obenoshs@u61.net">obenoshs@u61.net</a>
Family & Consumer Sciences	Chap, Sarah	<a href="mailto:schapshs@u61.net">schapshs@u61.net</a>

<b><u>Department</u></b>	<b><u>Name</u></b>	<b><u>E-mail</u></b>
Fine & Performing Arts	Booth, Bobby - Music	<a href="mailto:rbootshs@u61.net">rbootshs@u61.net</a>
	Eaton, Brendan - Art	<a href="mailto:breatoshs@u61.net">breatoshs@u61.net</a>
	Elgood, Rebecca - Music	<a href="mailto:relgoshs@u61.net">relgoshs@u61.net</a>
	Reardon, Mary - Art	<a href="mailto:mareashs@u61.net">mareashs@u61.net</a>
Guidance	Berryman, Laurie	<a href="mailto:lberrshs@u61.net">lberrshs@u61.net</a>
	Chickering, Sue	<a href="mailto:schicshs@u61.net">schicshs@u61.net</a>
	Graham, Emily	<a href="mailto:egrahshs@u61.net">egrahshs@u61.net</a>
	Portelance, Peggy	<a href="mailto:pportshs@u61.net">pportshs@u61.net</a>
JROTC	Boone, Danny	<a href="mailto:dboonshs@u61.net">dboonshs@u61.net</a>
	Singer, Donald	<a href="mailto:dsingshs@u61.net">dsingshs@u61.net</a>
Library Media Services	Smith, Christine	<a href="mailto:csmitshs@u61.net">csmitshs@u61.net</a>
Mathematics	Brizzolara, Danielle	<a href="mailto:dbrizshs@u61.net">dbrizshs@u61.net</a>
	Chambers, Schuyler	<a href="mailto:schamshs@u61.net">schamshs@u61.net</a>
	Coleman, Elisha	<a href="mailto:ecoleshs@u61.net">ecoleshs@u61.net</a>
	Dunlea, Ryan	<a href="mailto:rdunlshs@u61.net">rdunlshs@u61.net</a>
	Gaudreau, Mary	<a href="mailto:mgaudshs@u61.net">mgaudshs@u61.net</a>
	Moore, Ben	<a href="mailto:bmoorshs@u61.net">bmoorshs@u61.net</a>
	Moran, Chris	<a href="mailto:cmorashs@u61.net">cmorashs@u61.net</a>
Willard, Jesse	<a href="mailto:jwillshs@u61.net">jwillshs@u61.net</a>	
Nurse	Gardner, Kathy, RN	<a href="mailto:kgardshs@u61.net">kgardshs@u61.net</a>
	Noyes, Lola, RN	<a href="mailto:lnoyeshs@u61.net">lnoyeshs@u61.net</a>
Phoenix Program	Bessette, Bradley	<a href="mailto:bbessshs@u61.net">bbessshs@u61.net</a>
	Franks, Catherine	<a href="mailto:cfranshs@u61.net">cfranshs@u61.net</a>
Physical Education	Ball, David	<a href="mailto:dballshs@u61.net">dballshs@u61.net</a>
	Ross, Nick	<a href="mailto:nrossshs@u61.net">nrossshs@u61.net</a>
Science	Crawford-Stempel, Colin	<a href="mailto:ccrawshs@u61.net">ccrawshs@u61.net</a>
	Fredette, Lisa	<a href="mailto:lfredshs@u61.net">lfredshs@u61.net</a>
	Fredriksen, Guin	<a href="mailto:gfredshs@u61.net">gfredshs@u61.net</a>
	Fritjofson, Ken	<a href="mailto:kfritshs@u61.net">kfritshs@u61.net</a>
	McSweeney, Tom	<a href="mailto:tmcswshs@u61.net">tmcswshs@u61.net</a>
	Wood, Chris - GAP	<a href="mailto:cwoodshs@u61.net">cwoodshs@u61.net</a>
Social Studies	Buck, Lauren	<a href="mailto:lbuckshs@u61.net">lbuckshs@u61.net</a>
	Bushnell, John	<a href="mailto:jbushshs@u61.net">jbushshs@u61.net</a>
	Duane, Nora	<a href="mailto:nduanshs@u61.net">nduanshs@u61.net</a>
	Miller, Brad	<a href="mailto:bmillshs@u61.net">bmillshs@u61.net</a>
	Whalen, Mike	<a href="mailto:mwhalshs@u61.net">mwhalshs@u61.net</a>
Student Support	Amaral, Tony – SRO	<a href="mailto:tamarshs@u61.net">tamarshs@u61.net</a>
	Laperle, PJ - SAP	<a href="mailto:plapeshs@u61.net">plapeshs@u61.net</a>
	Postras, Dawn - SAP	<a href="mailto:dpoitshs@u61.net">dpoitshs@u61.net</a>
	Smith, Pam - ACCESS	<a href="mailto:psmitshs@u61.net">psmitshs@u61.net</a>

<b><u>Department</u></b>	<b><u>Name</u></b>	<b><u>E-mail</u></b>
World Languages	Marineau, Karine Miranda-O'Neill, Myrna Strong, Barbara	<a href="mailto:kmarishs@u61.net">kmarishs@u61.net</a> <a href="mailto:mmirashs@u61.net">mmirashs@u61.net</a> <a href="mailto:bstroshs@u61.net">bstroshs@u61.net</a>
Learning Services	Alberghini, Lini - PT Capobianco, Jayson - Work Carter, Norman - GAP Hurwitz, Lisa - OT Jankowski, Katie Kelley, Steve Kishishita, Yoko Kulis, Jessica – SLP Martino, Matthew Monroe, Adam - ACT Nishball, Beth O'Toole, Thomas – GAP Parker, Jayne - Psychologist Peterson, Lindsay – SLP Petrara, Patricia Reilly, Kirstin – Soc. Worker Sharnberg, Cristine – GAP Thibault, Nealee	<a href="mailto:lalbepte@u61.net">lalbepte@u61.net</a> <a href="mailto:jcaposhs@u61.net">jcaposhs@u61.net</a> <a href="mailto:ncartshs@u61.net">ncartshs@u61.net</a> <a href="mailto:lhurwshs@u61.net">lhurwshs@u61.net</a> <a href="mailto:kjankshs@u61.net">kjankshs@u61.net</a> <a href="mailto:skellshs@u61.net">skellshs@u61.net</a> <a href="mailto:ykishshs@u61.net">ykishshs@u61.net</a> <a href="mailto:jkulishs@u61.net">jkulishs@u61.net</a> <a href="mailto:mmartshs@u61.net">mmartshs@u61.net</a> <a href="mailto:amonrshs@u61.net">amonrshs@u61.net</a> <a href="mailto:bnishshs@u61.net">bnishshs@u61.net</a> <a href="mailto:csharshs@u61.net">csharshs@u61.net</a> <a href="mailto:jparkshs@u61.net">jparkshs@u61.net</a> <a href="mailto:lpeteshs@u61.net">lpeteshs@u61.net</a> <a href="mailto:ppatrshs@u61.net">ppatrshs@u61.net</a> <a href="mailto:kreilshs@u61.net">kreilshs@u61.net</a> <a href="mailto:csharshs@u61.net">csharshs@u61.net</a> <a href="mailto:nthibshs@u61.net">nthibshs@u61.net</a>
Work Based Learning	LaFrancis, Michelle	<a href="mailto:mlafrshs@u61.net">mlafrshs@u61.net</a>



# 2017-2018 School Calendar

<u>August</u>					<u>September</u>					<u>October</u>					<u>November</u>				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
									1	2	3	4	5	<b>SD</b>			1	2	<b>{3}E</b>
					<b>V</b>	5	6	7	8	<b>V</b>	<b>10P</b>	<b>11C</b>	12	13	6	7	8	9	<b>SD</b>
					11	12	13	14	15	16	17	18	19	20	<b>13R</b>	14	15	16	17
		<b>SD</b>	<b>SD</b>	<b>SD</b> *	<b>18P</b>	19	20	21	22	23	24	25	26	27	20	21	<b>V</b>	<b>V</b>	<b>V</b>
28	29	30	31		25	26	27	28	29	30	31				27	28	29	30	
4 Student Days					20 Student Days					20 Student Days					18 Student Days				
4 Staff Development Days (Including 1 Flex Day)					0 Staff Development Days					1.5 Staff Development Day					1 Staff Development Day				
<u>December</u>					<u>January</u>					<u>February</u>					<u>March</u>				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
				1	<b>V</b>	2	<b>3P</b>	4	5				1	2				<b>V</b>	<b>V</b>
<b>4P</b>	5	6	7	8	8	9	10	11	12	5	6	7	8	<b>SD</b>	<b>V</b>	<b>V</b>	7	8	9
11	12	13	14	15	<b>V</b>	16	17	<b>{18 19}E</b>	<b>12P</b>	13	14	15	16	12	13	14	15	16	
18	19	20	21	<b>V</b>	<b>SD</b>	23	24	25	26	<b>19C</b>	20	21	22	23	<b>19P</b>	20	21	22	23
<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>29R</b>	30	31			<b>V</b>	<b>V</b>	<b>V</b>			26	27	28	29	30
15 Student Days					20 Student Days					16 Student Days					18 Student Days				
0 Staff Development Days					1 Staff Development Day					1.5 Staff Development Days					0 Staff Development Days				
<u>April</u>					<u>May</u>					<u>June</u>					<b>V</b> Student vacation <b>SD</b> Staff Prof Development Days - No school for students <b>C</b> 1/2 Day for Students & Parent-Teacher Conferences 12:30-7:00 PM <b>{ }</b> Credit Recovery Days <b>[ ]</b> Potential Make Up Days for school cancellations * Potential Teacher Flex Days				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F					
2	3	4	<b>{5}E</b>	<b>SD</b>		1	2	3	4					1					
9	10	11	12	<b>13R</b>	<b>7P</b>	8	9	10	11	4	5	6	7	8					
<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	<b>V</b>	14	15	16	17	18	11	12	13	14	<b>{15}</b>					
23	24	25	26	27	21	22	23	24	25	<b>18}E</b>	[19]	[20]	[21]	[22]	<b>*23*</b>				
30					<b>V</b>	<b>29P</b>	30	31		[25]	[26]								
15 Student Days					22 Student Days					12 Student Days									
1 Staff Development Days					0 Staff Development Day					0 Staff Development Days									

**P = Progress Reports**  
**E = End of Marking Period**  
**R = Report Cards Issued**  
**C = Parent-Teacher Conf.**



# BELL SCHEDULES 2017-2018

## REGULAR DAY BELL SCHEDULE

7:00	Building opens for students
7:35 – 8:17	Morning Block
8:22 – 9:37	Block 1
9:42 – 10:57	Block 2
11:02 – 11:27	Band A
11:31 – 11:56	Band B
12:00 – 12:25	Band C      Driver Ed/iGen Citizenship A 12:00 - 12:50
12:30 – 1:45	Block 3      Driver Ed/iGen Citizenship B - 12:55 - 1:45
1:50 – 3:05	Block 4
3:15	Extracurricular activities & practices may begin

## LATE START BELL SCHEDULE

Utilized on days when school is delayed due to weather or other conditions. Morning Block will NOT meet on late start days.

9:30 – 9:40	Building opens for students
9:40 – 10:35	Block 1
10:40 – 11:35	Block 2
11:40 – 12:05	Band A
12:10 – 12:35	Band B
12:40 – 1:05	Band C      Driver Ed/iGen Citizenship A 12:40 – 1:20
1:10 – 2:05	Block 3      Driver Ed/iGen Citizenship B 1:25 – 2:05
2:10 – 3:05	Block 4
3:15	Extracurricular activities & practices may begin

## ADVISORY/ACTIVITY BELL SCHEDULE

Utilized for special events and assemblies.

8:22 – 9:22	Block 1
9:27 – 10:27	Block 2
10:32 – 10:57	Band A
11:02 – 11:27	Band B
11:32 – 11:57	Band C      Driver Ed/iGen Citizenship A 11:32 – 12:15
12:02 – 1:02	Block 3      Driver Ed/iGen Citizenship B 12:19 – 1:02
1:07 – 2:07	Block 4
2:12 – 3:05	Activity/Assembly
3:15	Extracurricular activities & practices may begin

## **CLOSING OR DELAYED OPENING OF SCHOOL**

If adverse weather conditions cause school to be closed or delayed, an announcement will be made by the superintendent by 5:30 A.M. through our automated phone notification system. Additionally, you may check local radio stations (WSNO, WORK, WSKI, WDEV), television stations (WCAX & WPTZ), or our website at [www.shsu61.org](http://www.shsu61.org).

If the opening of school is delayed, the school will follow the late-start bell schedule. The building will open at 9:30 A.M. and Block One will begin at 9:40 A.M. (there will be no AM Block courses). If it is determined that road conditions will not be improving, an announcement cancelling school for that day will be made by 8:30 A.M.

## **SCHOOL DAY FOR STUDENTS**

The Spaulding High School building opens daily at 7:00 A.M. If necessary, students may wait in the front lobby until the internal doors open. From 7:00 to 8:00 A.M., all students who are not scheduled for a Morning Block class need to report to the cafeteria, the library, or a supervised classroom. Loitering in all other areas is not allowed.

Students who are not involved in academic/tutorial work, co-curricular activities, or athletics will be asked to leave the building at 3:15 P.M. Those students who need to wait for rides must report to the auditorium lobby until they are picked up. All other areas of the building are off limits.

**It is a privilege for students to be on campus before 8:15 or after 3:15. Violation of school expectations before or after those hours may result in restricted access to class time only.**

## **TRANSPORTATION**

The district does not provide transportation to Spaulding High School; there are designated drop-off and pick-up zones, as well as student parking on campus to accommodate arrival and departure. Please abide by signage; **please note that students are not to be picked up or dropped off at the Ayers St. entrance.**



THE GREEN AND WHITE BOXES DENOTE WHERE YOU MAY DROP OFF AND PICK UP STUDENTS

## **STUDENT ATTENDANCE**

*"A person having the control of a child between the ages of 7 and 16 years shall cause the child to attend an approved public school, an approved or reporting private school, or a home study program for the full number of days for which that school is held, unless the child:*

- 1. is mentally or physically unable to attend; or*
- 2. has completed the tenth grade; or*
- 3. is excused by the superintendent or a majority of school directors."*

(VSA 16-1121, Attendance by children of school age required, Amend 1987, No. 97)

### **NOTIFICATION OF STUDENT ABSENCE**

The parent/guardian should notify the school (476-4811) in the event that a student will be absent. Work may be requested at the time of notification.

- **"PEX"** will be entered by the office when a guardian notifies the school of their child's absence. This indicates that the guardian is aware that the student is not at school, however, it does not exempt the student/family from potential consequences in regards to the attendance policy (see "excessive absences" section).
- **"ADR"** will be entered when the parent submits documentation from a doctor's office (appointment card, note, etc) that the student's absence was due to medical reasons (appointment, illness, etc). These absences are exempt from potential consequences in regards to the attendance policy (see "continued absences" section).
- **"ADM"** will be entered at the discretion of administration for absences including but not limited to legal matters, bereavement, family emergencies, school sponsored events, etc. These absences are exempt from potential consequences in regards to the attendance policy (see "continued absences" section).
- **"A"** will be documented if a guardian cannot be reached or if the absence is unable to be verified. These absences are not exempt from potential consequences in regards to the attendance policy (see "continued absences" section).

### **EXCESSIVE ABSENCES**

If a student is absent (**PEX** or **A**) for five (5) days in a semester, the student will meet with his/her guidance counselor.

If a student has ten (10) absences (**PEX** or **A**) within a semester, the student and his/her parent/guardian will meet with their guidance counselor and an administrator to make a plan to improve student attendance.

If a student has fifteen (15) absences (**PEX** or **A**) within a semester, the student and his/her parent/guardian will receive an official letter, truancy will be filed with the State's Attorney, and the attendance support plan may be revised.

If a student has missed twenty (20) or more classes (**PEX** or **A**) within a semester, they risk being removed from that course without credit.

### **TARDY**

Students who arrive at school after 8:30am must check in at the office window, then report directly to their classroom. At ten (10) tardies to school (coded **PEX** or **A**), students will meet with the ACCESS coordinator for an attendance review to reflect on why they are late to school and create a plan for how to get to school on time. After twenty (20) tardies to school, the student will receive a principal's detention

and the parent(s), student, and administrator will meet. After thirty (30) tardies to school, the student will not be allowed to report to the current block's class upon their arrival to school; instead they will wait in the ACCESS room until the start of the next block. Tardies coded as **ADR** or **ADM** will not count toward the cumulative total of tardies.

Students who arrive at class after the start of each block of the day may be assigned a teacher's detention to be served before or after school, or during advisory. **If a student misses more than 20 minutes of a class, it is considered an absence from that class.**

### **EARLY DISMISSALS**

When students leave school, they are leaving the supervision and care that SHS provides; students are expected to remain at school for the entirety of the day. However, if a student has an appointment that cannot be accommodated outside the school day, an early dismissal may be requested. The request can be presented in person, via phone, or in writing, and must include:

1. Date of the dismissal
2. Time of release
3. Reason for release
4. Student name
5. Guardian's signature

The student will receive a dismissal pass from the office prior to the requested time, and may not leave without the approved pass in hand. If a student returns to school the same day following their early dismissal, they must check in at the office.

Historically, students have requested early dismissals during Academic advisory and assemblies, however, these experiences enhance the academic and social culture at Spaulding High School, and it is important for students to attend them.

### **NOT WHERE ASSIGNED/LEAVING WITHOUT PERMISSION**

Any student who has been marked "present" at school, but is not present in a subsequent class, and does not have an approved early dismissal, will be considered to be cutting class. Efforts will be made to locate the student within the building, but if they cannot be located, a school representative will call the parent/guardian to indicate that the student is not in his/her class. Disciplinary consequences may follow, up to and including suspension.

### **18 YEAR OLD STUDENTS**

18 year old students enrolled at Spaulding High School remain subject to all policies and regulations of the school. All communications will be shared with parents as per [BSU Policy F18](#), however, educational decisions will be made by the student including signing their own early dismissals, permission slips, and other school documentation.

# ACADEMIC MATTERS

## **TEACHER CREDENTIALS AND EXPERIENCE**

As a parent/guardian, you have the right to access your student's teacher's credentials and experience. Please contact the principal if you would like this information.

## **GRADUATION REQUIREMENTS**

No student may participate in graduation activities until all graduation requirements have been satisfied, and all school debts have been cleared (lunch, library materials, athletic equipment, etc). A four-year program of courses is recommended to provide students with the tools necessary to meet their postsecondary goals.

A Spaulding High School diploma will be awarded to students who complete 24 credits as follows:

- 4 credits in English
- 3 credits in Mathematics
- 3.5 credits in History & Social Sciences, including
  - 1 credit in U.S. History
  - 1 credit in World History
  - 1 credit in a History elective
  - .5 credit in Civics
- 3 credits in Science
- 0.5 credit in Health Education
- 1 credit in Fine Arts (Music, Drama, Visual Arts)
- 1.5 credits in Physical Education
- 7.5 additional elective credits

\*Note: Starting with the class of 2019, an additional requirement of .5 credit in Personal Finance will be required for graduation (reducing Elective credit requirements to 7).

## **PROMOTION REQUIREMENTS**

### **Freshman (9th grade) to Sophomore (10th grade)**

Earned a minimum of 5 cumulative credits, including one (1) English credit

### **Sophomore (10th grade) to Junior (11th grade)**

Earned a minimum of 10 cumulative credits, including two (2) English credits

### **Junior (11th grade) to Senior (12th grade)**

Earned a minimum of 16 cumulative credits, including three (3) English credits

## **EARLY GRADUATION**

If a student wishes to graduate in fewer than four years, they should meet with their guidance counselor to create a plan and submit it for approval by the Principal. The Principal will determine the appropriateness of the plan given a variety of factors.

## **REQUIRED ACADEMIC LOAD**

All students are required to be scheduled in classes or approved educational activities for all four class blocks. Any student who drops below four blocks of approved educational activities will be considered academically ineligible for extracurricular activities, including athletics.

Administrators may recommend an alternative program or schedule to meet the needs and circumstances of individual students. Modifications to these requirements may be developed and contained within an

Individual Education Plan (IEP), Section 504, Educational Support Team (EST), or other personalized plans, as approved by administration.

**COURSE PERFORMANCE**

Spaulding High School uses Infinite Campus, which allows students and parent(s)/guardian(s) to access grades. Log-ins are provided to students and parents to access the Infinite Campus portal and links are available on the SHS website. For assistance with log-in, please contact: [shs-parentportal@u61.net](mailto:shs-parentportal@u61.net) and provide your name, your student’s name and school, and your current email address. Students may report to the computer lab for assistance.


Student progress and feedback is provided at least every three weeks on Infinite Campus. Final or in-progress grades will be provided at the end of each quarter. Parents who want a paper copy of these reports may request them by contacting the Guidance Office at 476-6411.

**Course Performance Rubric**

COURSE PERFORMANCE RATING	GPA Value	GRADING CRITERIA
Exemplary	4.0	<ul style="list-style-type: none"> <li>• <b>All</b> standards are Exemplary or Proficient <b>AND</b></li> <li>• <b>Majority</b> of standards are Exemplary</li> </ul>
Partially Exemplary	3.5	<ul style="list-style-type: none"> <li>• <b>All</b> standards are Exemplary or Proficient, with at least one standard being Exemplary</li> </ul>
Proficient	3.0	<ul style="list-style-type: none"> <li>• <b>All</b> standards are Proficient</li> </ul>
Partially Proficient	2.5	<ul style="list-style-type: none"> <li>• <b>All required</b> standards are Exemplary or Proficient <b>AND</b></li> <li>• <b>No</b> standards are Beginning or No Evidence</li> </ul>
Developing	2.0	<ul style="list-style-type: none"> <li>• <b>Majority</b> of standards are Developing.</li> </ul>
Beginning	1.0	<ul style="list-style-type: none"> <li>• <b>Majority</b> of standards are Beginning.</li> </ul>
No Evidence	0.0	<ul style="list-style-type: none"> <li>• <b>Majority</b> of the standards are No Evidence.</li> </ul>

\*Honors and AP courses would add an additional 0.33 to the GPA score.

## Habits of Work Rubric

	Students . . .	Consistently 4	Usually 3	Occasionally 2	Rarely 1	Insufficient Evidence
	<ul style="list-style-type: none"> <li>• Attempt / complete learning tasks</li> <li>• Follow through with reassessment plans &amp; appointments</li> <li>• Come to class prepared</li> </ul>	<p>The student is <b>always prepared</b> for class with all materials and <b>completes</b> assigned tasks.</p> <p style="text-align: center;"><b>AND</b></p> <p>The student recognizes when help is required &amp; seeks it.</p>	<p>The student is <b>habitually prepared</b> for class with materials and <b>completes most</b> assigned tasks.</p> <p style="text-align: center;"><b>AND</b></p> <p>The student recognizes when help is required &amp; seeks it.</p>	<p>The student is <b>inconsistently prepared</b> for class with some materials and/or <b>doesn't complete work</b></p> <p style="text-align: center;"><b>AND/OR</b></p> <p>The student inconsistently seeks help when necessary.</p>	<p>The student is <b>habitually unprepared</b> for class with materials and/or <b>doesn't complete work.</b></p> <p style="text-align: center;"><b>AND/OR</b></p> <p>The student does not seek help when necessary.</p>	<p>Due to a lack of attendance, there is <b>insufficient evidence to assess.</b></p>
	<ul style="list-style-type: none"> <li>• Take the initiative</li> <li>• Submit quality work</li> <li>• Use class time well &amp; Stay on task</li> <li>• Reassess</li> <li>• Use positive self-talk to encourage yourself</li> <li>• Keep going until you succeed</li> <li>• Make learning a priority</li> </ul>	<p>The student <b>works diligently</b> on assigned coursework and/or tasks &amp; pursues further learning when finished.</p> <p style="text-align: center;"><b>AND</b></p> <p>The student <b>shows perseverance.</b></p> <p style="text-align: center;"><b>AND</b></p> <p>The student <b>seeks &amp; uses feedback</b> to improve.</p>	<p>The student <b>works diligently</b> on assigned coursework and/or tasks.</p> <p style="text-align: center;"><b>AND</b></p> <p>The student <b>shows perseverance.</b></p> <p style="text-align: center;"><b>AND</b></p> <p>The student <b>uses feedback</b> to improve</p>	<p>The student <b>inconsistently maintains focus</b> on assigned coursework and/or tasks.</p> <p style="text-align: center;"><b>AND/OR</b></p> <p>The student <b>inconsistently shows perseverance</b> and may have difficulty continuing tasks.</p>	<p>The student has <b>difficulty getting started</b>, making progress, and/or completing tasks.</p>	<p>Due to a lack of attendance, there is <b>insufficient evidence to assess.</b></p>
	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Comply with reasonable requests</li> <li>• Don't violate phone expectations</li> <li>• Have appropriate interactions with peers &amp; teachers</li> </ul>	<p>The student contributes to and <b>helps maintain an effective learning environment</b> by listening to others and <b>showing support</b> for peers.</p> <p style="text-align: center;"><b>AND</b></p> <p>The student takes ownership of his/her behavior.</p>	<p>The student <b>contributes to an effective learning environment</b> by listening to others and showing support for peers.</p> <p style="text-align: center;"><b>AND</b></p> <p>The student <b>takes ownership</b> of his/her behavior.</p>	<p>The student <b>inconsistently contributes</b> to an effective learning environment.</p> <p style="text-align: center;"><b>AND/OR</b></p> <p>The student inconsistently takes ownership of his/her behavior.</p>	<p>The student <b>consistently detracts</b> from an effective learning environment.</p> <p style="text-align: center;"><b>AND/OR</b></p> <p>The student doesn't take ownership of his/her behavior.</p>	<p>Due to a lack of attendance, there is <b>insufficient evidence to assess.</b></p>

## **In-Progress Reporting**

Students are assessed on content standards and Habits of Work (HOW) separately. All scores are expected to be entered into Infinite Campus within five school days of student submission.

## **Report Cards**

Spaulding High School strives to be environmentally conscientious; report cards are available in hard copy for those who request that format through the guidance office. Otherwise, final course grades will be posted, and may be viewed, in Infinite Campus.

## **Reassessment Plans**

If a student is not initially proficient on an assessment, the teacher and student will collaborate on a reassessment plan. The reassessment plan allows the student two weeks to demonstrate proficiency of the standard; if he/she is still not proficient, the reassessment plan can be extended as long as the student continues to make progress toward proficiency. If the student shows no evidence of working on the reassessment plan, the standard will remain unmet and the reassessment plan will cease. The student will have another opportunity to assess proficiency in that standard in a further unit or at the final course assessment. The plan can be viewed at the following link: [Reassessment Plan](#)

## **Academic Alerts**

Academic Alerts are sent when a student does not demonstrate proficiency on an assessed standard. Other factors such as Habits of Work, attendance, or progress on reassessment plans may also be noted on an Academic Alert. Questions about academic performance should always be directed to the classroom teacher, who can provide the greatest insight into student performance. A blank form can be viewed by clicking on the following link: [Academic Alert Form](#); this form can also be found on the school website.

## **Guidelines for Incompletes at the end of a marking period:**

- The student has extenuating circumstances.
- The student has Consistently or Usually met Habits of Work expectations.
- The student has arranged a reasonable plan with the teacher.
- Incompletes will be granted for a two-week period. Additional extensions may be granted with the permission of the department chair if a student is making reasonable progress. Generally, extensions will not be granted at the end of quarter four.

## **END OF QUARTER REASSESSMENT DAYS**

At the end of quarters one and three, one day will be allotted for students to reassess on standards where they have yet to demonstrate proficiency. At the end of quarters two and four, two days will be allotted for students to reassess on standards where they have yet to demonstrate proficiency. If students are proficient in all standards up to that point, they will be exempt from attending these days; however teachers may hold activities in which all students are expected to attend.

If the student shows no evidence, or chooses not to attend the allotted reassessment day, any unmet standard(s) up to that point will remain unmet. The student will have another opportunity to assess proficiency in that standard in a further unit or at the final course assessment.



## **ACADEMIC ADVISORY**

Academic Advisory is comprised of three, twenty-five minute bands in the middle of the day. One of the bands will be scheduled for lunch. Students may use the other two bands to build relationships with their advisor and peers, complete learning tasks, read, review the daily bulletin, participate in planned discussions, sign up and meet with teachers for academic support, or meet with guidance or other service providers. These meetings should be scheduled at least 24 hours in advance. Mondays are designated Personalized Learning Plan (PLP) days and students are expected to remain in their assigned advisory.

## **PROCEDURES FOR CHANGING CLASSES/ADVISORY**

Students select courses early in semester two of the previous year. Parents/guardians are welcome to participate in course selection and planning.

Once a course is underway, schedule changes require parent(s)/guardian(s), administrative, department head, and teacher signatures. Changing courses based on teacher preference is not permitted. However, if a student is repeating a failed course, she/he has a right to request a different teacher, if one is available.

Advisories may be changed at the end of the quarter for various reasons, but are subject to the discretion of Administration.

## **CONTROVERSIAL & SENSITIVE ISSUES**

In the course of a student's education at Spaulding High School, topics may be presented which could cause discomfort in light of a student's or family's beliefs or experiences. If this occurs, students and/or their parents/guardians may request an alternative educational experience. This request should be made to the student's teacher.

## **ACADEMIC HONESTY**

Academic integrity represents a student's commitment to honesty and respect for themselves, their teachers, and peers. It also demonstrates a student's responsibility for his/her own learning.

Academic misconduct, intentional or unintentional, is unacceptable at Spaulding High School. Misconduct is defined as cheating, plagiarism, falsification, interference, and/or complicity.

- Cheating – Providing or receiving unauthorized assistance for any school work or tests (ex. copying from another student, using unauthorized notes or technology, or stealing copies of tests or exams).
- Plagiarism – Presenting someone else's ideas, words, or graphics as your own without giving credit to the original author (ex. purchasing a term paper online, copying and pasting from a website without giving credit, submitting another's paper as one's own, following the original sources too closely).
- Falsification – Inventing information, data, or citations in academic assignments; forging signatures on school-related documents.
- Interference – Obstructing another student's academic work (ex. stealing notes, tearing pages out of books, hiding resources).
- Complicity – Working in groups or with other students, without approval from a teacher, knowingly allowing another student to copy one's work.

If an assignment is completed by any means of academic dishonesty, a "No Evidence" grade will be entered. The standard may be reassessed, but the teacher may modify the assignment as they see appropriate. Administration will be notified. If a student continues to violate academic honesty, they may be subject to disciplinary action.

## **FLEXIBLE PATHWAYS**

Spaulding High School students are provided the following opportunities to meet student's needs and in accordance with Act 77.

### **Central Vermont Career Center –**

CVCC is an independent school which shares the campus with Spaulding High School. All programs run for the full academic year from 8:30 - 12:30. Exploratory Technology, is available for incoming Sophomores, while all other programs are open solely to Juniors and Seniors. Students must complete an application and interview with the program of their choice; acceptance into programs is determined by CVCC. Through successful completion of a CVCC program, students earn a total of 6 embedded credits; programs also offer professional certification(s).

For more details, please click on the following link: <http://cvtcc.org/>

### **Dual Enrollment –**

Any junior or senior attending a public high school, technical center, or an independent school using public tuition dollars in Vermont, students are eligible for two Dual Enrollment vouchers, each good for one free college course at a participating college. The free credits earned at college also count as credit towards graduation from high school. Dual Enrollment classes can be utilized to supplement a student's full SHS coursework, can replace a course during a Semester, or can be taken during a summer session. Students must meet with their assigned school counselor in order to sign up for a Dual Enrollment course and receive their voucher.

The following Vermont colleges participate in the Dual Enrollment program and accept Dual Enrollment vouchers:

Bennington College  
Castleton University  
Champlain College  
College of St. Joseph  
Community College of Vermont  
Goddard College

Green Mountain College  
Johnson State College  
Landmark College  
Lyndon State College  
Marlboro College  
New England Culinary Institute  
Norwich University

Saint Michael's College  
SIT Graduate Institute  
Southern Vermont College  
Sterling College  
University of Vermont  
Vermont Technical College

### **Early College –**

Through the Flexible Pathways Initiative, Vermont's Early College Program (ECP) allows Seniors the opportunity to spend their Senior year of High School at a participating college for no tuition. The student must apply to the college and be accepted, and be able to meet remaining SHS graduation requirements to participate. An Early College student is regarded as a Freshman in college, but is simultaneously regarded as a Spaulding High School Senior and can participate in any SHS extracurricular activity available to any other SHS Senior.

Students must meet with their assigned school counselor to start the application process for Early College, and also must be approved by the Building Principal.

Participating colleges are:

Castleton University  
Goddard College  
Lyndon State College

Community College of Vermont  
Johnson State College  
Norwich University

## **Vermont Academy of Sciences & Technology (VAST)**

Vermont Academy of Sciences & Technology (VAST) is an Early College program that is offered only through Vermont Technical College. Students applying to VAST should have a passion for Math and Science, have a minimum Grade-Point Average of a 3.0, and have either PSAT scores of 28 for each sub-section, SAT scores of 550 for each sub-section, or ACT scores of 21 in each sub-section.

### **Students who excel in the VAST program typically:**

- Have completed most of the upper-level courses offered at their high school
- Are ready to move ahead with their life path and are emotionally mature enough to start college a year early
- Have been home-schooled and want to obtain a high school diploma while earning 30+ college credits
- Are looking for a program that includes a peer group that is as passionate about learning as they are
- Are academically curious and enjoy a challenge
- Have a passion for math and science

To apply for VAST, students need to meet with their school counselor in the early Spring of their Junior year, at the latest, to begin the process of applying.

For more information, please visit: <https://www.vtc.edu/academics/vermont-academy-science-technology-vast>

### **Independent Learning Opportunities –**

Some students desire the opportunity to design their own learning. Independent learning opportunities allow students to design a program to earn academic credit. The design of these independent learning opportunities requires a link to course standards in order to receive credit, and SHS has a developed process to allow for this to occur. Students need to first connect with their school counselor to begin the application process. The student will then present their plan to a committee of educators to receive approval to move forward. Following the completion of their work, students are required to present a product to that same committee to show their learning as it relates to the standards chosen for credit to be awarded.

### **Online Learning –**

Spaulding High School has partnerships with two high-school based online learning platforms – Vermont Virtual Learning Cooperative (VTVLC) and Virtual High School (VHS). Both of these resources offer a wide array of diverse courses. There are also some students who utilize their Dual Enrollment vouchers to participate in college classes online. Students can take an online class as part of their scheduled day or are welcome to take an online course as an additional learning opportunity. Please speak to a school counselor for more information about online learning opportunities.

### **Work-Based Learning –**

Work-based learning experiences are activities that involve actual work experience or that connect classroom learning to employment and careers. Through work-based learning experiences, educational

programs can become more relevant, rigorous, challenging, and rewarding for students, parents, educators, and businesses. These opportunities particularly help students make the connection between academic principles and real world applications. For many, understanding "Why do I need to know this?" provides motivation for more learning.

Please visit the following site for more detail about Work-Based Learning: <http://shswbl.weebly.com/>

## **ACADEMIC HONORS & AWARDS**

### Honor Roll

Honor Roll is determined at the end of each semester upon successful completion of all current coursework and having a semester grade point average (GPA) of:

4.00 GPA or higher	<i>High Honors</i>
3.50-3.99 GPA	<i>Middle Honors</i>
3.00-3.49 GPA	<i>Honors</i>

### Valedictorian and Salutatorian Graduation Honors

The *Valedictorian* of the graduating class is the student who, over four years, earns the highest cumulative GPA after the posting of grades at the close of the first semester of the student's senior year. The *Salutatorian* of the graduating class is the student who, over four years, earns the second highest GPA, as determined above. In the event of a tie, co-valedictorians will be announced.

### Pro Merito

Since 1927, Pro Merito honors have been awarded to Seniors who attain a cumulative GPA of 3.00 or above for three and one-half years of high school. An annual "Honors for Scholars" dinner is hosted by the Kiwanis Club for recipients and their families.

### National Honor Society

The Granite Chapter of the National Honor Society is an honorary society with membership based upon scholarship, leadership, service, and character. Students at Spaulding High School may be considered for membership after completing five semesters of high school work. During that time, they will have achieved a superior academic record in challenging coursework with a minimum GPA of 3.55, shown themselves to be of exemplary character, acted on their commitment to the service of others, and demonstrated leadership in their school and community.

A student of character demonstrates the qualities of respect, responsibility, trustworthiness, fairness, caring, and citizenship. A commitment to service is demonstrated by volunteering to provide assistance to school, classmates, and community. A student who exercises leadership demonstrates initiative, contributes ideas that improve school climate, exemplifies a positive attitude, and inspires positive behavior in others. This student is a leader in the classroom, at work, and in other school or community activities.

Continuing membership in NHS is based upon not only maintaining the minimum academic requirement, but also upon actively participating in NHS activities and the activities of other school organizations. The student's ongoing scholarship, leadership, service, and character in these activities will be monitored by the NHS Faculty Council.

After completion of the first semester, qualified Juniors are notified of their academic eligibility to be members of the NHS. During the Senior year, notification is given again to eligible students at the start of the year, at the end of the first marking period, and at the end of the first semester.

### Scholastic "S"

The Scholastic "S" is awarded to students who maintained a 3.5 GPA or above in all courses for the previous school year.

### Robert M. Burdett Memorial Award

While he served as assistant principal and principal of Spaulding High School, the late Mr. Bob Burdett was the champion of the unsung heroes within the student body. Mr. Burdett believed, as we do, that this core of earnest, hardworking students form the backbone of Spaulding High School, and that they will become, in time, the nucleus of their communities and of our country.

Once per quarter, each teacher may nominate up to three students for the Robert M. Burdett Memorial Award. To be eligible for this award, students must consistently, meet school academic standards (proficient with no "no evidences"), behavioral expectations (no office referrals), and attendance (fewer than 5 absences).

### SCHOLARSHIPS

Spaulding High School has one of the largest endowments for continuing education scholarships of any public high school in New England; hundreds of thousands of dollars are awarded to graduating seniors every year. A full list of scholarships, criteria, and applications is available from the guidance office. Seniors are encouraged to apply for any and all scholarships they are eligible for and should discuss them with their guidance counselor.

### FIELD TRIPS

Field trips are a valuable extension of the curriculum and classroom. Teacher's will disseminate a permission slip outlining the date, time, location, and academic purpose of the trip. Before a student will be allowed to leave campus, this slip must be signed and returned to the teacher. No student shall be required to attend, or penalized for not attending. If a student does not have permission to attend, the teacher should be notified as soon as possible and an alternative assignment may be developed.

If a student misses other courses while attending a field trip, that student will be responsible for making arrangements with that teacher to make-up assignments from that course.

All school expectations remain in effect during the trip, and students are expected to abide by those expectations. Violations will result in office referrals and disciplinary consequences may follow, including the loss of the privilege to attend future field trips in any course.

### ASSEMBLIES

Student assemblies are designed to maximize student's educational experience and foster school culture and a sense of community. Assemblies are considered part of the school day, and ALL students are expected to attend. Please encourage your student to attend, and refrain from giving them an early dismissal on assembly days.

### CO - AND EXTRA - CURRICULAR ACTIVITIES

Spaulding High School offers a wide variety of co-curricular activities and opportunities. Students are encouraged to become involved in any of the many activities offered, and may request the creation of a club if they have an interest that is not currently offered.

Athletics and Drama Club are considered extra-curricular activities and students wishing to participate in those groups must meet eligibility requirements. Those requirements will be related to the Habits of Work in each class; specifics are listed in the Extracurricular Athletic Guide which can be found at [www.shsu61.org](http://www.shsu61.org).

**SCHOOL AFFILIATED CLUBS w/ advisor**

Crimson Paws - Pam Smith and Peggy Portelance

The Alliance Student Group - Caity Bryant

HAWK (Honor All With Kindness) - TBA

Interact - Brenda Waterhouse

JROTC Teams (Rifle Team, Drill Team, Raider Challenge Team) - Don Singer

Key Club - Sam Mishkit

Math Club - Erin Carter

Open Studio (Art) - Mary Reardon and Brendan Eaton

Project Graduation - Parent volunteers

Quidditch - Chris Moran

SADD (Students Against Dangerous Decisions/VT Teen Leadership Safety Program) - Dawn Poitras

SAFE (Spaulding's Action For the Environment) - John Lewis

Scholars' Bowl - John Lewis

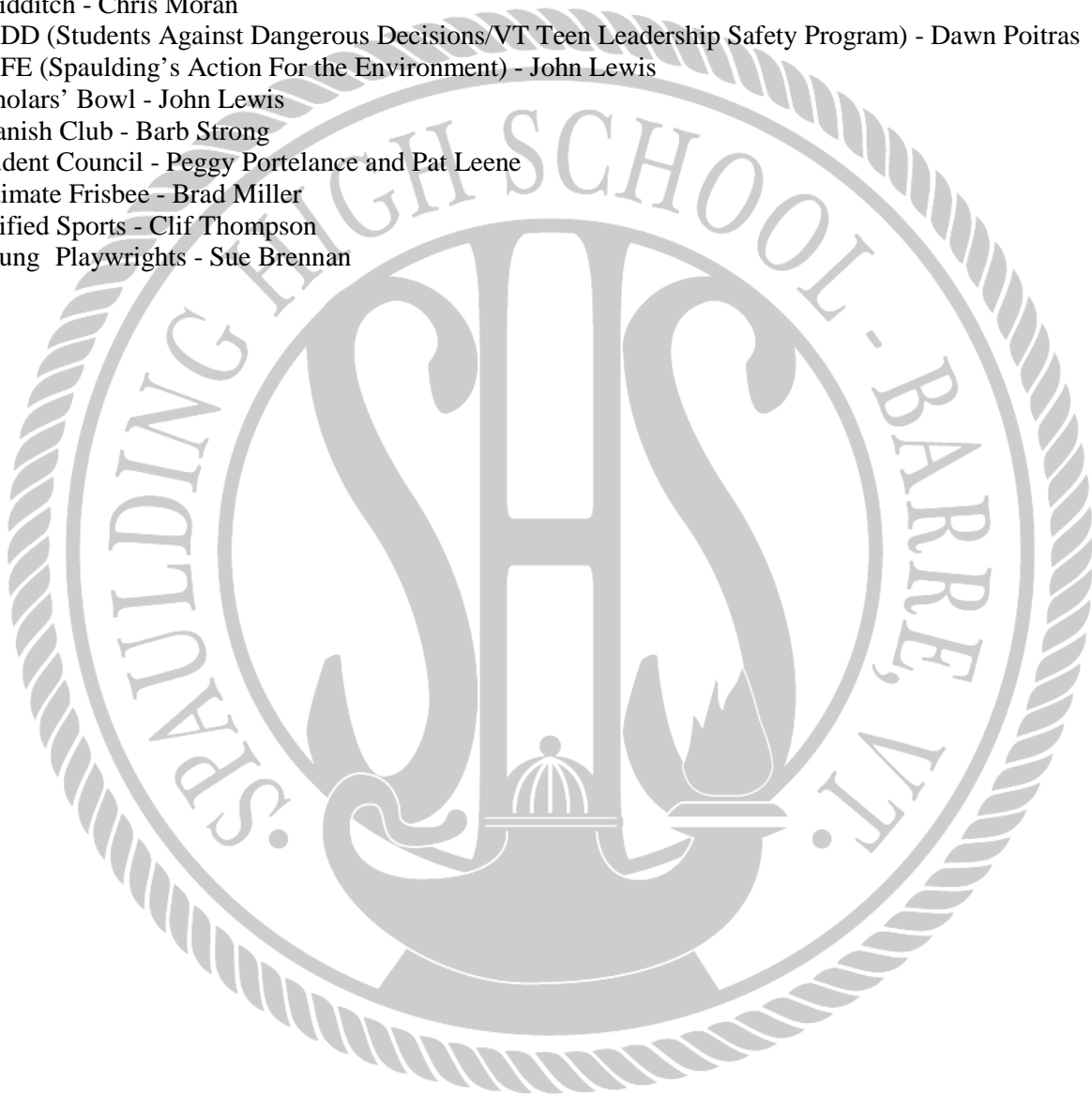
Spanish Club - Barb Strong

Student Council - Peggy Portelance and Pat Leene

Ultimate Frisbee - Brad Miller

Unified Sports - Clif Thompson

Young Playwrights - Sue Brennan



# MULTI-TIERED SYSTEMS OF SUPPORT

Multi-Tiered System of Supports (MTSS) is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. At Spaulding High School, we deliver a variety of services, supports, and programs as part of our overall educational support system. Our goal is to provide support so that all students will achieve academic success.

## **Tier 1 Supports and Opportunities (available to all learners):**

Academic Advisory  
ACCESS (All Children Can Experience School Success)  
Athletics  
Clubs  
Dual enrollment  
Flexible Pathways  
Guidance supports  
Health services  
Independent studies  
Individual teacher support  
Literacy team  
Math tutorial  
Online learning  
Parent teacher conferences  
PLP (Personalized Learning Plans)  
Proficiency Support  
School resource officer  
SAP (Student Assistance Professionals)  
Team teaching  
Trauma informed instructional strategies

## **Tier 2 Supports and Opportunities (eligibility requirements may apply):**

ACCESS+  
Act 504 plan  
Alcohol, Tobacco and Other Drugs training  
Attendance plans  
English Language Learner Support  
EST (Educational Support Team)  
Internal CSP  
Intervention level courses  
Midnight Mountain program  
Outside Agency coordination  
Phoenix  
Tier 2 counselor

## **Tier 3 Supports and Opportunities (eligibility requirements may apply):**

Act 264 (Coordinated Services Planning)  
Special Education -  
    ACT  
    Employment specialist  
    Granite Academy  
    Life Skills  
    Math 180  
    Read 180

School Psychologist  
Social Worker  
Teamwork  
Tier 3 counselor

### **URGENT STUDENT SERVICES**

The school can provide support for students struggling with substance abuse, high-risk behaviors, and/or personal crisis' since these situations may have a serious impact upon the student's ability to function effectively in school. Contact the student's guidance counselor for assistance.

### **STUDENT HEALTH SERVICES**

Our campus employs two full-time school nurses. They provide health appraisal and supervision, health counseling, emergency and first aid care, control of contagious illness, and serve as advocates for students. Health office staff are available for consultation with parents on health issues and serve as resources for faculty and staff.

#### **Screenings**

Pursuant to 16 V.S.A. Section 1422, students in grades 9 and 12 will be screened by the school nurses for visual and auditory acuity.

#### **Immunizations**

Students attending a Vermont public high school are required to have the following vaccinations on file with the school nurse unless an exemption is requested for medical, or religious reasons:

5 DtaP - 4 if the 4th dose was given on/after the 4th birthday

4 Polio - 3 if the 3rd dose was given on/after the 4th birthday

2 Measles

2 Mumps

2 Rubella

3 Hepatitis B

2 Varicella (Chickenpox) - waived if the parent or guardian presents a VT Dept of Health supplied form indicating the student has a history of disease. This form can also be obtained through your school nurse.

1 Tdap booster (tetanus and pertussis combination) within the previous 10 years.

A student may be admitted to school provisionally if a health care practitioner authorized to prescribe vaccines or a health clinic indicates the student is in the process of complying with all immunization requirements. Such provisional admission shall be for a reasonable length of time, but shall not exceed 6 months. Transfer students will be given a reasonable amount of time to provide proof of immunization.

#### **Medications**

With the exception of medications to treat life-threatening illnesses (i.e. epi-pen), students are not permitted to carry or self-administer medications (over the counter or prescribed) while on campus. The school stocks a limited supply of certain over-the-counter medications to be given at the discretion of the school nurse, and with parent/guardian approval. Forms can be found on the school's website or in the nurse's office.

The school nurse should be notified by parent(s)/guardian(s) if a student is on any long-term medication whether it is taken at school or not. If necessary, and with parent/guardian approval, the nurse will notify the student's teachers of any significant effects of the medication. If a medication needs to be given during school hours, the following regulations apply:



- Medication must be brought to the school nurse in a container labeled by the pharmacy or physician, with the name of the student, the name of the medicine and the prescription number, dosage, and the time to be administered.
- Prescription medicines must be accompanied by a doctor's written instruction. Written permission from the parent(s)/guardian(s) is also necessary.
- The medication will be kept in a locked cabinet in the health office and given by the school nurse at the proper time.
- The parent(s)/guardian(s) has/have the option of coming to school and personally administering the medicine.

### **Reporting New Illness**

Students should report any new illness, including allergies, to the school nurse. Students must also inform the school nurse of any physical disability or chronic illness that requires daily medication.

In case of illness at school, the parent(s)/guardian(s) will be notified and requested to come pick up the student. After the parent/guardian has been contacted, he/she assumes responsibility for the student leaving school. If a parent/guardian is not available, emergency contacts may be called; administration will make the decision if a student is to be released to emergency contacts care on an individual basis.

### **Injury and Accident**

Any person recognizing a medical emergency must report it immediately to the faculty member in charge of the class/activity. The adult in charge shall carry out emergency care procedures, retaining responsibility until relieved by a school or medical authority. After every injury, an official accident report form will be completed by the faculty member and turned in to the office. The nurse will provide first aid emergency care or connect with additional service providers for emergency care as needed during the school day.

The athletic trainer will address injuries or medical situations during sporting events.

Transportation of the ill or injured student shall be provided by parent(s)/guardian(s) unless the illness or injury is such that the use of an emergency vehicle is required, or the parent(s)/guardian(s) is/are unavailable. Parents/guardians are responsible for any costs associated with emergency transportation.

### **Concussion and Return to Learn Protocol**

A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt that causes the head and brain to move rapidly back and forth. This sudden movement can create chemical changes in the brain and/or damage brain cells.

Most students will only need help through informal, academic adjustments as they recover from a concussion. However for students with ongoing symptoms, a variety of formal support services may be available to help them during their recovery.

Following a concussion diagnosis, it is important to let the school nurse know so that the "Return to Learn Protocol" can be initiated. The protocol outlines the series of steps and description of the progressions that take place to move forward with a return to full academic participation. The nurse will notify the student's teachers, guidance counselor, advisory teacher, and administration so all can provide the coordinated approach needed for academic success.

Until a student is symptom free and the concussion has resolved, it is important that they check in with the nurse each morning before school to determine what supports, if any, are needed. The nurse's office has a dark/quiet room for a student to rest in as needed should symptoms worsen at school. Once symptoms are better, they may return to the classroom; if symptoms worsen, then the school nurse should be contacted to determine next steps. If a student was injured during a school sponsored athletic event, the school's Certified Athletic Trainer will be the one to clear the student from a concussion.

# EDUCATIONAL ENVIRONMENT

Research tells us that an appropriate educational environment contributes to student success. Spaulding High School strives to maintain a safe, orderly, and welcoming environment where students can focus on academic achievement, personal exploration, and growth.

## **GUARDIANSHIP/PARENTAL RIGHTS AND CONTACT INFORMATION**

It is the parent/guardian's responsibility to provide the school with documentation of legal decisions that affect student custody or parental rights. If there are any changes to custody, access to students, communication with students, residency, or contact information please notify the guidance counselor immediately.

## **SCHOOL EMERGENCIES AND PREPAREDNESS**

Student safety while at school is a paramount concern. In order to carry out effective and efficient "options-based responses" in a real event, Spaulding High School trains, rehearses, and discusses emergency preparedness with staff and students. Student refusal to comply with adult directions during these exercises may result in disciplinary consequences.

During a legitimate emergency families and the community will be updated as the situation develops. The following steps will allow the school and assisting agencies to effectively address the needs as they arise:

- Monitor your phone and email; information and guidance will be shared via automated calls and/or email (please ensure the school has your most current contact information).
- Monitor TV, radio, and Internet; information and guidance will be disseminated as appropriate.
- **Please do NOT call the school;** phone lines can become overloaded and may be needed to communicate with emergency providers. Staff will not share information beyond what is sent out via telephone/email/media, and may not be available to answer phones.
- Please do NOT come to school unless requested to pick up your student; an emergency may require emergency vehicles and personnel, during which time the campus will be completely closed to visitors. If relocation is required, parents/guardians will be notified of next steps.

## **Evacuation**

Students are expected to follow teacher instructions promptly and quietly. They are expected to bring personal property (i.e. backpack, purse, coat, etc) that is within arm's reach with them if they are evacuated from the building; students will not be allowed to return to lockers, or other locations to retrieve items prior to exiting the building.

## **Clear the Halls**

When there are situations requiring privacy, or emergency responder access to the building, individuals may be required to "Clear the Halls." In these situations, students, staff, and visitors are expected to enter the nearest room and wait until the "all clear" is announced over the intercom. Classroom activities may continue, but transitions will be halted and students should stay away from the doors and windows to provide privacy for the individuals involved in the situation.

## **Lockdown**

If there is a mobile threat or aggressive intruder on campus, Spaulding High School will implement an "options-based response" to the threat. In the "Lockdown" option, all people inside the building are expected to enter the nearest available room, turn off the lights/cover the windows, lock/barricade/secure the door, and prepare for alternative responses should the threat enter the immediate area.

## **REPORTING CONCERNS**

Spaulding High School encourages open communication between faculty, and students, parents, and community members. Students, parents/guardians, and community members are encouraged to report situations inside and outside of school which may adversely impact student's health, well-being, and/or ability to access their education at school. Email is the best method to convey these concerns and depending on the nature, should be conveyed to the classroom teacher, guidance counselor, or administration.

Should concerns arise regarding teacher responsibilities (instruction, grading, student management), parents/guardians are asked to communicate directly and respectfully with the staff involved. Should a resolution not be reached, the department chair should be contacted, followed by administration if the department chair is unable to facilitate a solution. If the issue cannot be resolved at the school level, parents/guardians should contact the Superintendent's office.

## **ACCESS TO CAMPUS**

The school operates a modified closed campus meaning that community members can apply to use the facility outside of school hours. While school is in session, students who arrive late must check in at the office. Students may not leave the building during the school day without administrative approval.

## **VISITORS TO SCHOOL**

Every visitor with an appointment/business at Spaulding High School must sign in upon arrival and receive a Visitor Pass to be in the building. The host will be called to come meet the visitor at the office and escort them to the appropriate location. Before leaving, every visitor must sign out and return the Visitor Pass to the office. Any visitor who wishes to visit a classroom must notify the administration and the teacher whose class he/she intends to visit at least 24 hours in advance, may be subject to background checks at their expense, and must comply with FERPA regulations. Photo and video recording is not allowed without explicit permission from all parties, including administration.

Prospective students may shadow a current student at the school only with written permission by administration and staff.

Individuals or groups may be denied access to the campus if administration determines the individual(s) are acting, or can reasonably be anticipated to act, in a manner which disrupts normal educational function. Administration may refuse campus access to those without legitimate business on campus.

## **LUNCH**

All students will have a lunch band scheduled into their day, and are expected to report to the cafeteria during that time.

Free meals are available to students if their family qualifies under federal guidelines. Information and forms will be sent home in the summer mailing, but are also available on the school's website and in the main office. All information from these forms is strictly confidential. If a family's financial situation changes during the year, forms are encouraged to be submitted or resubmitted at any time.

Students may pay by cash or check directly to the cashier, or an account can be established using the website: [www.myschoolbucks.com](http://www.myschoolbucks.com). In an effort to ensure that all students can eat, the cafeteria will allow students to charge up to \$10 in meals, but will require immediate payment for meals once that limit has been reached. The cafeteria does serve "a la carte" items, such as cookies, soft drinks, and chips, which are "pay only" items, and cannot be charged. A la carte items can only be purchased (even with cash) if the student's account is in good standing.

Behavioral expectations in the cafeteria include students staying seated unless they are waiting in a food service line or disposing of their garbage, maintaining appropriate speaking volumes, and keeping their hands on their own food and to themselves. Eating in the cafeteria is a privilege, and repeated disruptions may result in restrictions, assigned seating, or the loss of that privilege.

### **FOOD DELIVERIES TO SCHOOL**

Spaulding High School provides healthy fare through the cafeteria and food services. Students may bring or receive their own food from home, but are discouraged from bringing take-out foods into the classroom. Students will NOT be called out of class for delivered foods; they may pick them up during transition times or after school. Any disruptions to school processes or education resulting from food that is brought to school (including sharing or selling) may result in disciplinary consequences.

### **COMMON AREAS INCLUDING HALLS**

While classes are in session, students are expected to be present and engaged in their scheduled course. If a student must be out of the classroom, they must have a school approved pass. If a student does not have a pass, or is in an area other than where the pass specifies, that student will be directed to the office.

### **SAFE ENVIRONMENT**

Student safety and comfort extends across the campus; as such, volume, language, and content of speech is expected to be respectful of all people; aerosols, perfumes, body sprays, and other odors should be used in moderation as they may be offensive, overpowering, or create breathing issues in others; items such as wheeled conveyances (ie. skateboards, hoverboards, Heelies) or athletic equipment should be left in cars, lockers, or teacher's classrooms (only with their explicit permission). Items, such as laser pointers, which administration deems may pose risks to others, may be confiscated and disciplinary consequences may follow; especially if those items were used in a manner which could pose additional safety risks.

### **PERSONAL DEFENSE ITEMS**

Mace, pepper spray, electrical tasers, or other personal defense items are not permitted on school property.

### **KNIVES AND OTHER TOOLS**

No knives or sharp-bladed objects are allowed on school property. Specific courses or programs may provide appropriate tools, and those tools are to remain in the classroom, lab, shop, or worksite where they are to be employed. These tools are not to be removed, brought home, taken on breaks, or otherwise in the unsupervised possession of the student.

### **POSTERS AND ANNOUNCEMENTS**

All posters and announcements must be approved and initialed by administration, and may only be hung in stairwells or on bulletin boards. Any unapproved postings will be removed and held in the office to be picked up, or disposed of.

### **SCHOOL PROPERTY**

Students are expected to exercise appropriate care for all school books, supplies, and athletic equipment loaned to them, and to return all loaned school property. Any loss, theft, or failure to account for items issued by the school will result in a financial charge being levied. All fines and fees must be paid in order to participate in graduation ceremonies.

### **STUDENT LOCKERS**

Spaulding High School makes locker space available to each student for his/her clothing, books, and other belongings. Students will be responsible for the care and condition of that locker. Any problems, such as locks that do not work properly, should be reported to the office immediately. At the end of the year each student must clear his/her locker. After the close of school in June, the school may dispose of any

remaining locker contents. Lockers may be searched by administration at any time that a policy violation related to the locker is suspected.

### **PERSONAL PROPERTY**

The school is not responsible for the loss or damage of personal property. Each student is responsible for the care and safety of his/her own personal possessions. For security reasons, personal property must be attended to at all times. Unattended property will be secured and may be searched by administration; disciplinary action may result for unattended items, or if the contents within are prohibited or otherwise violate school policy. Students may seek out an administrator to retrieve secured property. Unclaimed property may be discarded at the end of the school year.

### **STUDENT VEHICLES**

Parking on school property is a privilege, not a right. Permits are required and may be acquired in the front office. Student parking is available across the bridge from the school at the corner of Boynton and Ayers Streets. **The administration reserves the right to suspend the privilege of any student to drive or park on school grounds. If a student has lost parking privileges, and continues to park on campus, their vehicle may be towed at the owner's expense.**

*By parking on school property, students demonstrate acceptance of the following conditions by implied consent. Students unwilling to accept these terms should decline to park on school property and should seek available parking on nearby city streets.*

1. **Students park vehicles on school property at their own risk.** The school is not responsible for loss of contents or damage to vehicles in the school-owned parking lots.
2. Students will drive on school property in a safe manner at all times, respecting the rights of pedestrians, adjacent property owners, and other drivers.
3. When students arrive at school, they are expected to park and lock their vehicles in the assigned area. The driver and the occupants are expected to exit the vehicle immediately, and they are not to return to the vehicle without written permission from an administrator or until the end of the student's school day.
4. **Unauthorized or illegally parked vehicles may be towed or booted without notice and at the expense of the owner.** Vehicles blocking hydrants or parked in fire lanes, handicapped parking spaces, or crosswalks may be ticketed by the police.
5. The law allows searches of vehicles on school property to be conducted if there is reasonable suspicion to believe that a violation of school policy or law has been committed. If prohibited items are found, they will be confiscated, and disciplinary action will be taken. Parents/guardians will be notified following a search.
6. In the event of an accident, the driver(s) are legally required to notify the other driver in person or writing with their name, contact number, and insurance information. Failure to do so may result in police charges of leaving the scene of an accident. The SRO can help navigate these unfortunate situations and ensure that students meets the requirements of the law.

### **COMPUTER NETWORK - [Acceptable Use Policy](#)**

The primary purpose of the school's Computer Network is educational. Users are responsible for ensuring that their activities adhere to generally accepted educational standards. The Computer Network is intended to enhance the established school curriculum. The network serves as a resource for improving and enriching teaching and learning at Spaulding High School.

Student use of the Computer Network is a privilege, not a right. All students who wish to access the

Computer Network must sign an “Acceptable Use Network Contract” before gaining privileges. This gives students access to the World Wide Web, the Internet, and electronic mail (e-mail). If the student is under age eighteen, parent(s)/guardian(s) must cosign the contract. Deliberate, inappropriate use can result in cancellation or restriction of access privileges, as well as disciplinary or legal action.

### **CELL PHONES AND ELECTRONIC DEVICES**

Cell phones and personal listening devices may be used before and after school, during passing times, and during lunch. Cell phones and/or personal listening devices may be used in the classroom as educational tools per teacher discretion. Teachers will explicitly inform students of their expectations around the use of electronics; students who fail to follow teacher expectations may be subject to disciplinary action. The school is not responsible for the loss or damage of personal property, including electronic devices.

Students will not be required to turn devices over to teachers; however, if a student violates cell phone and electronic device expectations, administration may confiscate the device for the remainder of the class, day, or to be returned to the parent at their convenience. If the student refuses to hand the device to the administrator, the student may be disciplined for refusal to comply. Repeated violations may result in the student not being allowed to bring their device to school.

Cell phones and digital devices are not allowed in the ACCESS space, and students will be expected to turn them over or have them powered off in their bags while there. If students are found possessing or using a device in the ACCESS space, they may receive additional disciplinary consequences.

### **PERSONAL PHOTO, VIDEO, AND AUDIO RECORDING**

To protect student’s right to privacy, photo, video, and audio recording is not allowed on campus except as explicitly approved by a teacher or administrator for academic purposes only.

### **INAPPROPRIATE MATERIAL**

Students are prohibited from creating, possessing, or sending obscene or sexually oriented material including electronic media such as text, video, or photo, which causes a substantial disruption to the educational environment; this includes behavior that is repetitive or substantially disrupts the teacher’s ability to instruct or student’s ability to learn.

### **PUBLIC DISPLAYS OF AFFECTION**

Inappropriate and overactive public displays of affection can possibly lead to sexual harassment charges. Lewd or inappropriate affection (extended/prolonged kissing, touching, fondling, etc.) is not allowed and may result in disciplinary action and/or restrictions.

### **DRESS CODE**

In order to facilitate our core values, beliefs, and learning expectations, Spaulding believes that student’s attire should be respectful of themselves and others. While clothing and style are important forms of expression, the following guidelines are intended to maintain an effective learning environment:

- Undergarments, midriffs, backs, buttocks, and cleavage must be covered.
- Skirts and/or dresses must be fingertip length or longer, those that do not reach fingertip length must be worn with opaque garments underneath, e.g. leggings, tights, under armour, or shorts.
- Faces and eyes must be visible at all times.
- Accessories must not pose safety or health risks, or detract from the learning environment.

If students are in violation of the dress code, they will be given an opportunity to change, cover up, or modify their attire to be within the guidelines. If they are not able, or refuse to adhere to the above expectations, they may be sent home and/or receive disciplinary consequences. Flagrant violations and/or repeat violations may result in administrative action.

## DRESS CODE VISUAL REFERENCE

	Acceptable	Unacceptable
<p>Head - Face is fully visible.</p>		
<p>Clothing - Clothing must cover undergarments, backs, and midriffs.</p> <p>Skirts and/or dresses that are above the knee must be worn with opaque garments underneath, e.g. leggings, tights, Under armour, or shorts.</p> <p>Clothing with crude, sexually suggestive, alcohol, tobacco, drug, violence, hate, harassing/derogatory endorsing messages or images are not acceptable.</p>		
<p>Accessories - must not pose safety or health risks, or detract from the learning environment.</p>		

## **CONDUCT AT EVENTS (per Vermont Principal's Association guidelines)**

Students are encouraged to attend events and support fellow students. Students should participate by:

1. Showing their interest in the contest by enthusiastically cheering and applauding the good plays or performance of both teams.
2. Showing proper respect for opening ceremonies by standing at attention and by remaining silent when the national anthem is being sung.
3. Cheering for their team while not booing, or making disrespectful remarks toward the players on the other team or officials.
4. Obeying official and event staff supervisors who are there to keep safety & proper event operation.
5. Staying off the playing floor, field, or contest area at all times.
6. Not disturbing others by throwing any materials about the building, playing floor or field.
7. Showing proper respect for officials, coaches, cheerleaders, and contestants as guests in the community.
8. Knowing that bells, whistles, or noise-makers of any kind are not allowed at athletic events.
9. Showing interest in the contest by paying attention, remaining in their seat and not running about the building or area while the contest is in progress.
10. Paying attention to the half-time program and being respectful to those who are watching.
11. Respecting public property, equipment and facilities.
12. Knowing that school officials have the right to keep students from attending athletic events if his or her conduct is inappropriate.

## **STUDENT DISCIPLINE PROCEDURES**

The discipline procedures at Spaulding High School are intended to promote a safe, orderly, and civil school environment in which learning can take place. Students are encouraged to share responsibility for creating a positive school environment. However, when students behavior is repetitive or substantially disrupts the teacher's ability to instruct or student's ability to learn, faculty and staff are available to provide or recommend appropriate interventions, such as restorative practices, student and/or parent/guardian-teacher conferences, conflict resolution, loss of free time other consequences.

Spaulding High School does NOT practice corporal punishment, or any other type of discipline which is intended to cause physical discomfort. However, if a situation demands that physical intervention must be used to ensure the safety of students or others, all Rule 4500 requirements will be followed. These procedures comply with [BSU Policy F1](#).

### **Teacher's Detention (TD)**

Teacher's detentions are to be served with the assigning teacher or their designee. The date and time of the service will be determined by the teacher, with consideration given to student availability due to matters out of their control (i.e. rides, appointments); sports practice or elective activities are not reasonable excuses. Failure to attend Teacher's detention may result in administrative referral and further disciplinary action. **Use of personal electronic devices will remain at the discretion of the teacher.**

### **Principal's Detention (PD)**

Principal's detentions will be served in the ACCESS room during bands A and B (11:02-11:56) on the day assigned; students will eat lunch during band C. Students will NOT go to advisory or the cafeteria during a PD. **Personal electronic devices will not be allowed in the ACCESS space.**

### **In-School Suspension (ISS)**

In-school suspension is designed to keep students in school, remove them from the social milieu, and provide an opportunity for them to reflect upon how their actions impacted others. It will run from 8:22 until 3:05. Students should make arrangements to arrive on campus just prior to the start of ISS and depart



immediately following. Students are not permitted to be on campus prior to 8:15 or after 3:10, or to participate in any school-sponsored activities, such as athletics or clubs. Students who have to arrive to campus prior to 8:15 must wait in the front office. They should NOT go to the cafeteria before ISS.

While in ISS, students will be afforded time to make amends as appropriate, and contemplate alternatives should the same situation arise in the future. Academic work will be provided from the student's current teachers and time will be made available for them to complete current and missed work as allowed by the teacher.

During ISS, students will be given scheduled opportunities to get breakfast and lunch and take movement breaks. Ordered lunches will be charged to the student's account (students who are enrolled in the free and reduced lunch program will not be charged), and will be delivered to them in the ACCESS room where they can eat. They may have snacks, and are encouraged to bring water bottles and appropriate leisure material to read. **Personal electronic devices will not be allowed in the ACCESS space.**

Students who do not attend ISS for any reason will be rescheduled for the next day they are at school. Students whose behavior in ISS is disrespectful or disrupts others from being productive may be sent home, and rescheduled for another day. Multiple ISSs may be assigned depending on the severity of the behavior.

### **Out of School Suspension (OSS)**

Out of school suspensions are reserved for those behaviors which are so egregious that the presence of the student on campus immediately following the behavior would reasonably be expected to detract from the learning environment. The student is prohibited from being on campus, as well as from attending any school-related or extracurricular activities (including any athletic events and practices) for the day(s) of the suspension (including events over the weekend if the suspension spans those days). Following each OSS, the student and their parent/guardian may be required to meet with an administrator to review the school expectations prior to their reentry into classes. Students may be referred to the Spaulding High School Board of Directors for consideration of "long term suspension" after the fourth suspension.

Suspensions for up to 10 days per incident may be assigned by an administrator. Suspensions of longer than 10 days may be imposed only with the approval of the superintendent who shall determine, based on the facts and circumstances of the infraction, whether a longer suspension is in the best interests of the student or the school system. Should the superintendent believe that a suspension longer than 10 days is warranted, he/she shall proceed in accordance with the regulations defining long-term suspension.

### **Long-term Suspension**

Whenever a student's behavior poses a serious problem that administrators deem can no longer be tolerated, and that parent(s)/guardian(s) are unable to correct, a recommendation for long-term suspension may be submitted to the Board of School directors. A long-term suspension hearing will be held at which the Board of Directors will hear both parties and make a decision. The Board of Directors may determine that a student be suspended for a period longer than 10 days (up to the remainder of the school year, or one calendar year if a weapon is involved) if the evidence indicates that a long-term suspension is warranted.

**Table of Behaviors and Possible Consequences\***

Teacher's Detention	Principal's Detention	ISS	OSS
<ul style="list-style-type: none"> <li>- Repetitive disruptions</li> <li>- Excessive noise or disruptive behavior</li> <li>- Tardiness to class</li> <li>- Violation of class expectations (i.e. cell phone)</li> </ul>	<ul style="list-style-type: none"> <li>- Failure to serve TD</li> <li>- Disrespect</li> <li>- Disruption</li> <li>- PDA</li> <li>- Multiple tardies</li> <li>- Using abusive, crude, or vulgar language or gesture(s)</li> <li>- Excessive tardies or early dismissals</li> <li>- Recording video, audio, or photo</li> </ul>	<ul style="list-style-type: none"> <li>- Forgery</li> <li>- Misrepresentation</li> <li>- Filing a knowingly false report</li> <li>- Stealing, defacing, damaging, or destroying school property or the property of others</li> <li>- Leaving the school building without permission</li> <li>- Refusal to comply</li> <li>- Disrupting or interfering with the orderly processes of the school</li> <li>- Menacing, threatening, or combative behavior</li> <li>- Instigating disorder</li> <li>- Using abusive, crude, or vulgar language or gestures directed at others</li> <li>- Smoking, chewing or possessing tobacco</li> </ul>	<ul style="list-style-type: none"> <li>- Possessing a dangerous weapon in school, on school property, or at school events or activities</li> <li>- Making, issuing, or communicating by any means a threat to the school community.</li> <li>- Hazing</li> <li>- Harassment</li> <li>- Bullying</li> <li>- Possessing, consuming, or being under the influence of illegal drugs or paraphernalia (ie pipes, papers, grinders, vaporizers, lighters), or alcoholic beverages</li> <li>- Fighting or striking others</li> <li>- Safety violations</li> <li>- Impeding a search</li> </ul>

\*This table serves as a general outline of infractions and consequences; it is not inclusive of all misbehavior. After due process, administration reserves the right to consider all evidence and assign additional or alternative consequences as appropriate.

**COURSE REMOVAL**

When a student's academic performance is such that they cannot be expected to meet the requirements of the course or demonstrate proficiency for successful completion AND their behavior poses a disruption to the learning environment such that their presence interferes with other student's access to their education they may be dropped from the course. In the event that course removal is deemed necessary, parents/guardians will be involved in the process.

**OFF-CAMPUS BEHAVIOR**

Disciplinary action may result for behaviors that occur off campus if that behavior is: exhibited at a school function, degrades the school's image or reputation, OR where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs.

**DUE PROCESS**

When an incident warrants suspension, all legal due process requirements will be followed.

Short term (less than 10 days) due process includes:

- Notification of charges to the student (accusation)
- Informal hearing between student and administrator

- Sufficient evidence to justify consequences
- Consequence is reasonable and in line with the school's discipline procedures
- Notification of guardian (attempted by phone for in-school and out of school suspensions) and in writing

Long term (10+ days) due process includes:

- Notice of charges
- Prior notice of hearing
- Right to legal counsel at all appropriate stages
- Hearing before impartial party
- Right to compel supportive witnesses to attend
- Right to confirm and cross examine adverse witnesses and or to view and inspect adverse evidence prior to hearing
- Right to testify on one's own behalf
- Right to have a transcript of proceedings for use on appeal

### **SEARCH AND SEIZURE**

Desks, lockers, textbooks, and other materials or supplies loaned by the school to students remain the property of the school, and may be accessed by any school administrator. When prohibited items are found in the course of routine cleaning or maintenance, or in the case of an emergency, they will be confiscated and a report will be made to an administrator who will determine whether further action is warranted.

By federal law and [BSU Policy F3](#), searches of a student's person (including clothing, pockets, backpack, purse, etc.), vehicle, or electronic device while on school property may be conducted if there is reasonable suspicion to believe that a breach of school policy or law is being, or has been, committed. Searches of a student's person will be conducted by an administrator and in the presence of another school employee of the same gender as the student. Searches of a vehicle will be in the presence of the student, and another school employee. Searches of electronic devices may result from the above suspicions as well as threats to the school or other's safety and be limited in scope to the nature of the concern (for example, photos would not be searched if the concern involved text messages).

Any actions, including refusal, which impede a reasonable search will be considered serious offences and may result in significant consequences up to and including referral to the school board for long term suspension or expulsion.

### **INVESTIGATIONS AND INTERVIEWS**

Spaulding High School takes safety and order seriously. When behavior violates those expectations, the administration is obligated to investigate and resolve them in a timely, efficient, and thorough manner. Interviews and searches will be conducted at the discretion of the administration, and be in compliance with due process, confidentiality, and other legal requirements.

During an investigation, administration may conduct student interviews without prior parent permission due to the fact that the school is legally charged with timely and appropriate resolutions for student safety and FERPA confidentiality.

## **HARASSMENT/HAZING/BULLYING**

Spaulding High School does not condone any form of Harassment, Hazing, or Bullying and takes appropriate and mandated actions when accusations are made. Examples of prohibited behaviors are available in the policy and procedures which are appended to this handbook.

Reports can be made to the following Designated Employees:

- Luke Aither, Assistant Principal
- Pam Smith, ACCESS Coordinator

## **TRANSGENDER AND GENDER NONCONFORMING STUDENTS**

Spaulding High School complies with all pertinent state and federal laws regarding transgender and gender nonconforming students. Students who experience challenges or difficulties related to their identity status should report those concerns with their guidance counselor or administration. Students, or their parents, may request a change to the student's name and gender in educational records. The name/gender information in the student's permanent pupil record can only be changed with legal documentation such as an updated birth certificate or court order. Gender identity with regard to sports, locker rooms, overnight lodging, etc, will be made on a case by case basis with consideration to preference, privacy, social integration, equal opportunity, age, protections, stigmatization, and other factors.

## **SCHOOL CHOICE**

Spaulding High School will be participating in the Winooski Valley Region Public School Choice Program for the next school year. Students may apply to go to a high school other than the one in their school district at no personal cost. Applications are in available in the Spaulding High School Guidance Office. If a student is interested in attending a high school outside of their district next year, please contact the Guidance Office at 476-6411 to obtain a School Information Form. The form may be returned to 155 Ayers St. Suite 1, Barre, VT 05641 by the deadline (check with the Guidance Office for dates, usually early April).

# **FEDERALLY REQUIRED NOTIFICATIONS**

## **FERPA**

Spaulding High School takes student confidentiality seriously. Only administrators and staff members who are charged with direct support, services, or education of a student are allowed access to that student's records.

Under 34 C.F.R. Part 99, parents have the right to:

- Inspect and review their children's records - Contact the Director of Guidance
- Seek amendment to the record if it is inaccurate or misleading - Contact the Director of Guidance
- Consent to disclosure of personally identifiable student information except as provided in 34 C.F.R. Section 99.31
- Refuse to let the school release particular or all directory information on their own children. Directory information is: names and addresses, date of birth, academic or other honors, graduation announcement, participation on teams or clubs,
- If a parent feels any part of the Act has been violated, file a complaint with the Family Policy Compliance Officer of the United States Department of Education, 400 Maryland Ave, S.W., Washington, DC 20202.

## **MILITARY RECRUITERS**

Per federal law, Spaulding High School releases students names, addresses, and telephone numbers to military recruiters. Parents who do not want their students information released to recruiters must notify Spaulding High School of their wishes in writing by December 15th of each year.

## **SECTION 504 GRIEVANCE NOTICE**

Spaulding High School does not discriminate in any way, including on the basis of real or perceived handicap. The Director of Guidance is responsible for compliance with all Section 504 plans, procedures, and complaints.

## **CIVIL RIGHTS PROVISIONS**

Spaulding high School complies with the Civil Rights Act Provisions under 34 C.F.R. Section 100.6:

A recipient under any program to which this part applies may not, directly or through contractual or other arrangements, on ground of race, color, or national origin:

- Deny an individual any service, financial aid, or other benefit provided under the program;

- Provide any service, financial aid, or other benefit to an individual which is different, or is provided in a different manner, from that provided to others under the program;
- Subject an individual to segregation or separate treatment in any matter related to his receipt of any service, financial aid, or other benefit under the program;
- Restrict an individual in any way in the enjoyment of any advantage or privilege enjoyed by others receiving any service, financial aid, or other benefit under the program;
- Treat an individual differently from others in determining whether he satisfies any admission, enrollment, quota, eligibility, membership or other requirement or condition which individuals must meet in order to be provided any service, financial aid, or other benefit provided under the program;
- Deny an individual an opportunity to participate in the program through the provision of services or otherwise or afford him an opportunity to do so which is different from that afforded others under the program (including the opportunity to participate in the program as an employee but only to the extent set forth in paragraph (c) of this section).
- Deny a person the opportunity to participate as a member of a planning or advisory body which is an integral part of the program.

### **SPECIAL EDUCATION**

Spaulding High School complies with all IDEA-B and Special Education requirements. The school provides Special Education services and accommodations to students who qualify for them. For more information on practices and procedures regarding IDEA-B, contact the Director of Special Services.

**All School Policies:** <http://www.shsbtc.org/joomla/index.php/general-information/shs-district-policy-manual>