Spaulding High School
Staff Handbook
2019 - 2020

Spaulding High School
2019-2020 School Calendar

August

M	T	W	Th	F
	*	*	*	*
*	*	*	*	*
*	SD	SD	SD	*
26	27	28	29	30

5 Student Days
4 Staff Development Days (1 Flex & 3 SD)

September

M	T	W	Th	F
V	3	4	5	6
9	10	11	12	13
16P	17	18	19	20
23	24	25	26	27
30				

20 Student Days
0 Staff Development Days

October

M	T	W	Th	F
	1	2	3	4
7P	8	9	10	SD
V	15	16C	17	18
21	22	23	24	25
28	29	30	31	

21 Student Days
1.5 Staff Development Days

November

M	T	W	Th	F
				1 E
4	5	6	7	8
SD	12R	13	14	15
18	19	20	21	22
25P	26	V	V	V

17 Student Days
1 Staff Development Day

December

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16P	17	18	19	20
V	V	V	V	V
V	V			

15 Student Days
0 Staff Development Days

January

M	T	W	Th	F
		V	2	3
6	7	8	9	10
13	14	15	16	17 E
SD	21	22	23	24
27R	28	29	30	31

21 Student Days
1 Staff Development Day

February

M	T	W	Th	F
3	4	5	6	SD
10P	11	12	13	14
17	18	19	20	21
V	V	V	V	V

14 Student Days
1 Staff Development Days

March

M	T	W	Th	F
V	V	4	5	6
9	10	11	12	13
16P	17	18	19C	SD
23	24	25	26	27
30	31			

19 Student Days
1.5 Staff Development Days

April

M	T	W	Th	F
		1	2	3 E
6	7	8	9	10
13R	14	15	16	17
V	V	V	V	V
27	28	29	30	

17 Student Days
0 Staff Development Days

May

M	T	W	Th	F
				1
4P	5	6	7	8
11	12	13	14	15
18	19	20	21#	22
V	26	27P	28	29

20 Student Days
0 Staff Development Day

June

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	[16]	[17]	[18]	[19] *20*
[22]				

11 Student Days*
0 Staff Development Days

Legend:

V Student vacation
SD Staff Prof Development Days - No school for students
C 1/2 Day for Students - AM & Parent-Teacher Conferences 12:30 - 7:00 PM
[ ] Potential Make Up Days for school cancellations
* Potential Teacher Flex Days
# Open House for Incoming Students

Tues-Thurs, August 20-22	Staff Development Days - No School for Students
Mon, August 26	Freshman Orientation Day
Tues, August 27	First Day of School for Sophomores, Juniors, Seniors
Weds-Thurs, August 28 & 29	Picture Days for All Students
Mon, September 2	Labor Day – No School
Fri, October 11	Staff Development Day - No School for Students
Mon, October 14	No School
Weds, October 16	1/2 day for students - Parent-Teacher Conferences -12:30-7:00 pm
Mon, November 11	Staff Development Day - No School for Students
Weds-Fri., November 27-29	Thanksgiving Recess
Mon, Dec. 23-Weds, Jan. 1	Holiday Vacation
Thurs, January 2	School Reopens for Students
Mon, January 20	Staff Development Day - No School for Students
Fri, February 7	Staff Development Day - No School for Students
Mon, February 24-Tues, March 3	Winter Vacation
Thurs, March 19	1/2 day for students - Parent-Teacher Conferences -12:30-7:00 pm
Fri, March 20	Staff Development Day - No School for Students
Mon.-Fri., April 20-24	Spring Vacation
Thurs, May 21	Open House for New Students
Mon, May 25	Memorial Day - No School
Tues, June 16- Mon, June 22	Potential Make up Days - If Needed
Sat, June 20	Spaulding High School 2020 Graduation

**These dates may change due to potential school cancellations

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

Updated 7/31/2019

2

Table of Contents

Alcohol and Drug-Free Workplace (Employees)	26
Non-Discrimination and Harassment	26-27
Harassment/Hazing/Bullying	27-28
Response Protocol for Mandated Reporting of Child Abuse - ACT 50	28-29
Requests For Information by Non-School Parties	29

Spaulding High School
Core Values, Beliefs, and Learning Expectations

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

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

Learning expectations

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

Approved by SHS Faculty May 7, 2013   Approved by SHS Union School Board June 3, 2013

Academics

Syllabus

Teachers will provide students with a course syllabus detailing course content, assessment criteria and methods, standards, criteria for determining grades, cellphone expectations, and other pertinent information. Classes that provide text or other materials to students must provide replacement costs if those items are lost or damaged. Makeup work outside of school-wide practices and extra credit procedures should be made explicit.

A copy of the course syllabus will be given to or shared with the Department Chair prior to the first day of the course. The course syllabus will be provided to students on the first day of the course. The syllabus will also be put on the web page.

Teaching About Controversial Issues

Teacher initiation of controversial and sensitive issues should have direct relevance to the topic being discussed. In handling a controversial or sensitive issue, the teacher shall not suppress a student's view, value and/or belief on that issue as long as the expression of that view, value, or belief is not derogatory, malicious or abusive toward other students' views.

Instructional materials should present differing sides of controversial and sensitive issues. The purpose of classroom teaching methodologies shall be to present differing sides of controversial and sensitive issues so that teachers guide young citizens in the practices of critical discussion, thinking and reading. Students and/or their parents/guardians may request an alternative experience.

The department chair should be apprised of parental concerns as soon as possible and a meeting should be planned. If the parent/guardian is not satisfied with the outcome of the parent/teacher/department chair meeting, the parent/guardian will be directed to an administrator to arrange a meeting to resolve the issue.

Assigned Classroom Materials

Teachers will keep track of which materials are assigned to which students and the condition of those materials (listing the replacement values in the course syllabus), instruct students how to properly care for those materials, and collect the materials at the end of the course. When collected, their condition will be assessed and if necessary, documented on the *Damaged and Missing Materials* form. The teacher will then submit the form to the main office.

Student Attendance

Attendance is to be taken within the first 20 minutes of each class in Infinite Campus by the teacher, **not by students.** Students should not be sent out to retrieve a pass if they are tardy to class. Students who arrive to class after the second bell are considered **tardy** and will be assigned. Students who do not attend the teacher detention should be written up using an office referral form. Teachers should mark students **absent** if they miss more than 20 minutes of class.

If errors are identified in IC coding (i.e. tardy student marked absent, and the teacher cannot fix the error), the teacher will notify the front office immediately.

Proficiency Based Learning and Grading

Introduction

Proficiency-Based Learning is a key component of flexible and personalized pathways set forth in Act 77 and the State Board of Education's Education Quality Standards. Vermont public schools must provide students with flexible and personalized pathways for progressing through grade levels and to graduation. The focus of proficiency-based learning is on students' demonstration of desired learning outcomes. Students gain the skills, abilities, and knowledge required in an area of study, along with those necessary to be successful in college, career and civic life. Proficiency-based learning is designed to identify and address gaps to provide equitable learning opportunities for every student. This is in contrast to traditional systems which advance students based on seat time. (Vermont Department of Education).

Proficiency-based learning (PBL) calls for a clear identification of what students should know and be able to do. Increased clarity in terms of student learning goals quite naturally calls for increased accuracy in terms of assessment, grading and record keeping. Proficiency-based grading (PBG) focuses on measuring students' proficiency on a specific set of outcomes. These outcomes are shared with students at the outset of the course, along with a learning scale, or rubric, that explains the essential outcome in detail. A student's progress toward proficiency is tracked by performance on assessments that align to the standards, which encourages student ownership of the learning and allows the teacher to provide accurate feedback to the student. The goal of a proficiency-based approach is to clearly communicate to students and parents what is expected of the students and how to help them be successful in their educational journey. The purpose of this handbook is to introduce you to Spaulding High School's implementation of proficiency-based learning including our rationale, goals, expectations, and technical details. Effective implementation of PBL is dependent upon a valid set of outcomes and common outcome assessments for each course. Spaulding High School has identified standards and performance indicators for each course, developed common assessments for common courses and developed a course assessment grading outline.

Rationale

Why would anyone want to change current grading practices? The answer is quite simple: Grades are so imprecise that they are almost meaningless. – Robert Marzano

Our goal with proficiency-based learning is that students are assessed on what they know against a clearly identified set of standards, and that feedback is provided that accurately represents what students know and can do. When using a traditional grading system, factors that may be included in a student's grade are: assessments, homework, effort, and behavior. This huge range of factors does not meet our goal in providing feedback about what students know and can do. PBL is being implemented in an effort to reach our goal of providing consistent, accurate, and meaningful feedback that supports students' learning.

There are key ideas supported by proficiency based learning and grading:
- ❏ The primary purpose of assessment and grading is to provide feedback to inform student learning.
- ❏ The grading practices should reflect what a student knows and can do.

- ❏ Learning is a process that takes place over time and at different rates for different learners.
- ❏ Learning tasks and experiences should support and build on a set of essential outcomes that are identified in advance and shared with students.

Habits of Work

In proficiency based learning, a student's behavior and effort are reported separately from their academic performance. Habits of Work are important in students being academically successful, as well as developing such habits for after high school. Such habits are not included in student grades, but feedback is provided separately from student performance on standards. Accountability, effort and respect are reported on using a frequency scale of consistently, usually, occasionally, and rarely. A teacher can also indicate insufficient evidence, if attendance or the like limits the evidence a teacher can acquire. Habits of Work are reported at progress report time, but teachers may report more frequently.

SHS Habits of Work Rubric (2019-2020)

Learning Tasks

Learning tasks vary from hands-on experiences, class discussions, readings, completing problems, to written responses, etc. They may extend beyond the classroom setting and are considered practice. They do not directly impact a students' course course grade. However, learning tasks are important for student understanding in working towards exhibiting proficiency on performance indicators and standards. Students that do not initially meet proficiency on standards and performance indicators will most likely need to revisit one or more learning tasks. Learning tasks not completed on time will also be reflected in the accountability category of Habits of Work.

Incomplete learning tasks will only impact accountability in Habits of Work when initially due; it will not impact further Habits of Work scores or proficiency of the standard.

Assessment

Following the introduction of material and learning tasks, students are assessed on their ability to demonstrate knowledge of the content and material. Assessments may take different forms in different courses and content areas. Assessments will be scored as either Exemplary, Proficient, Developing, Beginning, or No Evidence.

Reassessment

If a student is not initially proficient on an assessment, the teacher and the student will collaborate on a reassessment plan. This plan allows the student two weeks to demonstrate proficiency of the standard; if he/she is still not proficient, the reassessment plan may 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 time to assess proficiency in that standard.

Weekly Check-In

On the first day of the week, all classes take 1-10 minutes to outline work completion expectations for the week, as well as recently completed learning activities/assessments.

Required Office Hours

The day after Progress Reports, (every three weeks), students who have earned Below or Unsatisfactory are required to stay until 3:05. Notifications will be sent home to all parents on progress report day informing them of the expectation that their child will be expected to stay. The email sent out will inform parents whether or not their student needs to attend Required Office Hours the following afternoon. For the courses where the student is Unsatisfactory or Below, they will make a plan to reassess, and/or complete outstanding assignments and/or assessments during the block's designated office hours. The Office Hours detail can be found [here.](#)

- ❏ 7:35-10:57 - All classes meet (similar to parent-teacher conference schedule)
    - ❏ Students who are *Meeting* or *Above* <u>in all classes</u> at Progress Report time will be dismissed from school at 11:00 am or may utilize the library for quiet study during that time.
    - ❏ Lunch is offered until 11:30
- ❏ 11:30 - 3:05 students run through blocks 1-4 on a 50-minute schedule
    - ❏ 11:30-12:20 - Block 1
    - ❏ 12:25-1:15 - Block 2
    - ❏ 1:20-2:10 - Block 3
    - ❏ 2:15-3:05 - Block 4
    - ❏ Classes that meet during morning block will make their plans during the Tuesday class period.
    - ❏ Classes that meet on a A/B schedule will utilize class time as well as "Office Hours" to make the plans.
    - ❏ Students required to attend, can not be excused for driving.
    - ❏ Students who are required to attend the "office hours" cannot be dismissed early for sporting events.
    - ❏ Students who are required to attend office hours may not have an absence or early dismissal unless administratively excused.

Plan for Academic Success (PAS)

Students that are below or unsatisfactory at progress report time will need to complete a Plan for Academic Success (PAS). The time to collaborate on the plan with their teacher occurs during Required Office Hours. Teachers will help students fill out this form that outlines what work needs to be completed or reassessed before the next round of progress reports. See form [here.](#) The purpose of the PAS is to help the student organize and prioritize the work that's needed to help them meet proficiency in their courses.
- ❏ If there is leftover time during the class's Office Hours, students can begin fulfilling their plan.
- ❏ Those who want to earn exemplary can fill out a PAS on their own time (in the library or at home)

Extra Study

Students who do not need to go to all their teacher's Required Office Hours will report to the Extra Study, available in the cafeteria, until the end of the day or their next class's Office Hours begin.

- ❏ Example: If a student only needs to attend Block 3, they are still at school for the full day. If a student is meeting or above in a course, they will go to the Extra Study for that scheduled Office Hour time.
- ❏ Teachers or case managers who want to work with students from the tank, may do so. Students will need to be escorted to and from the cafeteria.
- ❏ Teachers with classes where all students are Meeting or Above will supervise the cafeteria.
- ❏ Students who don't have to be here, but are here due to lack of rides, etc can utilize the library instead of the cafeteria. To access the library during this time, students progress reports will be checked by library staff.

Call Back Day

One day at the end of each semester, a teacher can "call back" students who are close to passing. If students do not attend Required Office Hours or follow through with their PAS, they are not eligible for call back.   This is intended for students that are close to earning proficiency, not to "catch up" for the entire semester.

- ❏ Clear expectations for what is "close" should be communicated in the syllabus and like courses should have similar expectations.
- ❏ Quarters 1 & 3 will not have a Call Back Day
    - ❏ Quarter 1 & 3 classes will only have two required office hour afternoons.
    - ❏ The course will end when the quarter does.
- ❏ Quarters 2 & 4 can utilize Call Back Day

Required Office Hours Alerts

Required Office Hours Alerts will be generated through Infinite Campus at progress report time if a student is Unsatisfactory or Below. Questions about academic performance should be directed to the classroom teacher, who can provide the greatest insight into student performance.

Assessment Days

The assessment day schedule will be:
- ❏ Quarter 2 - January 17, 2020
- ❏ Quarter 4 - June 2020 (dependent on make-up days)

A regular bell schedule will run. Additionally, teachers have the flexibility to have students come during times that the students are not required in other courses. Teachers should make it clear to students ahead of time when they are available for "drop ins" and when they are not (for example, a lunch break or full class).

Teachers will contact students that need to return for continued assessment, and will arrange a time that works for both the student and teacher.   Seniors will be identified earlier to ensure they have the opportunity to meet graduation requirements; assessments are a priority over graduation practice.

Teachers must CLEARLY communicate with students and parents what the expectations are for assessments (for example, if the student needs to work on individual performance indicators or if the student is participating in a presentation, etc.). Regardless if a student is or is not required to attend, teachers will need to email the parent. In the case that the parent does not have email access, the parent needs to be called.

IC Messenger can expedite messaging. If you need assistance with this task, please see Emily Loughlin or an IC Coach (Brendan Eaton, Jesse Willard, Chris Moran, Michael Whalen).

Academic Support

We recognize that students require different levels of support to grow academically, and individual student needs can vary throughout the year. In order to best support our students, teachers are expected to be available during AM block (unless otherwise obligated) and Academic Advisory (Tuesday through Friday). Proficiency Support & Math Support are available and staffed by certified teachers.

Teachers are encouraged to communicate with families and students when they feel students are in need of additional help. Advisors will also check student grades/progress on Mondays and encourage students to seek extra help. Students that are not initially successful meeting proficiency on standards and performance indicators are given additional support, revisit learning tasks, and opportunities for reassessment.

Progress Reporting and Grades

Progress reports are intended to inform students and parents of periodic academic progress while students can use that feedback to improve performance. At progress report times, an in-progress grade will be communicated. The in-progress grade will use: "Above," "Meeting," "Below," "Unsatisfactory," or "No Evidence." The in-progress grade is not final, and indicates the student performance based upon the performance indicators and standards that have been assessed to that point and how the student's progress compares to expectations for the course. All students and parents can check progress through the parent and/or student portal. Progress reports are officially available after 8:00 AM on the scheduled Monday (see schedule below). Parents/guardians who would like a paper progress report can request one from the guidance office.

- ❏ Quarter 1 -   September 16 & October 7, 2019& November 4
- ❏ Quarter 2 -   November 25 & December 16, 2019
- ❏ Quarter 3 -   February 10 & March 16, 2020, April 6
- ❏ Quarter 4 -   May 4 & 27, 2020

At the end of the course, the teacher will use the SHS Course Performance Grading Guideline (see below). The course grade is based upon the compilation of the standards and will be reported as: "Exemplary," "Partially Exemplary," "Proficient," "Partially Proficient," "Developing," "Beginning" or "No Evidence." Teachers will use all assessment data and the guidelines from the top down to assess student grades. When the guideline does

not completely represent the situation, professional discretion will be used. Students must earn partially proficient or higher to receive credit for the course.

SHS Course Performance Grading Guideline

Report Cards

Report Cards are officially available online after 8:00 AM on the following dates, parents/guardians who would like a paper report cards can request one from the guidance office:

- ❏ Quarter 1 -   November 12, 2019
- ❏ Quarter 2 -   January 27, 2020
- ❏ Quarter 3 -   April 13, 2020
- ❏ Quarter 4 -   June 2020 (dependent on make-up days)

Incompletes

At the end of the course, students may be issued an incomplete for a course. An incomplete is assigned when a student has extenuating circumstances that have interfered with the student's learning and performance in the course – such as an accident or a medical situation. A teacher can also issue an incomplete when a student has not quite met proficiency, but could reasonably be expected to do so with a two week plan to work towards proficiency and has met the expectations of Usually and/or Consistently for Habits of Work. Additional extensions may be granted with the permission of the department chair, if a student is making reasonable progress.

Communication with Parents/Guardians

Communication with parents/guardians is critical. When students are not doing well, it is important that early communication happens. Teachers are expected to reach out to parents/guardians when concerns arise. It is best practice to include the student's school counselor on the correspondence or be alerted after the fact, so that the student has the benefit of a team approach in supporting the student.

When communicating with parents/guardians, always maintain a professional tone. Emails are a matter of record. State facts (example: what a student has or has not turned in) and do not pass judgement on the situation. Explain clearly why a decision has been made and what your expectations are for the student moving forward. Encourage parents/guardians to contact you with questions and concerns and respond to them as quickly as possible.

SHS Academic Alert

Questions Regarding Proficiency Based Learning and Grading?

Inquiries about proficiency based learning should focus upon the student's learning and demonstration of what the student knows and can do against standards. If a question is posed that a teacher is unsure as to how to respond, the teacher should seek support from an administrator.

Inquiries about grading should reference student learning and evidence of that learning. If the inquiry is based upon an Infinite Campus difficulty that the teacher can not address, the teacher should seek support from an IC coach and/or an administrator.

Classroom Management

Student Handbook

In order to ensure that each student understands the operations and expectations of Spaulding High School, teachers will review the Student Handbook in its entirety with their advisory students throughout the first week of school.

Behaviors to Take Notice Of

Students in your class may be experiencing or have experienced Adverse Childhood Experiences (ACES). These experiences can affect students in a variety of ways, and may manifest in a variety of behaviors including (but certainly not limited to):
- ❏ Disengagement
- ❏ Sleeping
- ❏ Inattention
- ❏ Sudden mood swings
- ❏ Self injury
- ❏ Refusal to comply with reasonable requests
- ❏ Anxiety
- ❏ Substance use - slurred speech, red/glassy eyes, incoherent thought/speech, sweating, etc

Conducting Classes

Research tells us that an **appropriate educational environment** contributes to the success of a school. In order to establish and maintain the most productive school environment for our campus we need your help.
- ❏ Teachers are expected to maximize use of instructional time.
- ❏ Students are expected to stay seated until the dismissal bell, not gathered around the door.
- ❏ Teachers must never leave their class unsupervised; should you need to leave for a compelling reason, please ask someone to cover your class (adjoining classroom teacher, department chair, administration, etc…)
- ❏ In the event that a lesson will be conducted in a different location than the regularly scheduled classroom, the teacher will:
  - ❏ notify the front office
  - ❏ leave a note on the classroom door indicating where the class will be conducted
  - ❏ take GO folder
  - ❏ lock the classroom door

❏ Teachers should avoid the use of the hallways for classroom activities as this can be distracting to other classes; individual students must be supervised and should not be assigned to work in the hallway.
❏ Hats may be worn in the classroom **at the teacher's discretion.**
❏ To foster a respectful learning environment, students are not to wear sunglasses, clothing with crude, sexually suggestive, substance endorsing, harassing or derogatory messages, or revealing/immodest clothing i.e. clothing which exposes midriffs and backs. Teachers can choose to address this themselves, or refer the student(s) to the nurse/guidance.
❏ 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 in the syllabus.

Classroom Phones

For safety and security reasons, students should not be permitted to answer classroom phones. Students should only call out using classroom phones with explicit teacher permission and supervision. They should not take the phone into the hallway or have extended conversations, and should be prompted to end the conversation immediately if it becomes distracting or hostile. Students may be referred to the office to make phone calls at the teacher's discretion.

Student Passes

❏ While it is important to keep students in class, teachers may allow limited hall passes for legitimate reasons. All students outside of the class during class time must have an orange SHS Hall Pass or an individual classroom pass.
❏ Only one student should be out of the class at a time.
❏ If students need a "break", they should be given a pass to guidance or "Access" but NOT be permitted to walk the halls. The teacher should call the destination to let them know to expect the student. Formal break passes/plans must be approved by the SHS administration.
❏ If a student arrives late to class, and does not have a pass, they must be considered tardy but admitted to class. Do not send them out to retrieve a pass from where they originated.
❏ If teachers encounter students in the hall during class time, they should ask to see a pass. If the student does not have, or has a suspicious pass, the teacher should note the student's name and direct the student to the office.
❏ Teachers should collect any suspicious passes and turn them over to the office with an office referral identifying the concern.
❏ Note any consistent patterns of leaving class or being in hallways, and report this information to a guidance counselor, nurse, and/or assistant principal.
❏ All students are assigned a lunch band and should NOT be given a pass to the cafeteria during a different lunch band. If a teacher gives a student permission to eat in their classroom during that student's lunch band, they should ensure the student has a pass to leave the cafeteria and report to that teacher.

Classroom Discipline

We believe that classroom time is sacrosanct; therefore, having a student removed from class for any period of time should be taken seriously by all concerned. If a student disrupts class, and a staff member is unable to correct the situation, he/she is expected to do the following:

- ❏ Direct the student to the **Assistant Principal's office**.
- ❏ Fill out an **Office Referral** by the end of the day, that clearly details the situation and interventions used, giving observable details; conjecture and assumptions for the reason for the behavior, and names of other students must be excluded.

Most minor offenses may result in the student returning to class before the end of the block. Some situations, however, may warrant the student not returning for the remainder of the block. Only an administrator is authorized to remove a student from a class for more than one class period.

Communication with administration in regard to office referrals is a key component in ensuring fair, firm, and consistent responses to misbehavior. Persistent low level behaviors may be handled in the classroom, however, documenting those issues allows administration, parents, and other stakeholders to be aware of ongoing concerns.

Corporal Punishment

Corporal punishment, as defined by the United Nations Committee on the Rights of the Child, is *any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light,* and is prohibited.

Physical contact with students, which is unwanted and/or prevents movement is strictly limited to what is necessary to prevent imminent injury to self or others. Touching or searching a student or their belongings, preventing them from leaving an area, or otherwise restricting their free will is strongly encouraged and can lead to disciplinary and/or legal consequences. If concerns arise which might necessitate these types of responses, administration should be notified immediately.

Communication

Communication is a critical component to student success. All faculty and staff are expected to check email and voicemail daily and to respond to parent communication within 48 hours. As in all interactions, teachers are expected to communicate respectfully and professionally and to report any inappropriate communications received from parents to the administration. Please refrain from using all caps in written communication as this signifies yelling.

Reserving Spaces for Academic Purposes

In the event that a teacher needs to use an alternative space to the classroom, they must contact the Administrative Assistant to ensure availability and reserve the space.

Field Trips

A field trip is a school event that takes a student out of scheduled classes either on or off campus for the purpose of enhancing students' educational experience. Due to the increased risk and liability of taking students into the community, the benefit of the trip must heavily outweigh the risk. Effort should be made to minimize the impact of a field trip on other courses. Field trip applications and packets are provided in the shared folder on the google drive.

- ❏ All field trips must be related to curriculum or extra–curricular activities, and specific standards must be listed.
- ❏ Field trips must have a student to staff ratio of 10:1 and have a minimum of two chaperones unless otherwise approved by administration. Please note that adults serving in a 1:1 capacity with a specific student cannot be counted in the 10:1 ratio. Any non-school staff acting as a chaperone, must be approved through the BSU.
- ❏ Trips which require funding, must be approved by the department head before field trip requests are submitted to administration.
- ❏ Courses or programs which have recurring field trips are encouraged to speak with administration about notification and permission.
- ❏ Field trips will be categorized as follows:
    - ❏ Level I - Trips occurring the school day (blocks 1-4)
    - ❏ Level II - Trips occurring outside the school day and/or out of state (no overnight stay)
    - ❏ Level III - Trips occurring outside the school day and/or out of state (including overnight stay)
    - ❏ Level IV - International trips

Field trips are not a requirement for passing a course. Students must submit a permission slip signed by their parent.guardian in order to attend a field trip. In addition, students must obtain written consent from their other teachers saying they are in good academic standing in their class and may be excused to attend the field trip. The teacher/staff member responsible for the field trip should let their colleagues know of the trip one week prior to the event.

Hallway Expectations

We believe that to establish and maintain a culture of respect, expectations for the hallway should match those in the classroom. Appropriate language, behavior, and attire are expected. If you hear or see something that should not be taking place in the hallway, please take a moment to address it with the student(s) and follow up as necessary with administration.

Teachers are encouraged to display student work and achievement. Spaulding High School is obligated to maintain an appropriate educational environment for all students. Certain subject matter, content, and imagery may be appropriate for the classroom (ie swastika in history class), but would not be appropriate for display out of context in the hallways. Student work that contains crude, sexually suggestive content, alcohol or drug use/endorsing messages, or creates a harassing, hostile or derogatory environment will not be allowed to be displayed in common areas including the cafeteria, library, auditorium, gymnasium, etc.

Emergency Preparedness

The BUUSD and Spaulding High School has adopted the A.L.I.C.E. program for responding to dynamic threats to student safety. ALICE stands for Alert, Lockdown, Inform, Counter, and Evacuate. This program empowers each person to evaluate and respond to threats in the way they believe to be the most effective for survival.

Administration should be called upon whenever a situation develops which threatens to become a major disruption or safety issues on campus. In the event of emergency situations requiring significant medical or law enforcement response, contact 911 first, then notify administration as soon as possible.

Alert

Staff and students are encouraged to remain alert to their surroundings and environment, including features such as where the exits are located. If a threat is observed, students and staff are expected to immediately alert administration in person or phone; do not leave messages or emails regarding threats which require an urgent response.

Inform

If a threat exists, and the office is made aware, an announcement will be made which clearly informs the community of the situation. Staff and students are then empowered to take actions which they believe will increase survivability. Whenever possible, the suggested response order is evacuate, lockdown, and then counter (as a last resort).

Evacuate the Building

Evacuation is the most effective and preferred response to threats inside the building. For those situations and exercises which do not require relocation, the following preparation measures and procedures should be implemented:

Preparation:
- ❏ Each classroom and office should have a wall bin, "GO" folder, and Evacuation Map on the wall next to the main classroom door. If you do not, please contact the Administrative Assistant to get the materials you need.
- ❏ It is the responsibility of each teacher to maintain accurate and current class rosters in the "GO" folder. Current rosters can be printed out through Infinite Campus. Rosters must include the room number, block, teacher name, student name, and student picture.
- ❏ The color of the "GO" folder indicates which color coded section your class will report to upon leaving the school in an evacuation situation or exercise.
    - ❏ ORANGE: Grassy area to the right of Allen Jones on Ayers Street
    - ❏ PURPLE: Grassy area in front of the Supervisory Union building on Ayers Street
    - ❏ GREEN: Grassy area at the entrance to the football field.
    - ❏ BLUE: Student parking lot adjacent to the baseball field.
    - ❏ YELLOW: Grassy area behind Building Trades

Evacuation (Faculty Responsibilities)

- In the event of an evacuation, remind students to bring valuables outside with them (they may NOT go to their lockers), since classroom doors are to remain unlocked. You should also take all of your valuables with you and be prepared to not re-enter the building for the rest of the day.
- Take the "GO" folder with you, turn off classroom lights and close the door, but leave the door UNLOCKED. *Please remember to always take the folder with you if you take your class to another space (e.g. the library, computer lab, etc.)*
- Follow the map directions out of the building to your color coded section outside, move your class out of the roadway, and stay with them.
- Take attendance: circle ONLY the names of students who were present in your class but are not with you now.
- Sign your name anywhere on the roster. If your entire class is accounted for (absent or standing with you) the only mark on your roster should be your signature.
- Give your class roster (NOT the entire folder) to the site commander. They will be standing to the left of the main group and be wearing a fluorescent vest and holding a clipboard/radio.
- Finally, if you happen to have a planning block during an evacuation, please go to the nearest color coded zone and assist site commanders and colleagues as needed.

Evacuation (Student Responsibilities)
Please share these expectations with your classes and Advisory so students know where to go and what to do during each block.
- Take your valuables outside with you.
- Stay with your class for the entirety of the evacuation.
- Remain quiet and calm.
- If you are not with the class you are supposed to be in when the alarm sounds, exit the building through the closest outside doors. If your class is in that section, check in with your teacher. If your class is not in that section, find the teacher with the fluorescent vest and clipboard and check in with them. DO NOT wander – we will be looking for you to make sure you got out of the building safely.

Relocation

If the situation dictates that remaining near the building is unsafe, students and faculty should make their way to the Barre Auditorium. This will serve as the staging area where emergency personnel will support and help with the accountability and re-unification process.

Lockdown

A "Lockdown" situation occurs when an emergency exists so near to the location of the individuals that evacuation is not an option for them. Lockdown includes:
1. securely lock and barricade doors
2. turn off classroom lights
3. spread out throughout the room with something to throw in hand
4. prepare to evacuate or counter

Counter

Students and staff are empowered to "counter" a threatening intruder at their discretion. The goal of countering is to distract, disrupt, and/or otherwise render the individual unable to focus on or complete harm on people. Remember that evacuation is always the recommended response to a threat if it is feasible.

Clear the Halls

A "Clear the Halls" situation is less serious, and goes into place when a low level situation occurs in an open, public space (lobbies, hallways, bathrooms) where it would be prudent to simply have students, faculty and staff move to a classroom or workspace. In such a situation, we simply want to give the people involved a level of privacy. Medical issues for students or faculty would be an example of such a situation. Doors do not need to be locked and lights can remain on; simply proceed as normal, but do not leave your space (or let your students leave) until you have the All Clear signal.

Professional Responsibilities

Mandated Reporting

Teachers are mandated by law to report incidents of Hazing, Harassment, and Bullying (HHB), as well as if there is reasonable suspicion that a student is a victim of abuse or neglect. Additional information is provided in the "Policy Brief" section at the end of this handbook.
- ❏ HHB concerns must be reported to the administration immediately as there is statute requiring action within 24 hours of the **staff's** knowledge of the incident.
- ❏ If there is reasonable suspicion of abuse or neglect, teachers must report to the Vermont Department of Children and Families within 24 hours. These reports can be made via phone 1-800-649-5285 or by faxing the approved form to 1-802-241-3301.
- ❏ Reports to and responses from DCF and law enforcement should be copied and/or shared with administration at the time they are made or received.

Maintaining Appropriate Boundaries

It is expected that teachers will maintain healthy and appropriate relationships with students; this includes setting and maintaining clear boundaries. Communication should be done in person in a public area or via school (not personal) email. To limit your liability, phone, text, Facebook, and other forms of social media are not to be used to communicate with students.

Social Media and Digital Communication

Effective communication with colleagues, students and families is vital for a thriving school environment where all stakeholders feel heard and engaged. Social media and digital communication devices and methods offer a means by which staff can quickly communicate with others, share information and exchange ideas.

The BUUSD understands the value of social media and the benefits offered by digital communication devices for providing quick and easy interaction among peers, students and families. These guidelines are intended to support BUUSD staff by ensuring that all staff members clearly understand the many factors and possible ramifications to

Consider. For the BUUSD guidelines on Social Media and Digital Communication click on the link below:

Guidelines for Social Media and Digital Communication

Interschool Communications

School and district email is provided for professional use only; to that end, please refrain from sending personal messages, sales, and solicitation to SHS-Everyone and BSU-Everyone.

Family Educational Rights and Privacy Act (FERPA)

All school staff is bound by the Family Educational Rights and Privacy Act (FERPA) which outlines confidentiality of student information. Teachers should only seek out information about students whom they are charged with the direct supervision, education, or support of. For more information please visit: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Meetings

It is the responsibility of teachers to attend professional meetings including: Faculty, Collaborative, Department, Student specific, etc. **For a schedule of all monthly meetings – see Section 7 of this binder**.

When working in groups and meetings, teachers are expected to adhere to all norms as established by the group.

Professional Development

All leave time for Professional Development (PD) opportunities will be approved by the principal. Please keep in mind issues regarding class coverage when considering when you are seeking time off for the purposes of PD. If the principal deems that the timing of your request is not conducive or timely, it may be denied.

Assemblies

It is the expectation that all teachers accompany their class to assemblies and remain at the event for the duration of the program. Teachers who do not have a class at the time of the assembly are also expected to attend the assembly in order to assist in the supervision of students and demonstrate the school's commitment to these opportunities.

Faculty/Staff Availability

All employees should be in their rooms or offices by 7:35 AM, available to students, administrators and colleagues, or engaged in a 504, IEP, or other student meetings. Morning Block is not designed to be a teacher prep period. Each teacher has at least one block in the course of the day for preparation. Morning Block is designed for make-up, extra credit, as well as team or department meetings, interdisciplinary discussions, and collaborative instructional planning. Before 8:17, students must be with a teacher in their classroom, in the library, or in the cafeteria.

Faculty members leaving the building for any reason must sign out in the front office.

Timeliness to School and Class

It is the expectation that teachers will be on time to school and for each class. When an unforeseen situation develops that requires a staff person to be late to school, he/she will notify the office as soon as possible. The office staff will then make arrangements to cover the class(es) until the teacher arrives.

Personal Guests and Visitors

It is expected that teachers be available to their students and professional responsibilities at all times during the school day. All personal guests and visitors, including children, spouses, and personal friends, must be pre-approved at least 24 hours in advance by administration and may require background checks. If an emergency situation develops where an individual may need to be at school for a brief time, please contact an administrator. A not time should ANY guest, personal or professional, be left alone with students unless explicitly pre approved by administration.

Teacher Absences and Plans

It is expected that teachers are present while school is in session. However, in the event that situations arise where teachers must be absent from school, it is their responsibility to ensure that students receive consistent academic programming. The BUUSD utilizes Aesop to manage coverage for teacher absences, sub plans, and payroll/leave balances. These resources can be accessed through the faculty and staff tab on the school's web page or via phone at 802-476-4811 ext-1167.

Emergency

An emergency absence is one in which the teacher is not able to attend school with little or no notice and is NOT able to submit lesson plans. **Emergency Sub Plans should be turned in to the Department Chair by the end of the first full week of each semester (or quarter for quarterly classes).** Emergency plans are not to be used when a teacher is out under normal circumstances.

Closing/Delayed Opening of School

If adverse weather conditions cause school to be closed or delayed, an announcement will be made by the Superintendent by 6:30 AM through our automated notification system. Additionally, the information will be shared with local radio stations (WSNO, WORK, WSKI, WDEV), television stations (WCAX & WPTZ), and posted on our website at www.shsu61.org. If the opening of school is delayed, the Late Start bell schedule will be followed and students will begin arriving at 9:30 AM; teachers are expected to be on campus by 9:00 AM contingent on road conditions and their ability to travel safely.

If it is determined that road conditions will not be improving, an announcement will be made by 8:30 AM announcing the cancellation of school.

Parents are authorized to decide if it is prudent to keep students at home if they feel weather conditions warrant. If so, the student is excused when a parent note to this effect is presented.

Proper Attire

A teacher's attire should reflect a model of success. Outfits should suggest a professional attitude and a desire to get to work. A dress code for teachers has a three-fold purpose: to establish authority, to establish credibility, and to maintain a level of respect in the classroom. It is the hope that the students will follow suit and reciprocate respectfulness and an attitude of learning. When students are present, staff are expected to refrain from wearing hats.

Announcements

Advisory teachers will display the daily bulletin and review pertinent information to students on a daily basis. Announcements must be submitted in writing to Jan Trepanier by 1:00 PM, in order to be included in the following day's bulletin. Public address announcements must be approved by the administration and will be restricted to the following times:
- ❏ The start of Block 1
- ❏ Passing time between classes
- ❏ The end of Advisory
- ❏ The end of the school day.

Accounting for School Receipts and Expenditures

General Expenditures

- ❏ The requisition form needs to be filled out in its entirety, including account code and signature of department chair.
- ❏ The requisition form is then given to the bookkeeper for the principal's approval and processing.
- ❏ The purchase order, once generated by the bookkeeper, will then be submitted for order by the department chair or the bookkeeper.
- ❏ When the invoice arrives, it will need to be signed by the department chair, confirming the items have been received. The invoice should reference the purchase order number when being submitted to the bookkeeper.
- ❏ The bookkeeper keeps all purchase orders and their corresponding invoices. However, it is a good idea to keep copies of your requisitions and invoices.

Fundraising

- ❏ All fundraising must receive prior approval from the Activities/Athletic Director. Deposits are to be made via the bookkeeper as soon after the event as possible.
- ❏ Initiate purchase requests by filling out a purchase order requisition, located in the bookkeeper's office. The appropriate advisor must approve this requisition. A second approval is needed by the principal.
- ❏ The advisor has the option of placing the order themselves or ordering through the bookkeeper, after approval.
- ❏ When the invoice arrives, it will need to be signed by the advisor, confirming the items have been received. The invoice should reference the purchase order number when being submitted to the bookkeeper.

- ❏ Once the bookkeeper receives the approved invoice, it will be scheduled for payment.
- ❏ The bookkeeper keeps all purchase orders and their corresponding invoices. However, it is a good idea to keep copies of your requisitions and invoices.

Lunch

Every faculty and staff member will have a duty free lunch during the lunch bands of the school day. The cafeteria is open from 7:00 AM to 8:10 AM for students and staff. It reopens at 8:30 AM for staff only. Lunch service is available from 11:00 AM to 12:55 PM.

Parking

Parking on school grounds is limited to a first come, first served basis. There are specially marked spots located throughout the campus (i.e. visitor, bus, handicap, reserved); staff are expected to abide by these designated spots.

Faculty Supervision

The supervision and evaluation process at Spaulding High School is a combination of the Charlotte Danielson *Framework for Teacher*s and walk-through observations.

Department Chair

Job Description

Hiring Procedures - Teachers

When a teaching vacancy is needing to be filled:
- ❏ Position is posted by BUUSD
- ❏ An internal committee is formed - the committee will consist of the department chair, an administrator and up to two members of the department. Other staff members, such as counselors, who may have relevant involvement with the vacant position, may also be considered. The final decision will be that of the building principal.
- ❏ The committee reviews and selects applicants to be interviewed.
- ❏ The principal or their designee will be tasked to schedule the interviews.
- ❏ The committee will establish a series of questions to use with all interviewees.
- ❏ The committee decides which candidate is moved forward to the superintendent for a second interview.
- ❏ The department chair checks three professional references and completes the hiring packet.
- ❏ The hiring packet is submitted to the principal for review and signature before being sent to the superintendent.
- ❏ The superintendent interviews all recommended professional candidates and makes the final decision about hiring.
- ❏ The department chair notifies all interviewed candidates that they are no longer being considered via phone or email.
- ❏ All candidates not interviewed will receive an email notification about the status of the position.

Hiring Procedures - Para-educator or Behavioral Interventionist

When a para-educator vacancy is needing to be filled:
- ❏ Position is posted by BUUSD
- ❏ An internal committee is formed - the committee will consist of the department chair or supervisor, an administrator and up to two members of the department. Other staff members who have relevant involvement with the vacant position, may also be considered. The final decision will be that of the building principal.
- ❏ The committee reviews and selects applicants to be interviewed.
- ❏ The principal or their designee will be tasked to schedule the interviews.
- ❏ The committee will establish a series of questions to use with all interviewees.
- ❏ The committee decides which candidate to hire.
- ❏ The department chair or supervisor checks three professional references and completes the hiring packet.
- ❏ The hiring packet is submitted to the principal for review and signature before being sent to the BUUSD.
- ❏ The department chair or supervisory notifies all interviewed candidates that they are no longer being considered via phone or email.
- ❏ All candidates not interviewed will receive an email notification about the status of the position.

The hiring procedures for other positions, such as Bookkeeper, Registrar, etc., will use a similar process as that listed above.

Support Services

Multi Tiered Systems of Support (MTSS)

Please see the Google shared drive for referral resources.

Library Services

The campus library provides access to multiple media formats. Additional resources can be accessed through Vermont Online Library on a networked computer or the library's mini-lab. Audio-visual devices are available and may be requested through forms located in the library. Librarians are available to provide library specific instruction, and take media requests to support academic programs. Library hours are 7:00 AM - 3:30 PM daily.

Health Services

The Nurse's Office is open from 7:35 AM to 3:05 PM.

The nurse provides a variety of health and wellness related tasks, including, but not limited to:

- ❏ Outreach to families (home visits, phone contact)
- ❏ Care plans for children with medical problems
- ❏ One-on-one health counseling by appointment
- ❏ Attendance at meetings--Basic Staffing, Attendance Review, etc.
- ❏ Consulting with faculty regarding students with medical problems
- ❏ Medical consultant/advocate for school personnel

Return to Learn

In the event that a student sustains a concussion, they may be placed on a plan outlining "Return to Learn" procedures. This will be directed by the nurses.

Injuries - Contact the school nurse immediately

Staff members who are exposed to bloodborne pathogens or are hurt while executing their professional responsibilities (on OR off campus) should immediately contact the school nurse who will complete the online worker's compensation form. If the nurse or administration in not available, contact the after hours nurse (Concentra 1-866-665-2914) and report to the school nurse and administration via email as soon as possible, but within 24 hours. Administration will be notified by Concentra as to any necessary accommodations.

Maintenance/Custodial Request

If you have maintenance or custodial requests, please leave a note in the appropriate mailbox or email the situation to the appropriate person as follows:

Maintenance/Custodial Concerns - Don Lessard at dlessshs@u61.net x-1181
Electrical Work - Arthur Young at ayounbsu@u61.net - x-1182

Technology Requests

If you are having problems with technology - either hardware or software - please complete a Zendesk request.

If you need computer supplies, please contact the Zendesk.

Policy Briefs

Tobacco Prohibition

Per BUUSD Policy B7 and Vermont State Law, possession or use of tobacco products on school grounds is prohibited and will lead to disciplinary action.

Alcohol and Drug-Free Workplace (Employees)

Per BUUSD Policy B3, Spaulding High School is an alcohol and drug-free workplace. No employee will unlawfully manufacture, distribute, dispense, possess or use alcohol or any drug in the workplace. If an employee violates this policy, the district will take appropriate action which may include, but is not limited to, one or more of the following:

- ❏ Verbal counsel
- ❏ Written reprimand
- ❏ Suspension with pay
- ❏ Suspension without pay
- ❏ Require enrollment in and successful completion of a substance abuse assistance or rehabilitation program
- ❏ Dismissal
- ❏ Referral to law enforcement officials for prosecution if the employee has violated state or federal laws.

The Board will take such action in accordance with district policies and regulations as well as applicable state and federal law.

Non-Discrimination and Harassment

Per BUUSD B5, No person, upon the basis of race, color, national origin, disability, marital status, sexual orientation, gender, age, creed or faith shall be excluded from participation in any educational program or activity at the school. Harassment is illegal and the BUUSD will not tolerate harassment of its students or employees, nor will the District tolerate unprofessional conduct which leads to harassment.

Any staff member who witnesses or receives information regarding discrimination or harassment shall report it to the administration. If the report involves a building administrator, then the report should be made to the superintendent. The principal/superintendent will respond accordingly. If an investigation is completed, the individual under investigation and the superintendent will be notified of the findings and actions (if applicable).

Actions may include, but are not limited to:
- ❏ Filed letter of substantiated complaint
- ❏ Education
- ❏ Identifying the offensive behavior and requesting that the behavior cease
- ❏ Holding a facilitated a meeting with or without the complainant
- ❏ Suspension
- ❏ Termination
- ❏ Letter to the Agency of Education Licensing Board

An individual may also elect to file a complaint initially with the EEOC, Vermont's Attorney General, or Vermont's Human Rights Commission.

The institution may choose to follow up on a concern whether or not a formal or informal complaint has been filed.

A person found to be in violation of this policy may appeal the determination and/or the action taken.

Harassment/Hazing/Bullying

BUUSD Policies C-10 and C-10P

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

Harassment includes conduct as defined above and may also constitute one or more of the following: (1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur: (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student's education, academic status, or progress; or (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student. Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student's ability to participate in or benefit from the educational program on the basis of sex. (2) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs. (3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

Hazing means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and (1) Which is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student. Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that: (1) The goals are approved by the educational institution; and (2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions. With respect to Hazing, "Student" means any person who: (A) is registered in or in attendance at an educational institution; (B) has been accepted for admission at the educational institution where

the hazing incident occurs; or (C) intends to attend an educational institution during any of its regular sessions after an official academic break.

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

An **investigation** which finds that Harassment, Hazing, or Bullying has been substantiated may result in disciplinary consequences which include progressive discipline. Administration reserves the right to bypass progressive discipline and impose strict consequences immediately given the specific circumstances of the case. Please refer to Section IV.A. of the 2015 AOE Model Procedures for additional information on substantiated violations. Students who violate this policy may pursue formal appeals which may delay the imposition of discipline.

All complaints, investigations, and outcomes regarding Harassment, Hazing, and Bullying as it relates to other students will remain strictly confidential.

Reporting

- ❏ Do not ignore the behaviors.
- ❏ If witnessed, demand the behavior to stop and immediately report the incident to administration.
- ❏ If informed of HHB behaviors, immediately report the incident to administration.

Response Protocol for Mandated Reporting of Child Abuse - Act 50

As of July 1, 2015, Act 50 is in effect. This legislation addressed mandated reporting procedures across the state. The latest information can be found at: www.mandatedreporters.vt.gov.

The new standard is: A mandated reporter who **REASONABLY SUSPECTS** abuse or neglect of a child **SHALL REPORT** in accordance with the provisions of section 4914 of this title **WITHIN 24 HOURS** of the time information regarding the suspected abuse or neglect was first received or observed (33 VSA § 4913(c)). School employees are mandated reporters by state statute, and when reports are made in good faith, they are immune from any civil or criminal liability which might otherwise be incurred or imposed as a result of making a report. It's the responsibility of all employees of the school district to take action to protect students whose health and welfare may be adversely affected through abuse or neglect. **Staff are encouraged to make a report to DCF in the presence of an administrator or their designee, but MUST inform administration in writing that a report to DCF has been made, by the end of that day.**

If a student shares information with a teacher which cannot be kept in confidence because the student or another student's safety is involved, the teacher must contact an administrator or guidance counselor. If there are concerns

that the student poses a risk to themselves, the administrator or counselor may call the Washington County Mental Health Screeners, and call the parent. The student is not be left alone until the *assessment* is complete.

Requests for Information by Non-School Parties

In the event that a group or individual (not officially identified as a guardian) requests information regarding a student, they shall be referred to administration. Do NOT release any information without administrative approval.