

Spaulding High School Student Handbook 2023-2024



155 Ayers Street, Suite 1
Barre, VT 05641
(802) 476-4811
www.spauldinghs.org

Luke Aither - Principal
Mari Miller - Assistant Principal for Faculty
Rebecca Busker - Assistant Principal for Students

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The following handbook outlines the procedures and expectations of Spaulding High School (SHS). The administration of SHS, the Barre Unified Union School District (BUUSD) Board and/or the Superintendent of Schools reserve the right to revise the handbook and make individual decisions for unique situations which are not explicitly covered in this handbook.

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BUUSD Strategic Plan



Equitable Access

Ensure students have equitable access to learning resources



Communications & Relationships

Create communication systems that foster collaborative internal & external community relationships



Curriculum & Career Pathways

Develop creative and flexible curriculum and career pathways that enable students to become successful citizens and skillful workers



Student Wellness

Provide the physical, mental, emotional, and environmental wellness resources that students need for successful learning and wellbeing



Student Engagement

Promote student engagement and ownership in their learning

Each of our 5 goals has a set of Strategic Objectives:

> **EQUITABLE ACCESS**

> **COMMUNICATIONS & RELATIONSHIPS**

> **CURRICULUM & CAREER PATHWAYS**

> **STUDENT WELLNESS**

> **STUDENT ENGAGEMENT**

At Spaulding High School, we embrace the development of our community as we recognize that all people need to have a feeling of belonging in order to succeed. To help our students and staff grow in their feeling of belonging

Calendar and Schedules

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Spaulding High School

2023-2024 School Calendar

	= Student Day
	= Staff Day

August						September						October						November					
M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F	
										1		2	3	4	5FT	SD				1	2	3P	
						V	5	6	7	8		V	10	11	12	13P		6	7	8	9	10	
Flex	Flex	Flex	Flex	Flex		11	12	13	14	15		16	17	18	19	20		13	14	15	16	17	
21/Flex	22/Flex	SD	SD	SD		18	19	20	21	22P		23	24	25	26	27		V	V	V	V	V	
SD	Flex	30	31			25	26	27	28	29		30	31					27	28	29	30		
Student Days					2	Student Days					20	Student Days					20	Student Days					17
Staff Days					7	Staff Days					20	Staff Days					21.5	Staff Days					17
December						January						February						March					
M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F	
				1P		V	2	3	4	5					1	2						V	
4	5	6	7	8		8	9	10	11	12		5	6	7	8	9P		V	V	6	7	8P	
11	12	13	14	15		V	16	17	18	19P		12	13	14	15	16		11	12	13	14	15	
18	19	20	21	ER/P		SD	23	24	25	26		19	20	21	22	23		18	19	20	21FT	22	
V	V	V	V	V		29	30	31				V	V	V	V			25	26	27	28	29	
Student Days					16	Student Days					20	Student Days					17	Student Days					18
Staff Days					16	Staff Days					21	Staff Days					17	Staff Days					18.5
April						May						June											
M	T	W	Th	F		M	T	W	Th	F		M	T	W	Th	F							
1	2	3	4	5P				1	2	3P		3	4	5	6	7							
8	9	10	11	12		6	7	8	9	10		10	11	12	13	14							
15	16	17	18	19		13	14	15	16	17		17	SD*	SD	20	21							
V	V	V	V	V		20	21	22	23	24P		24	25	26	27	28							
29	30					V	28	29	30	31		26	27	28	29	30							
Student Days					17	Student Days					22	Student Days					11						
Staff Days					17	Staff Days					22	Staff Days					13						

Weds, August 30	New Student Orientation Day
Thurs, August 31	First Day of School for All Students
Fri, September 1	Picture Days for All Students
Thurs, October 5	1/2 day for students/Family-Teacher Conferences 12:30-7:00PM
Thurs, October 12	Retake Picture Day
Fri, November 3	First Marking Period Ends
Fri, December 22	Early Release - 1/2 day for students
Fri, January 19	Call Back Day - Second Marking Period Ends
Thurs, March 21	1/2 day for students/Parent-Teacher Conferences 12:30-7:00PM
Wed, April 5	Third Marking Period Ends
Tues-Thurs, June 18-20	Potential Make up Days - If Needed
Sat, June 15	Spaulding High School 2024 Graduation
** - Staff Development Days will follow the last student day	

Progress Reports	
Fri, Sept 22	
Fri, Oct 13	
Fri, Nov 3	
Fri, Dec 1	
Fri, Dec 22	
Fri, Jan 19	
Fri, Feb 9	
Fri, Mar 8	
Fri, Apr 5	
Fri, May 3	
Fri, May 24	

Community Forums	
Weds, Sept 13	
Weds, Oct 11	
Wed, Nov 8	
Weds, Dec 13	
Weds, Jan 10	
Weds, Feb 14	
Weds, March 13	
Weds, April 10	
Weds, May 8	
Weds, June 12	

08/10/2023 FINAL

Regular Day Bell Schedule

Monday, Tuesday, Thursday, Friday

Time	Description
7:00 AM	Building opens for students
7:35 AM - 8:25 AM	AM Block
8:30 AM - 9:40 AM	Block 1
9:45 AM - 10:00 AM	Homeroom
10:05 AM - 11:15 AM	Block 2
11:20 AM - 11:45 AM	Band A
11:50 AM - 12:15 PM	Band B
12:20 PM - 1:30 PM	Block 3
1:35 PM - 2:45 PM	Block 4
2:45 PM - 3:05 PM	Crimson Block
3:15 PM	Activities/practices may begin

Wednesday

Time	Description
7:00 AM	Building opens for students
7:35 AM - 8:25 AM	AM Block
8:30 AM - 9:19 AM	Block 1
9:24 AM - 10:13 AM	Block 2
10:18 AM - 11:07 AM	Block 3
11:12 AM - 11:37 AM LUNCH ***** 11:41AM-12:30PM CLASS	Block 4 Math, Science, World Language, JROTC
11:12AM - 12:01PM CLASS ***** 12:05 PM - 12:30 PM LUNCH	Block 4 English, Social Studies, Unified Arts
12:35 PM - 1:20 PM	Block 1 or Block 2 or Enrichment
1:25 PM - 2:10 PM	Block 3 or Block 4 or Enrichment
2:10 PM	Dismissal
2:25 PM	Activities/practices may begin

The Spaulding High School building opens daily at 7:00 AM. If necessary, students may wait in the front lobby until the internal doors open. From 7:00 AM to 8:25 AM, all students who are not scheduled for a Morning Block class are expected to report to the cafeteria, library, or a supervised classroom. Loitering in all other areas is not allowed.

Students who are not involved in academic work, co-curricular activities, or athletics will be asked to leave the building at 3:15 PM (2:15 PM Wednesdays). Those students who need to wait for rides must report to the front 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 8:25 AM or after dismissal. Violation of school expectations before or after those hours may result in restricted access and/or additional consequences.**

School Delay Bell Schedule

Time	Description
9:30 AM	Building opens for students
9:40 AM - 10:35 AM	Block 1
10:39 AM - 11:34 AM	Block 2
11:37 AM - 12:02 PM	Band A
12:05 PM - 12:30 PM	Band B
12:35 PM - 1:30 PM	Block 3
1:35 PM - 2:30 PM	Block 4
2:35 PM - 3:05 PM	Crimson Block
3:15 PM	Activities/practices may begin

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

If the opening of school is delayed, the school will follow the School Delay Bell Schedule. The building will open at 9:30 AM. If it is determined that road conditions will not be improving, an announcement canceling school for that day will be made by 8:30 AM.

Activity Bell Schedule

Time	Description
7:00 AM	Building opens for students
7:35 AM - 8:25 AM	AM Block
8:30 AM - 9:25 AM	Block 1
9:30 AM - 9:45 AM	Homeroom
9:50 AM - 10:45 AM	Block 2
10:50 AM - 11:15 AM	Band A
11:20 AM - 11:45 AM	Band B
11:50 AM - 12:45 PM	Block 3
12:50 PM - 1:45 PM	Assembly
1:50 PM - 2:45 PM	Block 4
2:45 PM - 3:05 PM	Crimson Block
3:15 PM	Activities/practices may begin

Student-led assemblies and activities are designed to maximize a student's educational experience and foster school culture and a sense of community. These events are a source of communication and a chance to celebrate student achievement. The student-led assemblies foster Tide Pride and speak to the inclusive community we are seeking.

Attendance

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Attendance

Per Vermont state statute, students are expected to attend school for the entire school day. If students are unable to attend for any reason, parents/guardians should notify the school (attendance clerk: 476-4811 ext. 1122) / IC link and give the student's name and the reason they are not attending. If students are absent without notification, the office will call to verify with the parent/guardian.

[16 V.S.A. § 1121. Attendance by Children of School Age Required](#)

[16 V.S.A. § 1122. Students over 16](#)

[16 V.S.A. § 1123. Attendance May be Excused](#)

[16 V.S.A. § 1126. Failure to Attend; Notice](#)

Attendance Recording in Classes

Students are provided with a barcode from IC which they can access on their phone or their student ID. Scanners integrated with IC Work Flow Suite are installed in classrooms and other areas students access (i.e. Nurse, Office, Library, Student supports, etc.). If students are in an alternative space or with an alternative teacher, that teacher will scan the student into their space which will update attendance in IC.

Tardy

Students are considered "tardy" if they arrive at class after the class has officially started. Students who arrive at school after 8:30 AM (or after 7:35 AM if registered for an AM Block class) must check in at the main office, then report directly to their classroom. Students who arrive late to class multiple times may be referred to the administration to develop a plan for timeliness.

Early Dismissals

Students are expected to remain at school for the entirety of the day; however, students may be provided an early dismissal if they have an appointment or obligation that conflicts with the school day. Students may not leave the building for an early dismissal without an official notice from the office. Students who return to school on the same day as an early dismissal must check in at the office upon returning to campus. Students who participate in extracurricular activities have additional requirements which are covered within [Extracurricular Eligibility](#).

The dismissal can be provided to the office in person, via phone (476-2811 ext. 1122), or in writing (note or email), and should include:

- Student Name (First & Last)
- Date & Time of the dismissal
- Reason for dismissal
- Parent/Guardian's Name/Signature

Designation of Student Absence as Related to Truancy

Infinite Campus attendance codes are in parentheses.

E X E M P T	Absent Administrative (ADM)	Determined and approved by administration for situations where attendance is not in the student's best interest or within their control
	Alternative Teacher (*AT)	Used when students are in a location other than their scheduled class
	Assessment Excused (*AsE)	Used when students are taking, or are excused from, assessments
	Co-Op Placement (Coop)	Used when students are scheduled for Co-Op placements and are not on campus
	Expelled (EXP)	Used when students have been expelled from school by the school's board of directors
	Field Trip (FTr)	Used when students are attending a field trip
	In School Suspension (ISS)	Used when students are at school, but are in an alternative learning space for disciplinary reasons
	Medical (ADR)	Used when a doctor's/clinician's note is provided to the school to excuse an absence
	School Nurse (N)	Used when students are with the school nurse
	Sports (SP)	Used when students are attending an athletic competition
	Out of School Suspension (S)	Used when disciplinary action precludes students from attending school
	Work Based Learning (WBL)	Used when a student is in a WBL placement and not on campus
E X C U S E D	Early Dismissal (ED)	Used when parent/guardians notify the school that their student must leave before the end of the school day (i.e. Doctor's appointment)
	Parent/Guardian Communicated (PGC)	Used when parent/guardians have determined that it is best for their student to not attend (i.e. illness)
	Tardy (T)	Used when students are less than twenty minutes late to class/school but has notification from a parent/guardian or staff person
U N E X C U S E D	Absent Unexcused (A)	Used when students are absent from class/school and a parent/guardian has not provided notification
	Tardy (TU)	Used when students are less than twenty minutes late to class/school and the parent/guardian/staff have not provided notification

Excessive Absences

Absences (Unexcused/Excused) (day equivalents based upon minutes not in attendance)*	Potential Action(s)
5 Unexcused <u>OR</u> 10 Excused	<ul style="list-style-type: none">● Notification letter to parent/guardian● Phone Call● Home visit● Referral to Department of Children and Families (DCF)● Referral to Barre Area Restorative Justice (BARJ)● Meeting with administration● Coordinated Services Plan (CSP)● Attendance plan● File truancy with State’s Attorney● Review/revise attendance plan
10 Unexcused <u>OR</u> 15 Excused	
15 Unexcused <u>OR</u> 20 Excused	
20 Unexcused <u>OR</u> 25 Excused	
<i>*Excessive absences in one or more specific courses may result in the inability to: reassess, complete the course and/or earn credit for the course.</i>	

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1:1 Chromebooks

Students at SHS are provided with a Chromebook, protective case, and charging cord. Students are allowed to bring devices home, but they remain the property of the BUUSD. BUUSD assigned Chromebooks are expected to be used for academic purposes and are monitored for unsafe or inappropriate actions, even when they are used off campus. The devices are a privilege that may be revoked and collected if the Acceptable Use Policy or [SHS Chromebook Student User Agreement](#) is violated; parents may also “opt-out” via the aforementioned Student User Agreement. The BUUSD IT staff has installed a software program that allows the teacher to monitor real-time student use and to control student access to various sites during class time. At the end of their senior year, students will be given the option to purchase their device for a nominal fee.

If devices break through a warranty type situation, the school will repair them at no cost to the student, however if damage occurs as a result of accident, wear and tear, or intentional actions, it will be the responsibility of the student/family to cover the cost. Repairs must be completed by the school, and fees will be assessed at cost or a depreciated value. In the case of a repair, students can bring their device to the main office, fill out a repair form, and borrow a “loaner” until their device is repaired. The loaner is theirs for the duration of the repair.*

If students forget the device, it runs out of battery, or there is another issue, they can borrow a computer from the library for that day only. Library loaners* must be returned at the end of the day and will not be available as a second loaner. Transcripts will be held until the loaner Chromebook is returned or paid for by the borrower.

*Any loss or damages to loaned devices must be paid for by the borrower before they can reclaim their original device AND access another school device. If there is a financial hardship to the family, payment plans can be arranged with the office.

Academic Alerts

Academic Alerts will be emailed to students and parent/guardians (contact #1) at progress report time for those that have earned Unsatisfactory or Below in any course. Failure to meet academic expectations in a course may result in not earning credit for the course. Questions about academic performance should be directed to the classroom teacher, who can provide the most accurate information.

Academic Integrity

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 their own learning. Misconduct is defined as the unauthorized use of ChatGBT/AI, as well as Cheating, Complicity, Falsification, Interference, and/or Plagiarism and is unacceptable at SHS. These are detailed below:

- AI (i.e. ChatGPT/ChatGBT, etc.) - Submitting work compiled by another entity presented as the student’s original work (when AI has not been approved for the assignment).
- Cheating – Providing or receiving unauthorized assistance for any school work or tests (ie copying from another student, using unauthorized notes or technology, or stealing copies of tests or exams)
- Complicity – Working in groups or with other students without approval from a teacher, knowingly allowing another student to copy one’s work
- Falsification – Inventing information, data, or citations in academic assignments; forging signatures on school-related documents

- Interference – Obstructing another student’s academic work (ie stealing notes, tearing pages out of books, hiding resources).
- Plagiarism – Presenting someone else’s ideas, words, or graphics as your own without giving credit to the original author (ie purchasing a term paper online, copying and pasting from a website without giving credit, submitting another’s paper as one’s own)

If an assignment is completed by any means of academic dishonesty:

- Administration will be notified via Office Referral for documentation and potential processing.
- An “Insufficient Evidence” grade will be entered
- The student may relinquish eligibility or standing in Honors level courses, National Honor Society, or other accolades
- The indicator(s)/assessment(s) may be reassessed in accordance with standard reassessment expectations, but the teacher may modify the assignment as they see appropriate. The highest score possible will be “proficient”
- Extensions will not be available for re-submitted work and that submission will be considered the final submission
- Depending on the assignment/assessment, credit may not be earned for the course
- If students continue to violate academic honesty, they may be subject to disciplinary action

Academic Honors and Awards

- **Honor Roll:** Honor Roll is determined at the end of each quarter based upon the following criteria:

Honors Level	Completed courses	In-Progress
High Honors	<ul style="list-style-type: none"> • Majority of courses exceeds “Partially Exemplary” AND • No courses are below proficient or Incomplete 	<ul style="list-style-type: none"> • Majority of courses are “Above” AND • No courses are “Below” or “Unsatisfactory”
Middle Honors	<ul style="list-style-type: none"> • All courses are “Proficient” or above 	<ul style="list-style-type: none"> • All courses are “Meeting” or above
Honors	<ul style="list-style-type: none"> • All courses are “Proficient” 	<ul style="list-style-type: none"> • All courses are “Meeting”

- **Latin Designation:** Spaulding is moving to the Latin designations for graduation honors. Students will be able to graduate “cum laude” (with distinction), “magna cum laude” (with great distinction), “summa cum laude” (with highest distinction). This will be determined by gpa.
- **Pro Merito:** Since 1927, the Kiwanis Club has sponsored and recognized seniors who attain a cumulative GPA of 3.00 or above for three and one-half years of high school, with Pro Merito honors; 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 (NHS) is an honorary society with membership based upon scholarship, leadership, service, and character. Prior to applying for the NHS, students 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 have demonstrated leadership in their school and community; membership is open to both juniors and seniors.

Continuing membership in the 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.

- **Robert M. Burdett Memorial Award:** While he served as assistant principal and principal of SHS, the late Robert 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 SHS, and that they will become, in time, the nucleus of their communities and of our country. Each marking period, teachers and staff members may nominate students for the Robert M. Burdett Memorial Award. Students may be nominated in four categories: Unsung Hero, Good Citizen, Exceptional Perseverance/Resilience, and/or Exceptional Growth/Improvement.
- **Scholarships:** SHS has one of the largest endowments through the SHS Scholarship Trust for continuing education 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 counseling office. Seniors are encouraged to apply for any and all scholarships they are eligible for and should discuss them with their school counselor. A committee selects the recipients of the scholarships and their decisions are final. There are also a variety of external scholarships available to seniors with their own criteria and selection process.

Accountability

Each week, students will receive scores for “Accountability” in each of their courses. Proficiency-based learning recognizes that students learn at different rates, however, it's also important that they complete tasks and take ownership of their learning in a timely manner. The [Accountability rubric](#) outlines how weekly and final course scores are determined.

Controversial and Sensitive Issues

In the course of a student's education at SHS, topics may be presented which could cause discomfort in light of a student's or family's beliefs or experiences, for example, [animal dissection in science classes](#). If this occurs, students and/or their parents/guardians may request an alternative educational experience. This request should be made in writing to the student's teacher or school counselor.

Commencement/Graduation/Transcripts

Commencement and other graduation-related activities are a privilege. Students are encouraged to participate in these activities; however, privileges and/or participation may be withheld (without reimbursement for student expenses – i.e. cap and gown) at the discretion of administration due to behavior at or before the ceremony, dress requirements, or other unanticipated situations which can reasonably be expected to disrupt the orderly functioning of the event. Transcripts may be held for outstanding financial obligations (i.e. missing Chromebooks, texts, athletic uniforms, etc).

Community Service

Community Service is defined as *unpaid work which is meaningful and done for the benefit of others without expectation of repayment whether monetary or otherwise*. The intent of this requirement is that SHS students make an impact, however large or small, on the community in which they are volunteering their time. If there are questions about whether an activity is eligible for community service credit, please ask the Community Service Coordinator before engaging in the activity. The requirements of community service are summarized below:

- A cumulative minimum of 40 hours is required by the last semester of a student's senior year (assuming the student attends SHS for four years; otherwise it is ten hours per year of attending). The hours can be accrued through multiple projects or a single project. The hours can be earned over the course of multiple years or in one year.
- Documentation of service hours must include: A description of the activity. The name and contact information for the supervisor of the activity. If the activity does not have a supervisor, students will need to supply evidence of their participation.

Driver's Education

Due to the high demand of Driver's Education, students are only allowed one attempt at the course.

Early Graduation

Students who wish to graduate in less than four years, must work with their school counselor to create a plan to meet all graduation requirements and review the implications of early graduation. The plan must be approved by the Principal before early graduation.

Enrichment (Wednesdays)

Wednesday afternoons are designated as an opportunity for students to receive additional targeted academic support (in lieu of the previous PAS days), and also as an opportunity for students to access enrichment. Teachers may require students to attend a Wednesday afternoon support session for their course regardless of the student's academic standing in that course. This may come in the form of support for those students in AP or embedded Honors classes or an opportunity to make up work missed due to absence. Students not called back to their academic class will participate in enrichment opportunities that may include access to community service opportunities, the chance to learn new skills, attend field trips, etc. All students are required to stay on Wednesday afternoons as this is a regularly scheduled day.

Field Trips

Field trips are a valuable extension of the curriculum and classroom. Before any trip, the teacher will disseminate a permission slip outlining the date, time, location, and academic purpose of the trip. This slip must be signed by a parent/guardian and returned to the teacher before students are allowed to leave campus for the trip. In addition to parental permission, students may be required to obtain written permission from current teachers stating that they are in good academic standing and eligible to attend the trip. If students miss other courses while attending a field trip, they will still be responsible for completing learning tasks and activities from that course. No student shall be required to attend, or penalized for not attending, however, the student may need to complete an alternative learning task. If students do not have permission to attend, the teacher should be notified as soon as possible.

Flexible Pathways

SHS students are provided the following opportunities to meet students' needs and in accordance with Act 77.

- **Central Vermont Career Center (CVCC):** CVCC is an independent school which shares the campus with SHS. All programs run for the full academic year from 8:30 AM-12:30 PM. Exploratory Technology, is available for incoming sophomores, while all other programs are restricted to juniors and seniors. Students must complete an application and interview with the program of their choice. Through successful completion of a CVCC program, students earn a total of 6 embedded credits toward an SHS diploma; programs also offer professional certification(s). <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 is eligible to access two Dual Enrollment vouchers; each voucher is good for one free college course (including online courses) at a participating college. Successfully completed courses through Dual Enrollment award college credit as well as high school credit. 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 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	○ Norwich University
○ VSU-Castleton	○ Saint Michael's College
○ Champlain College	○ SIT Graduate Institute
○ Community College of Vermont	○ Southern Vermont College
○ Goddard College	○ Sterling College
○ Landmark College	○ University of Vermont
○ Marlboro College	○ VSU-VTC
○ New England Culinary Institute	○ VSU-Johnson
○ VSU-Lyndon	

- **Early College:** 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. Students must apply to the college and be accepted, and be able to meet the remaining SHS graduation requirements to participate. ECP students are considered freshmen in college, but are simultaneously considered SHS seniors and can participate in SHS extracurricular activities. Students must meet with their assigned school counselor to start the application process for the ECP and also must be approved by the building principal. Participating colleges are:

○ VSU-Castleton	○ VSU-Johnson
○ Community College of Vermont	○ VSU-VTC
○ Goddard College	○ Norwich University
○ VSU-Lyndon	

- **Independent Study:** Independent Studies allow students to design an alternative plan to earn academic credit. Students must work with their school counselor to discuss and develop a proposal that identifies and addresses existing course standards. A teacher certified in the area of focus must oversee this process and award credit.

- **Phoenix:** Phoenix is an on-campus program that allows students to focus on courses that are tailored to their needs and skills through accommodations that may not be able to be made in the classroom. Courses follow the same standards as their classroom-based programs.

- **Vermont Academy of Sciences and Technology (VAST):** Vermont Academy of Sciences and Technology (VAST) is a Vermont Early College Program (ECP) 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 (GPA) of 3.00, 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 subsection. To apply for VAST, students must 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>
- **Virtual High School:** Virtual High School (VHS) is a resource that offers a diverse array of online courses. Students can take VHS courses as part of their scheduled day as an additional learning opportunity. Students must speak with their school counselor for more information about online learning opportunities.
- **Work-Based Learning:** [Work Based Learning](#) (WBL) experiences are activities that either involve unpaid work placements or connect classroom learning to employment and careers. Through WBL 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 students, understanding *Why do I need to know this?* provides additional motivation for learning.

Graduation Requirements

A four-year program of courses is recommended to provide students with the tools necessary to meet their postsecondary goals.

An SHS diploma will be awarded to students who complete 24 credits plus community service as follows:

- 4 credits in English
- 3 credits in Mathematics
- 3.50 credits in History & Social Sciences, including:
 - 1 credit in U.S. History
 - 1 credit in World History
 - 1 credit in a History elective
 - .50 credit in Civics
- 3 credits in Science
- .50 credit in Health Education
- .50 credit in Personal Finance
- 1 credit in Fine Arts (Music, Drama, Visual Arts)
- 1.50 credits in Physical Education
- 7 additional elective credits
- Up to 40 hours of documented Community Service (10 hours per year enrolled at SHS)

Credits are earned by demonstrating proficiency of identified standards in each content area. Students may demonstrate proficiency in each standard through a variety of learning experiences and/or flexible pathways.

Incompletes

At the end of a course, if a student has not met partial proficiency, then they may be granted an Incomplete, at the teacher's discretion. 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. A teacher may grant the Incomplete for the following conditions:

- A student has extenuating circumstances (such as prolonged illness or injury) that have precluded them from demonstrating proficiency.
- A student has arranged a reasonable plan with their teacher. A reasonable plan is defined as one that the student can be expected to successfully complete within a two-week period while maintaining their other responsibilities.

Infinite Campus

SHS uses Infinite Campus (IC) for student information management, which allows students and parent(s)/guardian(s) to access grades. Log-ins are provided to students and parents/guardians to access the IC portal; links are also posted on the SHS website. For assistance with log-in, please contact: shs-parentportal@buusd.org and provide your name, your student's name and school, and your current email address.

In-Progress (IPR) and Overall Course Performance

At the beginning of each course, students will be provided with a course syllabus that outlines the curriculum and classroom expectations. The syllabus also identifies standards and performance indicators, clearly noting those that are required to earn course credit. All scores of student products are expected to be entered into Infinite Campus within five school days of submission. Grades are assigned by teachers based on the [Course Performance Grading Outline](#).

Each course will have the standards listed in IC. A standard that continues to be assessed throughout the course will have in-progress language used to update the student's performance, while a standard that has been completed will receive a proficiency score. Students that have not yet met proficient on a standard can still reassess on that standard during the duration of the course, as arranged through the teacher.

Student progress and feedback are provided at least every three weeks in IC. Parents/guardians who want a paper copy of these reports may request them by contacting the Guidance Office at 476-6411. The dates for Progress Reports/Overall Course Performance this year are:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
IPR 1: September 22 IPR 2: October 13	IPR 3: November 3 IPR 4: December 1 IPR 5: December 22 IPR 6: January 19	IPR 7: February 9 IPR 8: March 8 IPR 9: April 5	IPR 10: May 3 IPR 11: May 24

Proficiency Scores for Standards:

Proficiency scores are awarded for standards where instruction has been completed, although students may still have the opportunity to reassess towards demonstrating proficiency:

- **Exemplary** - the performance towards the standard exceeded expectations

- **Proficient** - the performance towards the standard met expectations
- **Developing** - the performance towards the standard has not fully met expectations; student may need to reassess their performance
- **Beginning** - the performance on the standard is far from meeting the standard; student may need to reassess their performance
- **Insufficient Evidence** - little to no evidence has been shown in the performance towards the standard; student may need to reassess their performance

In-Progress Language for Standards and Courses:

In progress language are for standards that are still being taught:

- **Meeting** - the current performance towards the standard is meeting expectations
- **Below** - the current performance towards the standard is not quite meeting expectation
- **Unsatisfactory** - the current performance is far from meeting standard and may include no evidence by the student's performance towards demonstrating knowledge of the standard
- **Not Yet Assessed (NYA)** - this is for use when a standard has not yet been introduced or assessed in the course. This score is for standards only; it does not apply to course progress.

Promotion Requirements

Sophomore (10th grade) - minimum of 5 cumulative credits

Junior (11th grade) - minimum of 10 cumulative credits

Senior (12th grade) - minimum of 16 cumulative credits

Reassessment

Students who are not initially proficient on an assessment are expected to create a reassessment plan with their teacher. This plan allows students two weeks to demonstrate proficiency in that standard; if, after two weeks, they still have not demonstrated proficiency, the reassessment plan may be extended as long as students show evidence of working on the reassessment plan. Students who show no evidence of working on the reassessment plan over the course of those two weeks will lose the opportunity to continue the reassessment cycle. Students may be able to assess proficiency in required standards at the end of the course.

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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 SHS, we collaborate with outside agencies and deliver a variety of services, supports, and programs as part of our overall educational support system. This is outlined in [Act 173](#), “an act relating to enhancing the effectiveness, availability and equity of services provided to students who require additional support.” Our goal is to provide support so that all students will achieve academic success.

Social Emotional Learning (SEL)

“Social and emotional learning (SEL) is the process through which children and adults grow and practice emotional intelligence. Effective SEL is not a “program,” or a “curriculum,” rather, it’s a foundation for a great place to learn. The benefits of SEL come from adults and children actively practicing EQ (being smarter with feelings) to cocreate a context for optimal learning – including equity and belonging for every child and adult.” (source: [6 Seconds SEL](#))

Tier 1

Academic Advisory - Academic Advisory consists of two, twenty-five-minute bands in the middle of the day. One of the bands will be scheduled for lunch; students may use the other band to complete learning tasks, sign up and meet with teachers for academic support, read, attend club and/or athletic meetings, participate in planned discussions, or meet with school counselors or other service providers. Students are expected to be in their regularly scheduled advisory unless they have arranged to see another teacher for academic support. A student’s scheduled advisory may be changed at the discretion of the administration or their designee.

Crimson Block - Crimson Block is a 15-minute block at the end of each day (except Wednesdays). The goal of this time is to allow students to check in with teachers before heading home, and to provide a time for teachers to call students back in and review timely matters, such as classroom behavior (B.R.I.G.), content clarifications and/or Wednesday enrichment. Teachers may also use this time to meet with colleagues to discuss and problem-solve solutions related to supporting individual students.

Flexible Pathways - CVCC, Dual Enrollment, Early College, VAST, Independent Study, Online Learning, Work Based Learning.

Homeroom - Homeroom is a 15-minute band between Blocks 1 and 2, meeting Monday, Tuesday, Thursday, and Friday. Students are assigned according to their year of graduation, and this time will be used to review daily announcements, participate in grade-specific activities, and develop relationships with their peers and Homeroom advisors, among other things. A student’s scheduled Homeroom may be changed at the discretion of the administration or their designee.

Individual Teacher Support - Teachers are available to meet with students starting at 7:35 AM, during Advisory time, and at 2:45 for Crimson Block.

Math Support - Math support is provided before and after school with math teachers on a rotating schedule.

Parent/Teacher Conferences - Parent-teacher conferences are scheduled two times per year but can be requested as needed by parents, teachers, students, and/or administrators.

Peer Mentoring - Peer mentoring is offered in the Tide Pool by students who have demonstrated academic proficiency, applied for the role, and been trained in the process and strategies of mentoring. Peer mentors are supervised by Tide Pool teachers.

Restorative Practices - Restorative practices are a variety of interventions used to defuse and resolve interpersonal conflicts. These strategies include mediated discussions, reflective personal growth activities, and reparative actions.

School Counselors - Each student is assigned a school counselor responsible for helping students navigate their academic careers. They assist students with designing a graduation plan, scheduling courses, applying for scholarships, college, and other post-high school options, and navigating high school life.

Student Assistance Professionals - The BUUSD employs two SAPs who split their time between the elementary and middle schools, as well as Spaulding High School. The SAP supports students with social and emotional struggles and substance use education and intervention.

The Harbor - The Harbor located in room 208a (ext. 2410) is a social-emotional and growth-oriented support center where students can take brief breaks, learn and practice mindfulness techniques, explore executive functioning strategies, and/or complete individual growth learning tasks resulting from disruptive behaviors. Students need to let teachers know if/when they need this support. The teacher can then confirm that the space is available, but students who use the space appropriately should not be denied access. If there is concern about overuse, please talk to the Harbormaster. Students may also be referred by a teacher or administrator, or access the space as determined by an individual support plan.

Tide Pool - Tide Pool is located in room 208 (ext. 2208) and provides academic support. Staffed by a coordinator and various other interventionists and special educators, it is open from 7:35 AM to 3:05 PM each school day. Students need to let teachers know if/when they need this support. The teacher can then confirm that the space is available. Students can be sent by teachers, school counselors, or other staff. Services provided include peer mentoring/tutoring and academic support.

Wednesday afternoons - Wednesday afternoons are designated as an opportunity for students to receive additional targeted academic support (in lieu of the previous PAS days), and also as an opportunity for students to access enrichment. Teachers may require students to attend a Wednesday afternoon support session for their course regardless of the student's academic standing in that course. This may come as support for those students in AP or embedded Honors classes or an opportunity to make up work missed due to absence. Students not called back to their academic class will participate in enrichment opportunities that may include access to community service opportunities, the chance to learn new skills, attend field trips, etc. All students are required to stay on Wednesday afternoons as this is a regularly scheduled day.

Tier 2

Call Back Day - One day at the end of each semester, teachers will review performance indicators and standards to determine whether or not students have met the criteria to earn credit for the course. If students have not demonstrated proficiency in the required standards, the teacher will determine whether or not the amount of work needed to demonstrate proficiency is reasonably attainable, and if so, they will be invited to attend the Call Back day. Call Back is not a time for students to receive direct instruction or for teachers to work individually with students; students are expected to reassess or submit work.

Educational Support Team - ESTs are designed to support students through times of transition and challenge. They are independent of Section 504 and Special Education and can provide supports that those plans do not. The process they follow is a referral through the student's school counselors to the EST coordinator, who meets with the student, their teachers, parents/guardians, and other knowledgeable individuals to create a plan, then monitors the plan for effectiveness, making changes as needed.

English Language Learners - Spaulding High School has access to an English Language Learner specialist who helps students for whom English is not their primary language. These supports include consultation with teachers, identifying resources for students and families, and helping students to access their education.

High School Completion - Spaulding High School collaborates closely with Central Vermont Adult Basic Education to support students who are no longer able to access Spaulding's general school curriculum regularly and day. This program requires students to pass a minimum standard assessment to be eligible.

Intervention level courses - Intervention level courses are designed to support students not yet academically prepared to access grade-level coursework. These courses are heavily accommodated and the curriculum is modified to challenge students and get them prepared for grade-level instruction in later courses.

Phoenix - The Phoenix Program is an alternative educational pathway, prioritizing juniors and seniors, where students can learn in a smaller setting with a flexible schedule and individualized education. This may also include opportunities for credit recovery for students who did not earn credit in a course because they missed one or two standards. An application is required, which can be obtained from a student's school counselor.

Reading Intervention - SHS has a reading specialist who helps students who are struggling readers. This support includes consultation with teachers, identifying resources for students and families, and helping students to access their education.

School-based Mental Health Therapist - Spaulding High School employs a full-time mental health therapist on campus. The therapist can be accessed through staff referral, parent referral, or student request. They provide direct counseling, crisis assessment, local and outside service coordination and referral, and serve on multiple student support teams.

Section 504 - [Section 504, subpart D](#) is a civil rights act that ensures that students are not discriminated against based on their disability. Students must have, or be considered to have, a disability that significantly impacts a life activity to qualify for a 504 plan.

Social Worker - Spaulding High School employs a school social worker who is available to support students and supplement school counselors. The school social worker is accessed through a referral by school counselors, administration, or other support teams.

Student Support Plan - Student Support Plans are short term duration plans which are designed to provide awareness and strategies for teachers to use with students who are coping with adverse life situations.

Tier 3

Act 264 (Coordinated Services Plan) - CSP teams include multiple agencies including mental health, the Vermont Department of Children and Families, involved clinicians, parents, and other appropriate parties. These teams convene to develop a plan when students are experiencing significant personal struggles.

Special Education

CoVE - Core Values Education is a program which provides support and skill instruction to students who may need additional assistance to remain in each full block of their schedule. Self awareness and regulation skills are also addressed.

Life Skills - The Life Skills program focuses on independent living, self care, employment, academic and leisure skills as students prepare for life after high school.

Math 180 - This course follows a research based curriculum designed to dramatically improve student's math reasoning and fluency.

SEA - The Spaulding Education Alternative is an off site campus which provides a variety of alternative education opportunities for students to graduate high school.

Transition Specialist - The Transition specialist works directly with students, as well as consults with special educators and teams, and outside agencies to prepare students for life after high school.

If parents/guardians have questions regarding any of these services, they should contact their student's school counselor and/or case manager.

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Research tells us that an appropriate educational environment contributes to student success. SHS strives to maintain a safe, orderly, and welcoming community where students have a sense of belonging and can focus on academic achievement, personal exploration, and growth.

Ability to Access Education

The administration of SHS expects that all students are in their scheduled classes throughout the day. However, the administration also recognizes that students, for any number of reasons, may have trouble accessing their education on a daily basis. These reasons may include but are not limited to:

- Physical illness
- Lack of sleep
- Emotional distress

Students may access the nurse, the main office, their school counselor, or other MTSS structures as a means of support. However, if students are unable to return to class in a timely manner, the administration may determine that they are not in a condition to be at school for the remainder of the day. A call will be made to parents/guardians to discuss the situation. These absences will be coded as Medical or Administratively excused unless the behavior warrants disciplinary action, in which case the absence will be coded as a suspension.

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. Per [BUUSD Policy D3](#), student use of the Computer Network is a privilege, not a right. Deliberate, inappropriate use can result in cancellation or restriction of access privileges and disciplinary or legal action.

Access to Campus

The building will remain locked 24 hours a day, and can only be accessed through the two main entrances (Ayers Street and CVCC). A staff member will be positioned at the auditorium entrance each morning from 7:00 AM-8:15 AM to let students in. 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.

Age of Majority (for Students 18 years old and older)

Students that are eighteen years old or older and enrolled at Spaulding High School remain subject to all policies and regulations of the school and are expected to complete the [Age of Majority Form](#) with an administrator. All communications will be shared with parents/guardians per [BUUSD Policy C32](#); however, educational decisions will be made by the student, including signing their own permission slips, attendance notifications, and other official school documentation.

Breakfast/Lunch

All student meals (one breakfast and one lunch) will be free of charge to families. The cafeteria offers a la carte items that students can purchase on their account (see below) or with cash. The cafeteria will require immediate payment for a la carte items or additional meals; charges will not be allowed.

Breakfast for students will be available in the cafeteria prior to the start of each day. All students will have a lunch band scheduled into their day and are expected to report to the cafeteria during that time. Information related to the SHS food service, the programs they offer, and the cafeteria can be viewed on the [SHS website](#) (to establish an online account, use the [My MealTime](#) section).

Cafeteria

Students are expected to Scan into the cafeteria (see Attendance above). 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.

Students may choose to eat outside in the designated area outside the cafeteria. This area is supervised by SHS staff; students who leave this area may receive disciplinary consequences for leaving without permission. Students are expected to clean up the area where they are sitting, and all expectations and rules for the cafeteria apply when eating outside.

Cell Phones

Cell phones may be used before and after school, during passing times, and during lunch. Cell phones may be used in the classroom as educational tools at a teacher's 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, teachers may require students to put their phone/device in their bag or in a designated space in the classroom, refusal to comply with the teacher's request may result in a referral to the office. Administration may require the student to leave their phone in the office for the remainder of the class or day. If the student refuses to hand the device to the administrator, they may receive consequences for refusal to comply. Repeated violations may result in the student not being allowed to bring their device(s) to school.

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. Students are expected to be respectful while in the hallways at all times in order to maintain a safe environment and ensure that the learning environment for others is not disturbed.

Extension of Campus

Many school-sponsored activities and events take place off campus but are considered extensions of the campus (i.e., Flexible Pathways, field trips, club activities, and athletics). School expectations, policies, procedures, and consequences remain in effect during these activities.

Food Deliveries to School

SHS 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 school. Food delivery

services (Door Dash, Uber Eats, or direct delivery) are not allowed during the day. Any food delivered will be held in the office until the end of the school day. Continued infractions may result in consequences.

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, or residency, please provide the administration with legal documentation of the change. For changes to contact information, please notify the school counseling department at: aryanshs@buusd.org.

Knives and Other Tools

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.

No knives or sharp-bladed objects are allowed on school property. Students who have these items on their person or in their bag may face disciplinary action, including, but not limited to, the confiscation of these items and/or referral to the school board. Confiscated items will not be returned to the student, and must be picked up by a parent/guardian. Unclaimed items will be disposed of at the end of the school year.

Lockers

SHS makes locker space available, upon request, to students for their clothing, books, and other belongings. Students may request a locker from the main office. Students will be responsible for the care and condition of their lockers. Any problems, such as locks that do not work properly, should be reported to the office immediately. At the end of each year, students must empty their locker; after the close of school in June, the school may dispose of any remaining locker contents. If reasonable suspicion of a safety or policy violation is apparent, lockers may be searched by the administration.

Music

Students may listen to music at school on their own personal devices during appropriate times (passing time, lunch, advisory), but they must wear headphones to avoid disturbing others. Only one earbud should be used so they can hear clearly in case of an emergency. Listening to music on personal devices and/or speakers beyond earbuds will not be permitted.

Personal Defense Items

Mace, pepper spray, electrical tasers, or other personal defense items are considered weapons and not permitted on school property. Students who have these items on their person or in their bags may face disciplinary action, including, but not limited to, the confiscation of these items and/or referral to the school board.

Personal Photo, Video, and Audio Recording

To protect student and school personnel'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. Students may receive disciplinary action for this behavior. Recording in bathrooms is considered especially serious and may result in additional consequences.

Personal Property

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

Any personal property that is disruptive to the learning environment may be confiscated and restricted from school in the future.

Posters and Announcements

All posters and announcements must be approved and initialed by a member of the administration and may only be hung in designated areas. Approved posters must be removed following the event. Any unapproved postings will be removed and held in the office to be picked up or disposed of. Content should be designed to promote student activities, opportunities, and upcoming events, including:

- A description of the event/announcement
- Date(s) and Time(s) of the event
- Any associated cost
- Name of the sponsor of the event
- Contact information of the sponsor's representative

Reporting Concerns

Spaulding High School encourages open communication between faculty, 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 a student's health, well-being, and/or ability to access their education at school. Concerns can be reported to the administration.

Should concerns arise regarding teacher responsibilities (instruction, grading, student management), parents/guardians are asked to use the following steps for resolution:

1. Communicate directly and respectfully with the staff involved.
2. Contact the department chair.
3. Contact the building administration.
4. Contact the Superintendent's 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 airborne scents should be used in moderation as they may be offensive, overpowering, or create breathing issues for others; items such as wheeled conveyances (i.e. skateboards, hoverboards, Heelies) or athletic equipment should be left in a secure area and not carried throughout the day. Items that the administration deems may pose risks to others, such as laser pointers, may be confiscated, and disciplinary consequences may follow, especially if those items were used in a manner that could pose additional safety risks.

Scheduling

Students select courses early in the spring semester of the previous year; all students are expected to be fully scheduled and maximize their learning opportunities. Parents/guardians are welcome to participate in course selection and planning. Schedules may be changed by the counselor as necessary or upon student request up to five days after the start of a quarter long course, and 10 days after the start of a semester or year long course. After the add/drop period, a change in schedule may occur only if there are extenuating circumstances and with approval from the administration. Changing courses based on teacher preference is not permitted unless a student is repeating a previously failed course, and there is another option available.

School Property

Students are expected to exercise appropriate care for all school property including: the facility, furniture, books, Chromebooks, supplies, and athletic equipment loaned to them, and to return all loaned school property in the same condition as it was assigned. Any loss, theft, or failure to account for items issued by the school will result in a financial charge being levied. Transcripts may not be released until balances are paid in full.

School Publications

Students and families are encouraged to contribute positively to school publications. Written, visual, electronic or hard copy submissions must benefit the school community. Administration, along with the Webmaster, has the discretion to reject any images that are deemed inappropriate and do not contribute to the school learning environment as outlined in the Student/Parent Handbook. It is the practice of SHS that parents/guardians give implied consent for their student to be photographed for school publications unless they have [informed the school otherwise](#).

Student Vehicles

SHS has limited parking spaces across the bridge from the school at the corner of Boynton and Ayers Streets, which are reserved for student use; additional parking is available on Ayers Street and the surrounding area. Permits are required for students to park on school property and may be acquired in the front office at \$20.00 for the year. Parking on school property is a privilege. **The administration reserves the right to suspend or revoke the privilege of any student to drive or park on school grounds. If a student has lost parking privileges and continues to park on school property, their vehicle may be towed at the owner's expense.**

By parking on school property, students demonstrate acceptance of the following conditions:

1. **Students park vehicles on school property at their own risk.** The school is not responsible for the loss of contents or vehicle damage in the school-owned parking lots.
2. Students will always drive on school property safely, 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 are not to return to the vehicle without 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 or towed 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, including potential law enforcement involvement. 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 in writing with their name, contact number, and insurance information. Failure to do so may result in police charges, including leaving the scene of an accident.

Substitutes

In the event that a teacher is unable to cover their class(s), an alternate plan for coverage will be implemented. Spaulding High School employs permanent substitutes in an effort to maintain greater consistency and create stronger relationships with our students. Students are expected to abide by all standard classroom academic and behavioral expectations as well as any directions given by the substitute teacher.

Teacher Credentials and Experience

Parents/guardians have the right to access their student's teacher's credentials and experience. Please contact the principal to request this information.

Transportation

The BUUSD does not provide bussing to Spaulding High School students. Family drop-off and pick-up areas are at the CVCC and auditorium entrances and open at 7:00 AM. Due to safety reasons, students should not enter or exit vehicles on Ayers Street in front of the school or in the Allan Jones parking lot. Students are expected to leave campus after 3:05 PM unless they are scheduled for Athletics, Clubs, or Academic Support.

Visitors to School

Every visitor with an appointment/business at SHS must sign in at the main office upon arrival and receive a Visitor Badge to be in the building. Visitors are expected to wait in the glassed area of the main entrances. 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 Badge to the office. Any visitor who wishes to visit a classroom must notify the teacher whose class they intend 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 the administration.

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

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

Weapons

Any item that is designed to cause physical harm to a person or (b) is used in such a way as to intentionally cause harm to a person is considered a weapon. Possessing, furnishing, selling, brandishing, or using a gun (including pellet/BB guns), knife, or other dangerous object is taken very seriously and may result in disciplinary consequences, up to and including expulsion.

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Alcohol and Drugs

Per [BUUSD Policy C2](#), no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property or at any school-sponsored activity away from or within the school.

If the administration has reasonable suspicion that a student is in possession of alcohol and/or drugs or is under the influence of alcohol and/or drugs,

- The student will be escorted to the nurse's office where the student's vitals will be taken to ensure that they are not in immediate danger.
- The student will be assessed using the Drug Information Training for Educational Professionals (DITEP), administered by the school nurse and overseen by an administrator. If the student is deemed to be under the influence of alcohol or drugs, the student will be removed from at least the remainder of the day.
- The student will be searched by an administrator.
- The parent/guardian of the student will be called and informed of the incident, the consequences involved, and the expectations for the student moving forward.
- The student will need to set up a Drug and Alcohol Assessment (a list of providers will be distributed to the student and made available to parents/guardians by the administrator).
- Parents/guardians will be required to pick up the student and take them home for the rest of the day.

Drivers Education: On the day of a scheduled drive, if the Driver's Education instructor has any concerns regarding a student's fitness to drive, that student will be prohibited from driving and directed to the nurse for further evaluation.

If a student is currently enrolled in Driver's Education and violates BUUSD Policy C2, the consequence will be immediate unenrollment from the course without credit, as a failure. The student will not be eligible to re-enroll in the course for the duration of their high school career.

If a student has not yet enrolled in Driver's Education and violates BUUSD Policy C2, that student will not be eligible to take the course for a minimum of nine weeks, and will need to wait for the next available seat after those nine weeks. Additionally, the student must show evidence to administration that they have completed the recommendations made by the Drug and Alcohol counselor.

Behavioral Reflection, Intervention, and Growth (B.R.I.G)

Mistakes and errors in judgment are part of being human; violations of behavioral expectations are a form of communication that provides an opportunity for the growth and development of more socially acceptable strategies to meet one's needs. Students who violate school or classroom expectations may be assigned B.R.I.G time. Teachers can assign students B.R.I.G. time at the end of the day during Crimson block, during an advisory, or before school (if student attendance allows). Administration may also assign B.R.I.G. time. B.R.I.G. time should meet the following objectives:

- Reflection on the reason for the behavior
- Reflection of the effect the behavior had on others
- Interventions that could restore the harm
- Interventions to teach replacement behaviors for the future

Cannabidiol (CBD)

At this time, CBD products are not monitored or regulated by the FDA; in some cases, THC (the active chemical in marijuana) may be present in CBD products. Spaulding High School is not able to determine which CBD products may or may not have THC present (regardless of packaging); therefore, the use or possession of any CBD products by students while at school is not permitted. Failure to follow this expectation may result in disciplinary action by the administration.

Classroom Expectations

Teachers are responsible for managing classroom behaviors and will post their classroom expectations where they are visible and easily referred to. Teachers may ask students to stay after class to briefly discuss a situation; they may also contact the parents/guardians to keep them informed. If the behavior persists or is disruptive to the learning environment, the student may be referred to the assistant principal.

Course Removal

If a student's academic performance is such that they cannot be expected to demonstrate proficiency for successful completion of the course AND their behavior poses a disruption to the learning environment, they may be dropped without credit. In the event that course removal is deemed necessary, parents/guardians will be involved in the process. All course removals must be approved by the administration.

Dress Code

In order to uphold our core values, beliefs, and learning expectations, SHS believes that student 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:

- Eyes must be visible at all times
- Clothing with crude, sexually suggestive, alcohol, tobacco, drugs, violence, hate, harassing/derogatory endorsing messages or images are not permitted
- Accessories must not pose safety or health risks, or be disruptive to the learning environment

Final determination about the appropriateness of Accessories or Clothing will be at the discretion of the administration. Students who are in violation of the dress code, 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.

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 allegations to the student
- Informal hearing between student and administrator
- 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+ consecutive days) due process involves a formal board hearing and includes short term suspension due process followed by:

- Notice of allegations (may be via email)
- Prior notice of hearing
- Right to legal counsel at all appropriate stages (school does not pay for any legal fees incurred)
- 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 the notes of proceedings for use on appeal

Harassment/Hazing/Bullying

SHS 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 [BUUSD Policies C10](#) and procedure [C10-P](#).

Reports can be made to the following Designated Employees:

- Luke Aither, Principal
- Mari Miller, Assistant Principal
- Rebecca Busker, Assistant Principal

Inappropriate Material

Students are prohibited from creating, possessing, or sending obscene or sexually oriented material including via electronic media such as text, video, or photo, which may cause a substantial disruption to the educational environment. Violation of this expectation could lead to law enforcement involvement if the content/activity violates law.

In-School Suspension (ISS)

In-school suspension (ISS) 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 take place from 8:30 AM until 2:45 PM. Students should make arrangements to arrive on campus just prior to 8:25 AM and depart by 2:50 PM; they are not eligible to participate in school-sponsored activities such as athletics or clubs. Students who need to arrive on campus prior to 8:25 AM due to transportation, must wait in the front office. They should NOT go to the cafeteria before ISS, but will be provided access to breakfast and lunch once the day starts.

While in ISS, students will be coached through reflective activities, afforded time to make amends as appropriate, develop skills, 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.

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. In certain cases, if a student does not attend their scheduled ISS, the consequence may be changed to an Out of School Suspension (see below).

Investigations and Interviews

SHS 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, the administration may conduct student interviews without prior parental permission due to the fact that the school is legally charged with timely and appropriate resolutions for student safety and FERPA confidentiality. Refusal to participate in an investigation may result in disciplinary action. The interview is a step in the SHS due process and is an opportunity for students to participate in the investigation.

Long-term Suspension (greater than 10 days)

If evidence indicates that a long-term suspension is warranted, the BUUSD School Board may determine that students need to 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). In this event, a hearing will be held at which the BUUSD School Board will hear both parties before making a decision.

Not Where Assigned

Students who have been marked *present* at school, but are not present in a subsequent class, and do not have a valid reason (early dismissal, nurse, guidance, etc), will be considered to be *Not Where Assigned*. Efforts will be made to locate them within the building, but if they cannot be located, a school representative will call the parents/guardians to indicate that they are not in their class. Disciplinary consequences may result, up to and including suspension.

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
- can be shown to pose a clear and substantial interference with another student's equal access to educational programs

Out of School Suspension (OSS)

Out of school suspension (OSS) is 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 for other students. During an OSS, students are 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, students and their parents/guardians 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 BUUSD School Board 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.

Public Displays of Affection

Lewd or inappropriate public displays of affection (extended/prolonged kissing, touching, fondling, etc.) are not allowed and may create a hostile environment if the conduct is severe, persistent, or pervasive so as to deny or limit a student's ability to participate in or benefit from the educational program on the basis of sex. In this case, PDA may violate [HHB Policy C10](#) and result in disciplinary consequences. This also applies to less public areas such as bathrooms, stairwells, lockerrooms, parking lots, etc.

Search and Seizure

Desks, lockers, textbooks, Chromebooks, 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.

Per federal law and [BUUSD Policy C21](#), 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 (the other school employee shall be 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 others' safety and be limited in scope to the nature of the concern (for example, a backpack would not be searched if the concern involved text messages).

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

Any items found by the administration during a search that are deemed to be inappropriate, unsafe, or illegal will be confiscated by the administration and will not be returned to the student. Any time a search is conducted by the administration, regardless of the outcome of the search, the parent/guardian of the student will be notified of the circumstances and outcomes surrounding the search.

Student Management Procedures

Behavior expectations at SHS are intended to promote a safe, orderly, and civil school environment where learning can occur. Students are encouraged to share responsibility for creating a positive school environment. SHS is committed to the personal growth of each student and views inappropriate behavior as an opportunity for learning. Responses include the use of restorative practices, reflection and discussion, but may also include exclusionary consequences to ensure the safe and orderly operation of the school.

SHS does NOT practice corporal punishment or any other type of discipline which is intended to cause physical discomfort. However, if a situation requires 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 [BUUSD Policy C34](#).

Unsupervised Areas

Students are expected to be supervised when at school. Loitering in unsupervised areas such as bathrooms, parking lots, stairwells, or other areas may result in disciplinary action. Recognizing the personal space of bathrooms, no more than one person should be in the stall/single occupancy bathroom at a time. Multiple people in the same stall/single occupancy bathroom may result in disciplinary consequences.

Vaping/Tobacco

Students who are in possession of or use vaping/smoking devices in school will be subject to [BUUSD Policy B7](#). Violations may result in disciplinary consequences, including suspension and educational activities.

Table of Potential Consequences

The following table provides examples of behaviors and possible responses. The table serves as a guide, and the administration reserves the right to consider all aspects of the situation when determining responses to behaviors; such aspects may result in modification of the school's response.

Behavior	Staff Response	Potential Admin Response
<p>Disruption - Learning and/or orderly operation has stopped</p> <p>Disrespect - Language or gestures which are demeaning or offensive</p> <p>Refusal to Comply - Refusing to appropriately respond to teacher reasonable teacher directions (such as changing a seat or taking out materials)</p> <p>Instigative Behavior - Language or actions which are likely to upset or provoke others</p> <p>Not where assigned - Being in a location which is unapproved or unsupervised</p>	<ol style="list-style-type: none"> 1. Remind of expectations 2. Redirect to task/activity/location 3. Offer break OR Send to office 4. Assign B.R.I.G. time 	<ul style="list-style-type: none"> • Discussion • Reflective essay • Apology letter • Mediation • Research-based project • Student suggested activity • B.R.I.G. • ISS • OSS
<p>Dishonesty - Intentionally misleading or misrepresenting facts, including false reporting</p> <p>Theft - Taking, holding, or obtaining another person's property without their informed permission</p> <p>Academic Dishonesty - Cheating, copying, plagiarizing, etc.</p>	<p>Dishonesty:</p> <ol style="list-style-type: none"> 1. Remind of expectations 2. Discuss concerns 3. Assign B.R.I.G. time <p>Theft:</p> <ol style="list-style-type: none"> 1. Recover property 2. Send/bring person and item to office 	<ul style="list-style-type: none"> • Discussion • Reflective essay • Apology letter • Mediation • Research-based project • Student suggested activity • B.R.I.G. • Reimbursement • Police referral • ISS • OSS
<p>Vandalism - Breaking or</p>	<ol style="list-style-type: none"> 1. Remind of expectations 	<ul style="list-style-type: none"> • Discussion

damaging the school's or another person's property	2. Ensure the safety of the area 3. Direct to clean up if safe 4. Notify/send to office 5. Assign B.R.I.G. time	<ul style="list-style-type: none"> • Reflective essay • Apology letter • Mediation • Research-based project • Student suggested activity • B.R.I.G. • Reimbursement • Police referral • ISS • OSS
Tobacco policy violation - Possessing, Using, or Providing Tobacco/Vape or their paraphernalia Alcohol/Drugs Policy Violation Possessing, Using, Providing, or being under the influence of Alcohol, Drugs, or their paraphernalia	1. Bring the student to and notify the office of concern Alcohol/Drugs Policy Violation 1. If a teacher finds a student possessing or providing alcohol, drugs, or paraphernalia, escort them to the office immediately. *If suspected impairment, escort the student to the nurse's office and notify office immediately.	<ul style="list-style-type: none"> • Referral to SAP • VapeEducate • Substance Use Assessment • B.R.I.G. • Reflective essay • Research-based project • Police referral • ISS • OSS
Horseplay - Physical contact with another person in a playful or "friendly" manner Fighting - Intentional contact with another person in anger, frustration, or malice	Horseplay: 1. Separate students 2. Remind of expectations 3. Notify and/or Send to office 4. Assign B.R.I.G. time Fighting: 1. Separate combatants 2. Move others away 3. Notify office 4. Bring students to office	Horseplay: <ul style="list-style-type: none"> • Discussion • Reflective essay • Apology letter • Mediation • Research-based project • Student suggested activity • B.R.I.G. Fighting: <ul style="list-style-type: none"> • Horseplay plus - • OSS • Police referral • School Board referral
Hazing, Harassing, Bullying -	1. Remind of expectations	<ul style="list-style-type: none"> • Discussion

<p>Behavior which violates BUUSD Policy C10</p> <p>Threatening - Actions which can reasonably be expected to cause fear or distress in another person</p>	<p>2. Redirect to task/activity 3. Privately check in with students 4. Notify/send to office</p>	<ul style="list-style-type: none"> • Reflective essay • Apology letter • Mediation • Research-based project • Student suggested activity • B.R.I.G. • Reimbursement • Police referral • ISS • OSS
<p>Weapons - Possessing, furnishing, selling, brandishing, or using a gun, knife, or other dangerous object</p>	<p>Imminent or likely threat: 1. Implement ALICE</p> <p>Non-threatening situation: 1. Notify office immediately 2. Maintain supervision, prepare to implement ALICE if needed</p>	<ul style="list-style-type: none"> • Discussion • Reflective essay • Apology letter • Mediation • Research-based project • Student suggested activity • B.R.I.G. • Suspension • Police referral • School Board referral

Emergency Preparedness

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School Emergencies and Preparedness

Student safety while at school is of paramount concern. In order to carry out effective and efficient “options-based responses” in a real event, SHS 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, text and email; information and guidance will be shared via automated calls, texts, 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 the school to pick up your student, unless officially requested.** 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.

Administration should be called upon whenever a situation develops which threatens to become a major disruption or safety issue 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.

A.L.I.C.E.

BUUSD and SHS have 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. Responses are listed in the recommended priority they should be used (NOT the acronym).

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:

Evacuation (Student Responsibilities)

- Take your valuables outside with you
- Stay with your class for the entirety of the evacuation
- Remain quiet and calm, listening for updated information as the situation develops
- 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:

- securely lock and barricade doors quietly
- turn off classroom lights
- spread out throughout the room with something to throw in hand
- 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 or complete harm on people. Remember that evacuation is always the recommended response to a threat if it is feasible. A counter attack is always a measure of last resort.

Clear the Halls

Medical, behavioral, or other issues in public areas such as hallways or lobbies may require privacy; "Clear the Halls" is announced to have teachers and students move to a classroom or workspace, and out of public areas. Doors do not need to be locked and lights can remain on. Teachers and students are expected to stay in the classroom or workspace until the “All Clear” is announced over the intercom.

Athletics and Co-Curricular Activities

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Athletics

Spaulding High School offers the following sports, by season:

Fall

- Cross Country
- Field Hockey
- Football
- Golf
- Soccer

Winter

- Basketball
- Hockey
- Indoor Track
- Wrestling

Spring

- Baseball
- Lacrosse
- Softball
- Track and Field

School Affiliated Clubs

Club	Advisor(s)
Alliance Student Group	Sue Brennan: sbrenshs@buusd.org
Book Club	Christine Smith: csmitshs@buusd.org
Dungeons and Dragons	Colin Crawford-Stempel: ccrawshs@buusd.org
Interact	Margo Austin Maustshs@buusd.org
JROTC Teams	Danny Boone: dboonshs@buusd.org
Key Club	Eric Spencer: espenshs@buusd.org
Athletic Leadership Council	Derek Cipriano: dciprshs@buusd.org
Magic the Gathering	Chris Moran: cmorashs@buusd.org
Math Club	Erin Carter: ecartshs@buusd.org
National Honor Society	Andrew Duddy: aduddshs@buusd.org Danielle Berg: dbergshs@buusd.org
One Act Play	TBA
Open Studio (Art)	Brendan Eaton: beatoshs@buusd.org
Quadball	Chris Moran: cmorashs@buusd.org
SADD VT Teen Leadership SafetyProgram	Dawn Poitras: dpoitbce@buusd.org
SAFE Club	TBD
Student Council	Robert Booth: rbootshs@buusd.org Ryan Donea: rdunlshs@buusd.org
Trivia Club/Scholar's Bowl	Mike Whalen: mwhalshs@buusd.org

Unified Sports	TBD
Young Playwrights	Sue Brennan: sbrenshs@buusd.org

Eligibility

Athletics and Drama Club are considered co-curricular activities and students wishing to participate in those groups must meet eligibility requirements. Eligibility is determined on a daily basis for attendance and conduct, and three week cycles for academic performance. Please access the [Spaulding High School Student-Athlete Handbook](#) for all policies, procedures, and practices.

Conduct at Events

- Demonstrate school spirit
- Maintain a respectful, positive attitude whether our team is winning or losing
- Show compassion for an injured player
- Applaud and appreciate positive performance and efforts for both teams
- Avoid disrespectful demonstrations of poor behavior (including profane/obnoxious language)
- Be respectful of the judgment and strategy of our coaches
- Not be critical of players or coaches following a game (win or lose)
- Be respectful of officials and accept their decisions without comment
- Support team-sponsored events whenever possible
- Exhibit good sportsmanship at all times (as defined by the Vermont Principals Association).
- Respond positively to all cheer teams

Those behaving in an inappropriate manner will be warned by the Athletic Director (or the administrator on site) and then will be asked to leave the contest, immediately.

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Student Health Services

Spaulding High School 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. School nurses are available for consultation with parents on health issues and serve as resources for faculty and staff.

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, school counselor, advisory leader, and administration so all can provide the coordinated approach needed for academic success.

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

Immunizations

Pursuant to [18 V.S.A. § 1122](#), 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.

Students may be admitted to school provisionally if a health care practitioner (who is 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.

Special Notice Regarding Measles: Due to the measles outbreak in the United States, it is important that all children attending public school be adequately protected from measles. Please see the [link from the CDC](#), which will give you information regarding the measles vaccine.

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 parents/guardians unless the illness or injury is such that the use of an emergency vehicle is required, or the parents/guardians are unavailable. Parents/guardians are responsible for any costs associated with emergency transportation, as well as any follow up medical care.

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 [here](#), on the school's website, or in the nurse's office.

The school nurse should be notified by parents/guardians if students are on any long-term medication whether it is taken at school or not. If necessary, and with parent/guardian approval, the nurse will notify teachers of any significant side effects of the medication. If 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 parents/guardians 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 parents/guardians 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 parents/guardians will be notified and requested to come pick up the student. After the parent/guardian has been contacted, they assume 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.

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.

Sexually Transmitted Infections (STI) and Pregnancy Prevention Education Policy

Per [BUUSD Policy C43](#), the BUUSD provides Sexually Transmitted Infections (STI) and Pregnancy Prevention Education programs that are integrated into the health curriculum of the supervisory union. One component of this program is to make available latex condoms (or other protective barrier options as they become available) in schools in an age appropriate manner. Barriers are available to students in the following locations: Wellness/Health classrooms, Nurse's office, Main office, School Counseling/Learning Services office, Tidepool, and The Harbor.

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Civil Rights Provisions

SHS 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 grounds 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.

Family Educational Rights and Privacy Act (F.E.R.P.A.)

SHS takes student confidentiality seriously. Only administrators and staff members who are charged with direct support, services, education, or maintenance of student records are allowed access to that student records.

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

- Inspect and review their children's records - Contact the Head of Guidance
- Seek amendment to the record if it is inaccurate or misleading - Contact the Head of Guidance
- Consent for 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 (notify administration of this request). Directory information includes, but is not limited to: 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, SHS releases students' names, addresses, and telephone numbers to military recruiters. Parents who do not want their students' information released to recruiters must [notify](#) SHS of their wishes in writing by December 15th of each year.

School Choice

SHS participates in the Winooski Valley Region Public School Choice Program. Students may apply to go to a high school other than the one in their school district, at no personal cost. Applications are available in the SHS Guidance Office and are due by the first week of March for the following school year. The form may be returned to:

Spaulding High School
155 Ayers St. Suite 1
Barre, VT 05641

Section 504 Grievance Notice

SHS does not discriminate in any way, including on the basis of real or perceived disability. Please contact Luke Aither, Principal, with concerns regarding compliance with all [Section 504](#) plans, procedures, and complaints.

Special Education

SHS 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: sandebus@buusd.org.

Title I Intervention Services

Schools in which children from low-income families make up at least 40% of enrollment are eligible to use Title I funds to operate schoolwide programs that serve all children in the school in order to raise the achievement of the lowest-achieving students.

All School Policies: <https://www.buusd.org/district/policiesprocedures>