

Spaulding High School Staff Handbook 2023-2024



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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**

Spaulding High School

2023-2024 School Calendar

	= Student Day
	= Staff Day

August

M	T	W	Th	F
Flex	Flex	Flex	Flex	Flex
21/Flex	22/Flex	SD	SD	SD
SD	Flex	30	31	
Student Days				2
Staff Days				7

September

M	T	W	Th	F
				1
V	5	6	7	8
11	12	13	14	15
18	19	20	21	22P
25	26	27	28	29
Student Days				20
Staff Days				20

October

M	T	W	Th	F
2	3	4	5FT	SD
V	10	11	12	13P
16	17	18	19	20
23	24	25	26	27
30	31			
Student Days				20
Staff Days				21.5

November

M	T	W	Th	F
		1	2	3P
6	7	8	9	10
13	14	15	16	17
V	V	V	V	V
27	28	29	30	
Student Days				17
Staff Days				17

December

M	T	W	Th	F
				1P
4	5	6	7	8
11	12	13	14	15
18	19	20	21	ER/P
V	V	V	V	V
Student Days				16
Staff Days				16

January

M	T	W	Th	F
V	2	3	4	5
8	9	10	11	12
V	16	17	18	19P
SD	23	24	25	26
29	30	31		
Student Days				20
Staff Days				21

February

M	T	W	Th	F
			1	2
5	6	7	8	9P
12	13	14	15	16
19	20	21	22	23
V	V	V	V	
Student Days				17
Staff Days				17

March

M	T	W	Th	F
				V
V	V	6	7	8P
11	12	13	14	15
18	19	20	21FT	22
25	26	27	28	29
Student Days				18
Staff Days				18.5

April

M	T	W	Th	F
1	2	3	4	5P
8	9	10	11	12
15	16	17	18	19
V	V	V	V	V
29	30			
Student Days				17
Staff Days				17

May

M	T	W	Th	F
		1	2	3P
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24P
V	28	29	30	31
Student Days				22
Staff Days				22

June

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	SD*	SD	20	21
24	25	26	27	28
26	27	28	29	30
Student Days				11
Staff Days				13

V	Vacation Day
ER	Early Release - 1/2 day for students
FT	Family/Teacher Conferences - 1/2 day for Students
SD	Staff Development Day - No School for Students
P	Progress Reports Available Online

Weds, August 30

Thurs, August 31

Fri, September 1

Thurs, October 5

Thurs, October 12

Fri, November 3

Fri, December 22

Fri, January 19

Thurs, March 21

Wed, April 5

Tues-Thurs, June 18-20

Sat, June 15

New Student Orientation Day

First Day of School for All Students

Picture Days for All Students

1/2 day for students/Family-Teacher Conferences 12:30-7:00PM

Retake Picture Day

First Marking Period Ends

Early Release - 1/2 day for students

Call Back Day - Second Marking Period Ends

1/2 day for students/Parent-Teacher Conferences 12:30-7:00PM

Third Marking Period Ends

Potential Make up Days - If Needed

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
11:12 AM - 12:01 PM 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.

The Day

Closing/Delayed Opening of School

If adverse weather conditions cause school to be closed or delayed, an announcement will be made by the superintendent by 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.

Parking

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

Faculty/Staff Availability

All employees should be in their rooms or offices by 7:35 AM and available to students, administrators, and colleagues, or engaged in 504, IEP, or other scheduled meetings. Morning Block is not designed to be a teacher prep period. Likewise, Crimson Block is intended to provide another opportunity for student focused meetings or support.

Faculty members leaving the building (prior to the end of the contract day) for any reason must sign out in the front office.

Timeliness to School and Class

It is the expectation that teachers will be on time to school and for each class. When an unforeseen situation develops that requires a staff person to be late to school, teachers will notify the office as soon as possible. The office staff will then make arrangements to cover the class(es) until the teacher arrives. On delayed start days, teachers are expected to be on campus by 9:00 AM, or 30 minutes before students.

Teacher Absences and Plans

It is expected that teachers are present while school is in session. However, in the event that situations arise where teachers must be absent from school, it is their responsibility to

ensure that students receive consistent academic programming. The master sub plan template is linked [here](#). The BUUSD utilizes [Frontline](#) to manage coverage for teacher absences, sub plans, and payroll/leave balances. These resources can be accessed through the faculty and staff tab on the school's web page or via phone at 802-476-4811 ext-1167.

Lunch

Every faculty and staff member will have a duty free lunch during the lunch bands of the school day. The cafeteria is open from 7:00 AM to 8:20 AM for breakfast for students and staff.

Academic Advisory (WIN)

What I Need (WIN)) takes place in the middle of the day on Monday, Tuesday, Thursday, and Friday and consists of two 25 minute bands, one of which is the teacher and student's lunch. Advisories will have 10-13 students assigned to them; this time is intended for academic support and community building.

Students have the option to sign up for academic support with other teachers. This time is not meant to be used as planning time for teachers or to attend to personal business. Attendance should be entered into IC within 5 minutes of the beginning of each band; students should remain in the room for the duration of the band and only be given a pass for urgent or necessary reasons, such as biological or emotional needs (not snacks, academic questions, or checking in with friends).

Staff who have students with them (but do not have the ability to enter attendance in IC) should notify the office to have the student's whereabouts entered into IC.

Homeroom

Homeroom takes place on Monday, Tuesday, Thursday, and Friday between blocks 1 and 2 for 15 minutes. Homerooms are organized by year of graduation, and are designed to support students in being members of the Spaulding community and in their social and emotional growth.

In order to ensure that each student understands the operations and expectations of Spaulding High School, teachers will review the Student Handbook in its entirety with their Homeroom students throughout the first week of school. At the completion of the review, teachers will complete a [verification form](#), and students will complete an [acknowledgement form](#).

Also during Homeroom, teachers will review the *Tide Pride* weekly bulletin. Announcements and information must be submitted [on this form](#) by 1:00 PM on the previous Friday, in order to be included in the following week's bulletin.

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, learning new skills, attending field trips, etc. All students are required to stay on Wednesday afternoons as this is a regularly scheduled day.

Crimson Block

Crimson Block is a 20-minute block of time at the end of Monday, Tuesday, Thursday, and Friday. 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 Enrichment Teachers may also use this time to meet with colleagues to discuss and problem solve solutions related to supporting individual students.

Assemblies

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

Proficiency Based Practices

Introduction

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

Proficiency-based learning (PBL) calls for a clear identification of what students should know and be able to do. Proficiency-based grading (PBG) focuses on measuring students' proficiency on a specific set of outcomes. These outcomes are shared with students at the outset of the course, along with a learning scale, or rubric, that explains the essential outcome in detail. A student's progress toward proficiency is tracked by performance on assessments that align to the standards, which encourages student ownership of the learning and allows the teacher to provide accurate feedback to the student. The goal of a proficiency-based approach is to clearly communicate to students and parents what is expected of the students and how to help them be successful in their educational journey. Spaulding High School has identified standards and performance indicators for each course, developed common assessments for common courses, and developed a course assessment grading outline.

Rationale

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

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

There are key ideas supported by proficiency based learning and grading:

- The primary purpose of assessment and grading is to provide feedback to inform student learning.

- The grading practices should reflect what a student knows, understands, and can do.
- Learning is a process that takes place over time and at different rates for different learners.
- Learning tasks and experiences should support and build on a set of essential outcomes that are identified in advance and shared with students.

Questions Regarding Proficiency Based Learning and Grading

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

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

Proficiency

Proficiency is demonstrated by successfully "doing" performance indicators.

Standards

Standards are the explicitly stated "desired learning outcomes" and are identified in each course's syllabus. Each course will include one schoolwide score of "Accountability" intended to address timeliness and follow-through of student work.

In-Progress Language for Standards:

Meeting - The student is demonstrating understanding of the course material at the expected pace of the course. At this continued rate, the student should be able to meet the proficiency expectations of the course and earn credit for the course.

Below - The student is demonstrating some understanding of the course material. The student may need to seek extra help and/or reassess.

Unsatisfactory - The student is demonstrating little to no understanding of the course material. The student needs to seek extra help and/or reassess. At this continued rate, the student is not going to meet the proficiency expectations of the course and will not earn credit for the course.

Not Yet Assessed (NYA) - This standard will be assessed later in the course.

Proficiency Language for Standards:

Exemplary - The student has demonstrated knowledge, understanding, and the ability to use the content at or above a mastery level.

Proficient - The student has demonstrated competence in their knowledge, understanding, and ability to use the content of the standard.

Developing - The student has demonstrated a growing knowledge, understanding, and use of the content, but can not yet consistently demonstrate competence.

Beginning - The student has a basic understanding of the concepts, but is only starting to demonstrate knowledge, understanding, and use of the standard.

Insufficient Evidence - The student has not submitted enough evidence for the teacher to assess their knowledge, understanding, or ability to use the concept of the standard.

Learning Tasks and Activities

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

Assessment

Following the introduction of material and learning tasks, students are assessed on their ability to demonstrate knowledge of the content and material. Assessments may take different forms in different courses and content areas. Assessments will be scored as either Exemplary, Proficient, Developing, Beginning, or No Evidence. Accountability scores must be entered each week by end of contract day Monday.

Reassessment

If students are not initially proficient on an assessment, the teacher and student will collaborate on a reassessment plan. This plan allows two weeks to demonstrate proficiency in the standard; if students are still not proficient, the reassessment plan may be extended as long as progress continues to be made. If the student shows no evidence of working on the reassessment plan, the standard will remain unmet and the reassessment plan will cease. Students will have time to assess proficiency in unmet standards until the end of the course.

Progress Reporting and Grades

Each course will have the standards listed in IC. A standard that continues to be assessed will have in-progress language used to update student progress and performance, while a standard that instruction and assessment have been completed will use proficiency language. Students that still need to demonstrate proficiency on a completed standard can still reassess that standard, as arranged with the teacher.

Progress Reports:

An overall score will be reported for each course every three weeks. This feedback helps students and parents/guardians to understand if a student is on track for meeting the expectations of the course or not.

Scores should be submitted by end of the contract day and the dates for Progress Reports 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

Quarter classes submitting final grades (report cards), not progress reports, for November 8th, January 24, April 10th, and June 24th.

Semester classes submitting final grades (report cards), not a progress report, for January 24th and June 24th.

Full year classes are completing progress reports for all 11 dates with the final grade submitted June 24th.

Call Back Day

One day at the end of each semester, a teacher can “call back” students who are close to demonstrating proficiency, but not to “catch up” for the entire semester. Teacher discretion determines what is reasonable for “close to passing”. The course syllabus should clearly outline eligibility for Call Back; like courses should have similar expectations. Quarters 1 & 3 will not have a Call Back Day. The course will end when the quarter does.

2023-2024 Overall Course Performance Grading Guideline

The guideline is read “top down” and is used to assess an overall course performance. When the guideline does not completely represent the situation, professional discretion will be used.

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

Proficiency-based graded AP courses: +0.67 to the GPA value
Any other Honors, College, or AP courses: +0.33 to the GPA value

* These grades are only achievable if the final Accountability Score is “Meeting”
→ If a student’s final Accountability Score is “Below,” then the final course grade will be capped at “Partially Proficient”

The guideline is used to assess an overall course performance. When the guideline does not completely represent the situation, professional discretion will be used.

Report Cards

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

- Quarter 1 - Wednesday, November 8, 2023
- Quarter 2 - Wednesday, January 24, 2024
- Quarter 3 - Wednesday, April 10, 2024
- Quarter 4 - Monday, June 24, 2024

Incompletes

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

Guidelines for Incompletes:

- The student has extenuating circumstances.
- The student has arranged a reasonable plan with the teacher (such as a contract).
- 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.

Entering Grades Into Infinite Campus/Gradebook

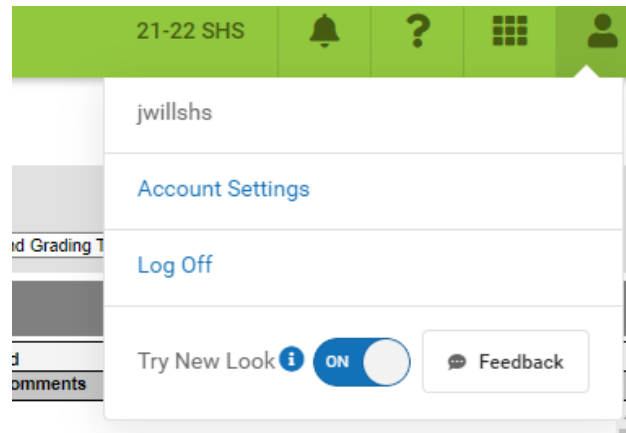
- All standards and grades will need to be entered under each standard which is now in the task menu

The screenshot shows the Infinite Campus interface. At the top, there is a dropdown menu for '1) MAT400-1 Pre-Calculus Honors' and a 'Task' dropdown menu set to 'PRMAT-F: Functions'. Below these, there is a table with columns 'Percent', 'Grade', and 'Rpt Crd'. To the right of the table, a dropdown menu is open, listing various standards: 'PRMAT-H: Pre-Calculus Honors', 'PRMAT-F: Functions', 'PRMAT-UC: Unit circle trigonometry', 'PRMAT-NRT: Non-right triangle trigonometry', 'PRMAT-CS: Conic sections and polar graphing', 'IPR10: In Progress Report (05/02)', 'IPR11: In Progress Report (05/23)', and 'MAT-H: Pre-Calculus Honors'. The 'MAT-H: Pre-Calculus Honors' option is highlighted in blue.

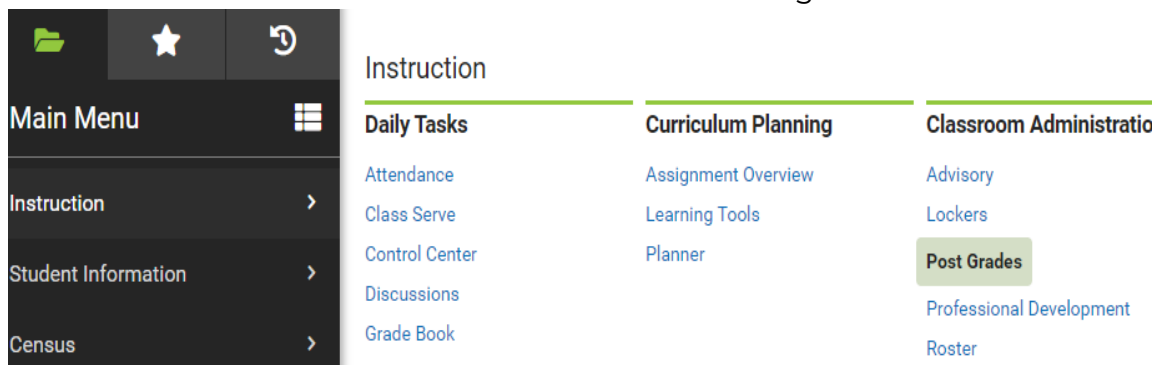
- A grade will be entered in each posted section using the proficiency language TBD

Posted		
Percent	Grade	Rpt Crd Comments
	Exem	

- By switching IC to the new view you can have access to tools to make this an easier process



- By going to Instruction > Post Grades, you will be able to post to all your standards on one screen. Be sure to have “All Standards and Grading Tasks” selected.



Term: Q4 (04/05/22 - 06/16/22) Section: 1) MAT400-1 Pre-Calculus Honors

Save Filter Fill Percent, Grade, Comment Multi-Post Grades Graphs Show Post by: All Standards and Grading Tasks

Post by All Standards and Grading Tasks

Students	Posted			
	Percent	Grade	Report Card Comments	Canned Comments
PRMAT-H: Pre-Calculus Honors	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Manage"/>
PRMAT-F: Functions	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Manage"/>
PRMAT-UC: Unit circle trigonometry	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Manage"/>
PRMAT-NRT: Non-right triangle trigonometry	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Manage"/>
PRMAT-CS: Conic sections and polar graphing	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="Manage"/>

- [Basic Gradebook Set-up](#)
- If there are any questions please consult with your Department Chair and/or an IC Coach.

Academics

Syllabus

Teachers will provide students with a course syllabus detailing course content, assessment criteria and methods, standards, criteria for determining grades, cell phone expectations, and other pertinent information. Classes that provide text or other materials to students must provide replacement costs if those items are lost or damaged.

A copy of the course syllabus will be given to or shared with the Department Chair and the Assistant Principal for Faculty prior to the first day of the course. The course syllabus will be provided to students on the first day of the course.

Assigned Classroom Materials

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

Controversial/Sensitive Issues

Teachers should recognize that nearly any topic can elicit strong feelings. Topics that can reasonably be expected to bring about emotional responses are considered controversial and/or sensitive issues and should have direct relevance to the content being discussed. Whenever reasonable, a disclaimer should precede the lesson, which outlines procedures for taking a break or requesting an alternative experience without causing undue attention or embarrassment.

In handling a controversial or sensitive issue, the teacher shall not suppress a student's view, value and/or belief on that issue as long as the expression of that view, value, or belief is not derogatory, malicious, or abusive toward other students' views.

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

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

Reserving Spaces for Academic Purposes

If teachers need to use an alternative space to the classroom, they must contact the Administrative Assistant to the Principal to ensure availability and reserve the space.

Field Trips

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

- All field trips must be accessible to all students, related to curriculum or extra-curricular activities, and specific standards must be listed.
- Field trips must have a student to staff ratio of 10:1 and have a minimum of two chaperones unless otherwise approved by administration. Please note that adults serving in a 1:1 capacity with a specific student cannot be counted in the 10:1 ratio. Any non-school staff acting as a chaperone, must be approved through the BSU.
- Trips which require funding, must be approved by the department head before field trip requests are submitted to administration.

- Courses or programs which have recurring field trips are encouraged to speak with administration about notification and permission.
- Field trips will be categorized as follows:
 - Level I - Trips occurring the school day (blocks 1-4)
 - Level II - Trips occurring outside the school day and/or out of state (no overnight stay)
 - Level III - Trips occurring outside the school day and/or out of state (including overnight stay)
 - Level IV - International trips

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

Hall Passes

While it is important to keep students in class, teachers may allow hall passes for legitimate reasons (bathroom, nurse, counseling, etc); passes for legitimate reasons should not be refused or restricted, but frequency and duration should be monitored and concerns should be shared with counseling and/or administration.

All students are assigned a lunch band and should NOT be given a pass to the cafeteria during a different lunch band. If a teacher gives a student permission to eat in their classroom during that student's lunch, they should ensure the student has a pass to leave the cafeteria and report to that teacher.

All students outside of the room during class or advisory time must have an orange (bathroom) or yellow (everywhere else) SHS Hall Pass or an individual classroom pass. Passes must be regularly sanitized.

- Only one student should be out of the class at a time.
- If students need a "break", they should be given a pass to the Harbor (2410), counseling (1121) or the office (1111), but NOT be permitted to walk the halls. The teacher should call the destination to let them know to expect the student. Students must scan out when they leave the room, except at the natural end of class.
- If a student arrives late to class, and does not have a pass, they must be considered tardy but admitted into class where the student will scan into class. Do not send them out to retrieve a pass from where they originated.
- If teachers encounter students in the hall during class time, they should respectfully ask to see a pass. If the student does not have a pass, or has a suspicious pass, the teacher should note the student's name and direct them to the office.

- Teachers should collect any suspicious passes and turn them over to the office with an office referral identifying the concern.

Classroom Phones

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

Conducting Classes

Research tells us that an appropriate educational environment contributes to the success of a school. In order to establish and maintain the most productive school environment for our campus we need your help.

- Teachers are expected to maximize use of instructional time.
- For safety reasons, students are expected to stay seated until the dismissal bell, not gathered around the door.
- Teachers must never leave their class unsupervised; should they need to leave for a compelling reason, they should ask someone to cover the class (adjoining classroom teacher, department chair, administration, etc.)
- In the event that a lesson will be conducted in a different location than the regularly scheduled classroom, the teacher will:
 - notify the front office
 - leave a note on the classroom door indicating where the class will be conducted
 - lock the classroom door
- Teachers should avoid the use of the hallways for classroom activities as this can be distracting to other classes; individual students must be supervised and should not be assigned to work in the hallway.
- Students may wear hats in the classroom at the teacher's discretion.
- To foster a respectful learning environment, students are not to wear sunglasses, clothing with crude, sexually suggestive, substance endorsing, harassing or derogatory **messages**, or otherwise disruptive clothing. Teachers should address this themselves, and then refer the student(s) to administration should the student refuse to comply.
- Cell phones with earbuds/airpods may be used before and after school, during passing times, and during lunch. Cell phones may be used in the classroom/advisory as educational tools per teacher discretion. Teachers will explicitly inform students of their expectations in the syllabus. Teachers should address this themselves, and then refer the student(s) to administration should the student refuse to comply.

Student Attendance

Attendance is to be taken as students walk into their classes. This is now possible with the use of a scanner integrated with IC WorkFlow Suite. Students who arrive to class after the second bell are considered tardy, but should not be sent back out to retrieve a pass. If students are in an alternative space or with an alternative teacher, that teacher will scan the student into their space which will be coded as such to update the student's attendance. If necessary, contact the front office to have it entered properly. If errors are identified in IC coding (i.e. tardy students marked absent, and the teacher cannot fix the error), the teacher will notify the front office immediately.

For more information related to attendance, please see Student/Parent Handbook.

Classroom Expectations

To ensure consistency and clarity, all teachers will post 3-5 classroom expectations in their classroom where they are visible and easily referenced. Teachers are encouraged to share these expectations with the administration. Teachers are expected to attempt to resolve minor student behavior issues on their own through BRIG time and implementing "Think, Feel, Act." If classroom issues persist, teachers should complete an Office Referral to initiate an administrator-led facilitated conversation that may be scheduled involving the teacher and the student to try and resolve the issue.

Behaviors to Take Notice Of

Students in your class may be experiencing or have experienced Adverse Childhood Experiences (ACES). These experiences can affect students in a variety of ways, and may manifest in a variety of behaviors including (but certainly not limited to):

- Disengagement
- Sleeping
- Inattention
- Sudden mood swings
- Refusal to comply with reasonable requests
- Anxiety
- Self injury
- Substance use - slurred speech, red/glassy eyes, incoherent thought/speech, sweating, etc

If teachers observe any of the above, they should take appropriate action for the concern, this may include:

- Private check-in

- Discussion with school counseling/administration
- Communication with parent/guardian
- Immediate notification of school nurse/administration (anything involving physiological symptoms)
- Relocation of the class while assistance is provided

Disruption

Classroom management begins on the first day of class. It is important for teachers to establish classroom expectations early and to frontload time and effort in this area. Teachers will communicate early and often to students and families regarding incidents that disrupt the class and do not adhere to classroom expectations.

Classroom time is irreplaceable; therefore, having a student removed from class for any period of time should be taken seriously by all concerned. If a student disrupts class, and a staff member is unable to correct the situation, they are expected to take the following steps:

1. Redirect the student and remind them of the classroom expectations.
2. Use classroom strategies (ie moving seat, assigning B.R.I.G)
3. Refer to the Harbor (if appropriate to the student's need/plan)
4. Direct the student to the Assistant Principal's office.
5. Fill out an [Office Referral](#) as soon as possible, that clearly details the situation and interventions used, giving observable details; avoid conjecture and assumptions for the reason for the behavior. Names of other students involved must not be included in the report.

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

Communication with administration in regard to office referrals is a key component in ensuring fair, firm, and consistent responses to misbehavior. Persistent low-level behaviors may be handled in the classroom, however, documenting those issues allows the administration, parents, and other stakeholders to be aware of ongoing concerns. Use the [Behavior Documentation](#) Form to make note of these low-level behaviors.

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

Mistakes and errors in judgment are part of being human; violations of behavioral expectations are a form of communication that provides an opportunity for 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 a student's 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

Corporal Punishment

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

Physical contact with students, which is unwanted and/or prevents movement, is strictly limited to what is necessary to prevent imminent injury to self or others. Touching or searching a student or their belongings, preventing them from leaving an area, or otherwise restricting their free will outside of emergency situations is not allowed and can lead to disciplinary and/or legal consequences. If concerns arise which might necessitate these types of responses, administration should be notified immediately.

Support Services

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 (Universal)

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, learning new skills, attending field trips, etc. All students are required to stay on Wednesday afternoons as this is a regularly scheduled day.

Tier 2 (Targeted)

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 (Intensive)

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 that 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 that provides a variety of alternative education opportunities for students to graduate high school.

Transition Specialist - The Transition specialist works directly with students and consults with special educators, 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.

Professional Responsibilities

Professionalism in Conduct

Teachers are expected to conduct themselves with professionalism, care, and ethical decision-making. The Vermont Agency of Education publishes [guidelines](#) that outline those expectations.

Staff IDs

All staff should have their Staff ID visible on their person at all times when in the building.

Attire

Staff attire should reflect a model of success, and be appropriately matched to the type of activity that a staff member is expected to do. Outfits should suggest professionalism and a desire to get to work. The expectation for proper attire for staff has two purposes: to establish credibility and maintain a level of respect in the classroom. It is the hope that students will follow suit and reciprocate respectfulness and an attitude of learning. When students are present, staff are expected to refrain from wearing hats and/or hoods (except for rare occasions such as spirit days and/or celebrations).

Meetings

It is the responsibility of teachers to attend professional meetings including: Faculty, Department, PLC, and student-specific (IEP, 504, EST). A schedule of monthly meetings will be provided at the beginning of the year. When working in groups and meetings, teachers are expected to adhere to all norms as established by the group.

Personal Guests and Visitors

Teachers are expected to be available to their students and attend to professional responsibilities at all times during the school day. All personal guests and visitors, including children, spouses, and personal friends, must be pre-approved at least 24 hours in advance by the administration and may require background checks. If an emergency situation develops where an individual may need to be at school for a brief time, please contact an administrator. At no time should ANY personal or professional guest be left alone with students unless explicitly pre-approved by the administration.

Common Areas

In order to establish and maintain a culture of respect, expectations for common areas should match those of the classroom. Appropriate language, behavior, and attire are expected. If teachers hear or see something that should not be taking place, they are expected to take a moment to respectfully address the student(s) and follow up as necessary with the administration.

Display Content

Spaulding High School is obligated to maintain an appropriate educational environment for all students. Teachers are encouraged to display student work and achievement. Posted work should be attached with scotch or painters tape for easy removal and should be removed by the end of the course. Certain subject matter, content, and imagery may be appropriate for the classroom (ie Swastika in history class). Still, it would not be appropriate for display out of context, in the common areas. Student work that contains crude, sexually suggestive content, alcohol or drug use/endorsing messages, or creates a harassing, hostile, or derogatory environment will not be allowed to be displayed in common areas including the cafeteria, library, auditorium, gymnasium, etc.

Maintaining Appropriate Boundaries

The Vermont AOE defines boundaries as: "The verbal, physical, emotional and social distances that an educator must maintain in order to ensure structure, security, and predictability in an educational environment. Most often, the boundaries that are

transgressed relate to role, time and place. By respecting contracted roles, appropriate working hours, and the location of the learning environment, secure boundaries are in place for all members of the schooling community.”

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

Electronic Communications Between Employees and Students

Barre Unified Union School District recognizes the benefits of electronic communication and the use of social media outlets create additional options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and employees communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student’s extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between employees and students. These [guidelines](#) are intended to support BUUSD staff by ensuring that all staff members clearly understand the many factors and possible ramifications of electronic communication.

In accordance with Act 5 of 2018, [BUUSD policy B8](#) is adopted to provide guidance and direction to Barre Unified Union School District employees to prevent improper electronic communications between employees and students.

Communication with Parents/Guardians

Communication with parents/guardians is critical; this includes celebrations, academic and behavioral updates. Positive recognition is as important (if not moreso) than when students are not doing well; it is important that frequent communication happens. Teachers are expected to reach out to parents/guardians when concerns arise. It is best practice to include the student’s school counselor on the correspondence or be alerted after the fact, so that the student has the benefit of a team approach in supporting the student.

When communicating with parents/guardians, always maintain a professional, respectful tone; remember that emails are a matter of permanent record. Written communication should abide by the following expectations:

- All faculty and staff are expected to check email and voicemail daily and to respond to parent communication within two school days.
- Refrain from using all caps in written communication as this signifies yelling.

- State facts (example: what a student has or has not turned in) and do not pass judgment on the situation.
- Explain clearly why a decision has been made and what your expectations are for the student moving forward.
- Encourage parents/guardians to contact you with questions and concerns and respond to them as quickly as possible.
- Report any inappropriate communications received from parents to the administration.

Interschool Communications

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

Emergency Preparedness

The BUUSD and Spaulding High School 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.

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 802-476-6613 (Barre City Police) or 911 first, then notify administration as soon as possible. *Barre City Police have a local dispatch and are better prepared than 911 to respond immediately.

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; they should not leave messages or emails regarding threats which require an urgent response.

Inform

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

Evacuate the Building

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

Preparation:

- ❑ Each classroom and office should have a wall bin, “GO” folder, and Evacuation Map on the wall next to the main classroom door. If a room does not have these items, the teacher should inform the Administrative Assistant.
- ❑ It is the responsibility of each teacher to maintain accurate and current class rosters in the “GO” folder. Teachers should print out current rosters through Infinite Campus. Rosters must include the room number, block, teacher name, student name, and student picture for each block.
- ❑ The color of the “GO” folder indicates which color coded section that room will report to when evacuating the school.
 - ❑ ORANGE: Grassy area to the right of Allen Jones on Ayers Street
 - ❑ PURPLE: Grassy area in front of the Supervisory Union building on Ayers Street
 - ❑ GREEN: Grassy area at the entrance to the football field
 - ❑ BLUE: Student parking lot adjacent to the baseball field
 - ❑ YELLOW: Grassy area behind Building Trades

Evacuation (Faculty Responsibilities)

- ❑ Remind students to bring valuables outside with them if reasonably safe to do so (they may NOT go to their locker). Teachers should also take their necessary valuables (if reasonably safe to do so) and be prepared to not re-enter the building for the rest of the day.
- ❑ Take the “GO” folder, turn off classroom lights and leave the door UNLOCKED. *Teachers should always take the folder with them if they take their class to another space (e.g. the library, outside, etc.).*
- ❑ Follow the map directions out of the building to the color coded section outside, move the class out of the roadway, and stay with them.
- ❑ Take attendance: circle ONLY the names of students who were present in class but are **not** with the class now.
- ❑ The teacher should sign their name anywhere on the roster. If the entire class is accounted for (absent from school or standing with the class) the only mark on the roster should be the teacher’s signature.
- ❑ Give the class roster (NOT the entire folder) to the site commander. Site commanders will be standing to the left of the main group, be wearing a fluorescent vest, and holding a clipboard/radio.
- ❑ Finally, if the teacher happens to have a planning block during an evacuation, they should go to the nearest color-coded zone and assist site commanders and colleagues as needed.

Evacuation (Student Responsibilities)

Teachers should share these expectations with their classes and Advisory so students know where to go and what to do during each block.

- ❑ Take valuables outside with them (if reasonably safe to do so).
- ❑ Stay with the class for the entirety of the evacuation.
- ❑ Remain quiet and calm.
- ❑ If not with their assigned class, exit the building through the closest outside doors. If their class is in that section, they should check in with their teacher. If their class is not in that section, they should find the teacher with the fluorescent vest and clipboard and check in with them. They should NOT wander – staff will be looking for them to make sure they 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 individual that evacuation is not an option for them. Lockdown includes:

1. Securely lock and barricade doors
2. Turn off classroom lights
3. Spread out throughout the room with something to throw in hand
4. Prepare to evacuate or counter

Counter

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

Clear the Halls

A "Clear the Halls" situation is less serious, and is used when a low level situation occurs in an open, public space (lobbies, hallways, bathrooms) where it would be prudent to simply have students, faculty and staff move to a different classroom or workspace. The intent of "Clear the Halls" is to give the people involved a level of privacy and first responders

uninhibited access. Medical issues for students or faculty would be an example of such a situation. Doors do not need to be locked and lights can remain on; classes and activities may proceed as normal, but should not leave their location (or let your students leave) until the “All Clear” notification is made.

Staff Support

EAP

BUUSD teachers, staff, and their families are eligible to receive a variety of support from [Invest EAP](#), a program which connects people to professionals in the specific area of need. Invest EAP can be reached online or via phone: 1-866-660-9533

Health Services

The Nurse's Office is open from 7:35 AM to 3:05 PM. The nurse provides a variety of health and wellness related tasks, including, but not limited to:

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

Return to Learn

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

Injuries - Contact the school nurse immediately

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

Library Services

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

Maintenance/Custodial Request

Teacher who have maintenance or custodial requests, can leave a note in the appropriate mailbox or email the concern/need to the appropriate person as follows:

Maintenance - Willy Pratt at wpratshs@buusd.org

Custodial - Don Lessard at dlessshs@buusd.org

Electrical Work - Arthur Young at ayounbsu@buusd.org

Technology Requests

IT support requests can be submitted through a [Zendesk](#) request.

Policy Briefs

Alcohol and Drug-Free Workplace (Employees)

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

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

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

Family Educational Rights and Privacy Act (FERPA)

All school staff are bound by the [Family Educational Rights and Privacy Act \(FERPA\)](#) which outlines confidentiality of student information. Teachers should only seek out information about students whom they are charged with the direct supervision, education, or support of.

Hazing/Harassment/Bullying

BUUSD [Policies C-10](#) and [C-10P](#)

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

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

material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

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

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

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

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

Reporting

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

Mandated Reporting of Child Abuse - Act 50

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

The new standard is: A mandated reporter who REASONABLY SUSPECTS abuse or neglect of a child SHALL REPORT in accordance with the provisions of section 4914 of this title WITHIN 24 HOURS of the time information regarding the suspected abuse or neglect was first received or observed (33 VSA § 4913(c)).

School employees are mandated reporters by state statute, and when reports are made in good faith, they are immune from any civil or criminal liability which might otherwise be incurred or imposed as a result of making a report. It's the responsibility of all employees of the school district to take action to protect students whose health and welfare may be adversely affected through abuse or neglect. Staff are encouraged to make a report to DCF in the presence of an administrator or their designee, but MUST inform administration in writing that a report to DCF has been made, by the end of that day.

If a student shares information with a teacher which cannot be kept in confidence because the student or another student's safety is involved, the teacher must contact an administrator or school counselor. If there are concerns that the student poses a risk to themselves, the administrator or counselor may call the Washington County Mental Health Screeners, and call the parent. The student is not be left alone until the *assessment* is complete.

Non-Discrimination and Harassment

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

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

Actions may include, but are not limited to:

- Filed letter of substantiated complaint
- Education
- Identifying the offensive behavior and requesting that the behavior cease

- Holding a facilitated a meeting with or without the complainant
- Suspension
- Termination
- Letter to the Agency of Education Licensing Board

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

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

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

Requests for Information by Non-School Parties

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

Title IX

Title IX is a federal law, addressed by [BUUSD Policy C12](#), which prohibits sexual harassment and discrimination. There are very strict and stringent procedures and consequences required by this law and the district's policy.

Tobacco Prohibition

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

Additional Information

Licensure

Teachers are required to possess and maintain appropriate licensure to retain their position. The BUUSD does not pay for licensure, but teachers may use their educational benefits toward re-licensure requirements of professional development. The LSB can help teachers with the process of [renewing their license](#).

Professional Development

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

Faculty Supervision

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

Hiring Procedures - Teachers

When a teaching vacancy is needing to be filled:

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

Department Chair

Recognizing that there may be department specific and/or additional duties and responsibilities, this is a general framing of the position as we move forward.

Qualifications:

1. Commitment to working with the administration on the district's action plan and educational initiatives
2. Strong communication, interpersonal, and organizational skills
3. Solution-oriented approach
4. Flexibility and willingness to collaborate
5. Five years of teaching experience w/ two years at SHS preferred
6. Master's Degree preferred

Reports to: Assistant Principal for Faculty and the Principal of Spaulding High School

Duties and Responsibilities

1. Serve as a support for department members
 - Work with department members to set department goals and initiatives
 - Be a resource for teachers: student interaction/management
 - Serve as the 2nd line of communication with parents/support with parent communication concerns
2. Promote and encourage inclusion and equity
3. Work with School Counseling office regarding student and course matters
4. Hold monthly department meetings to convey structure information (nuts & bolts)
5. Hold weekly department meetings that focus on developing lessons and working on professional practice and curriculum through the SEL lens*
6. Recommend teaching assignments, update program of studies, put together documentation for NCAA
7. Engages in annual department budget conversations with administration
8. Review and approve requisitions for textbooks, equipment and supplies, and order them
9. Serve as a member of the SHS Leadership Team
10. Works with the administration on the hiring of new teachers
11. Weekly meetings with the Principal and Assistant Principal for Faculty
 - Advise and collaborate with the administration on any needs of students and teachers in the department
12. Develop and facilitate curriculum
 - Alignment within SHS (vertical and horizontal)
 - Review resources
 - Common practices regarding assessments, rubrics, pedagogy
 - Common practices and grading standards

Terms of Employment: As Per Collective Bargaining Agreement

Work Year: School year plus one work day at the discretion of the Principal.

Hiring Procedures - Para-educator or Behavior Interventionist

When a para-educator vacancy is needing to be filled:

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

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

Accounting for School Receipts and Expenditures

General Expenditures

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

Fundraising

- All fundraising must be [applied for](#) and receive prior approval from the Activities/Athletic Director and the Assistant Principal for Students. Deposits are to be made via the bookkeeper as soon after the event as possible.
- Initiate purchase requests by filling out a purchase order requisition, located in the bookkeeper's office. The appropriate advisor must approve this requisition. A second approval is needed by the principal.
- The advisor has the option of placing the order themselves or ordering through the bookkeeper, after approval.
- When the invoice arrives, it will need to be signed by the advisor, confirming the items have been received. The invoice should reference the purchase order number when being submitted to the bookkeeper.
- Once the bookkeeper receives the approved invoice, it will be scheduled for payment.
- The bookkeeper keeps all purchase orders and their corresponding invoices. However, it is a good idea to keep copies of your requisitions and invoices.