

# **MIDDLEBURY**

**Union High School**



**Student/Parent Handbook  
2016-2017**

## MUHS CLASS SCHEDULE

	ADVISORY	(8:30 - 8:40)	
	1	(8:45 - 9:25)	
	----- 2	----- (9:25 - 10:05)	
	3	(10:10 - 10:50)	
	----- 4	----- (10:50 - 11:30)	
(L1)	11:35 - 12:05	7	11:35 - 12:15
		5	11:35 - 12:55
6	12:10 - 1:30	(L2)	12:20 - 12:50
		8	12:50 - 1:30
		(L3)	1:00 - 1:30
		9	(1:35 - 2:15)
		----- 10	----- (2:15 - 2:55)
		11	After School

### SCHOOL PHONES

Main Office / Administration	382-1500
Guidance Office	382-1195
Nurse	382-1190
Learning Lab	382-1165
Superintendent's Office	382-1274

### SCHOOL WEB SITE

[www.acsu.org/muhs](http://www.acsu.org/muhs)

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## **MESSAGE FROM THE ADMINISTRATION**

Middlebury Union High School's mission is to prepare students for future challenges by nurturing academic and social experiences in a safe and supportive environment. We strive to provide a strong core academic experience with several Advanced Placement courses and a broad offering of elective courses. We also offer a wide array of online courses through the Virtual High School Program. We encourage MUHS students to take advantage of the many technical courses offered at Hannaford Career Center. Our proximity to Hannaford Career Center provides MUHS students with a unique opportunity to explore an important set of course offerings. We are particularly proud of the wide range of resources available at MUHS to support students both academically and socially.

It is imperative that all members of the MUHS community work together to ensure that our school is a safe, comfortable and respectful environment. We should reflect upon how we can contribute to making MUHS classrooms, common areas, halls, and extra-curricular events safe, respectful and enjoyable.

We look forward to working and learning together with you and sincerely hope that you have a rewarding and productive year.

William D. Lawson  
Principal

Catherine D. Dieman  
Assistant Principal

Sean M. Farrell  
Activities Director

## **MESSAGE FROM THE STUDENT SENATE**

Hello MUHS Students!

I'm glad you could make it! On behalf of the Student Senate, I would like to welcome all of you back to school. I hope you all had amazing summers filled with relaxation, jobs, athletics, and even some academics. For a good quarter of you, this will be your very first year at MUHS, and for the rest, you will be one step closer to graduation and your ascendance to adult life. I hope you all enjoy this new academic year, as it is going to be an incredible one. That is, thanks in no small part to the myriad of excellent faculty members and activities we have available to us.

If you do just one thing this upcoming year, make sure it's your course work, but if you do more than that, make sure you get involved! There is something for everyone here, and the Student Senate is only one of numerous clubs that you can get involved in and have fun with. No matter who you are, if you put in effort to get engaged with something here, you are going to get a lot of fun and experience out of it.

This is typically the place where an inspirational quote would go, but you don't need some famous person's words to motivate you. Go out there and do what you want to do, get involved with something new, and most importantly, have fun! If each and every person tries something different this year to make it their best year yet, everyone will have an excellent time, and the entire school community will benefit.

Good luck to all MUHS students throughout the school year, and may the course(s) be with you!  
Dace Eaton, Student Senate President

# MIDDLEBURY UNION HIGH SCHOOL

## ***OUR VISION:***

All students will graduate as independent, life-long learners possessing the knowledge, skills, and qualities necessary to be contributing members of the local and global community.

## ***OUR CORE VALUES:***

In partnership with families and the community, our mission is to educate all students to the highest academic and personal standards by providing diverse, challenging, and innovative learning opportunities in the areas of reading, writing, mathematics, science, social studies, the arts, health and physical education.

## ***We believe...***

- rigorous, relevant, academic opportunities provide engagement, enrichment and self-expression;
- welcoming and safe classrooms promote purposeful teaching and learning;
- access to education technology supports students in developing 21<sup>st</sup> Century skills;
- world languages, and co-curricular, artistic and athletic offerings provide further personal growth;
- positive relationships encourage respect for diversity, kindness and generosity of spirit;
- open communication enhances an inclusive and personalized learning environment;
- embracing healthy practices promotes physical and emotional wellness;
- on-going self-reflection fosters a stronger, dynamic school community; and
- schools should model and reinforce the qualities of hard work and perseverance.

## **Learning Expectations: 21<sup>st</sup> Century Skills**

### **Academic**

1. Critical Thinking (Reading/Writing, Finding Solutions)
2. Creativity, Imagination and Innovation
3. Information and Media Literacy
4. Communication and Collaboration

### **Social**

5. Flexibility and Adaptability
6. Productivity, Initiative and Self-direction
7. Leadership
8. Social Skills
9. Cross-cultural Skills

### **Civic**

10. Responsibility and Accountability

## FACULTY AND STAFF

### **Administrative Office**

William D. Lawson, Principal  
Catherine D. Dieman, Assistant Principal  
Sean Farrell, Activities Director  
Stephanie Buzzell, Student Info. System Manager  
Debra Hurlburt, Admin. Asst. to Principal  
Rosemary Drabing, Admin. Asst. to Assistant Principal  
Dorothea Bartlett, Receptionist/Attendance Clerk  
Rose Russett, Bookkeeper  
Amanda McNulty, Admin. Asst. to Activities Director  
Julie Dodson, Faculty Clerical Assistant  
Sarah Johnstone, Athletic Trainer  
Joanie Marshall, ISS Monitor

### **Curriculum Leaders**

Cindy Atkins  
Casey O'Meara

### **Alternative Education**

Al Calzini  
Steven Colangeli  
Larry O'Connor  
TBA, School-based Clinician

### **English**

Kate Carroll  
Sabrina Case  
Erin Downer  
Karen Greene  
Ben Krahn  
Wil Mackey  
Christopher Parizo  
Catherine Stoddert

### **Fine Arts**

Joseph Bolger  
Elizabeth LeBeau  
Anne Severy  
Kylie Wolgamott

### **Nurses**

Kelly Lu  
Katherine Duprat

### **Technology Center**

Mark Mooney

### **School Resource Officer**

Christopher Mason

### **World Language**

Arianna Bailey  
Natasha Causton  
Michelle Steele  
Barrett Swinhart  
Adam Tufts

### **Guidance**

Lauren Daley, Counselor  
Erin Dufault, Counselor  
Allison Stebe, Counselor  
Sarah Soule, Post-Secondary Planning Coor.  
Kimberly Balparda, Admin. Assistant  
Brooke Jette, Prevention Specialist  
Benjamin Patno – School-based Clinician  
Bridget Schirripa, School-based Clinician

### **Learning Center**

Stephanie Sherman, Director  
Louise Carl, Assistant  
Ellen Hanson, Clerical Assistant

### **Integrated Skills**

Keith Collins, Community/Work-based Learning  
Coordinator  
Nathan Hanson  
Deb Karpak  
Matthew Ottinger  
George Rooney

### **Mathematics**

Derek Bartlett  
Lisa Kirkland  
Perry Lessing  
Reeves Livesay  
Wil Mackey  
Michele Magnano  
Colleen Ringquist  
Kerianne Severy

### **Student Services**

Abigale Stannard-Mackey, Learning Lab/504  
Coordinator  
Tammi Beattie, Learning Lab Tutor  
Cameron Perta, Learning Lab Tutor

### **Physical Education**

Chris Altemose  
Katlyn Mastrantone

### **Science**

Cindy Atkins  
Carl Engvall  
Justin Gay  
Jay Harrington  
Christopher Johnstone  
Kenneth Pallis  
Paul Scaramucci

### **Social Studies**

Susan Arenson  
Jeffrey Clark  
Lea Gipson  
Tara Martin  
Casey O'Meara  
Bjarki Sears  
Robert Shaw

### **Special Education**

Christine Frandino  
Christine Giorgio  
Elise Haydon  
Amy Masefield  
Rob McCuen  
Larry O'Connor  
Faith Scaramucci  
Polly Wilson

### **Paraprofessionals**

Laurie Hanfield  
Linda Henley  
Jodi James  
Marci Lambert  
Brenda Lubinski  
Theodore Otis  
Jennifer Parmelee  
Lisa Payne  
Tito Santiago  
Karan Stefanski  
Sally Thodal  
Martha Yankowski

### **Buildings and Grounds**

Bruce MacIntire, Facilities Supervisor  
James Allen  
Preston Bergeron  
Maryann Caul  
Tracy Clark  
Susan Herring  
Thomas Leno  
Guy Magnano  
Peter Maloy  
Monty Many  
Paul Putnam  
William Rathbun

### **UD#3 Board of Directors**

Peter Conlon, Chair	Cornwall
Michele Bayliss	Weybridge
Nick Causton	Shoreham
Laura Lass	Salisbury
Devin McLaughlin	Middlebury
Lorraine Morse	Middlebury
Steve Orzech	Middlebury
Mark Perrin	Middlebury
John Rees	Middlebury
Robert Ritter	Middlebury
Rick Scott	Bridport
Jerome Shedd	Ripton
Allison Stanger	Middlebury

### **Addison Central Supervisory Union**

Peter Burrows, Superintendent  
Caitlin Steele, Director of Teaching & Learning  
Silas St. James, Secondary Curriculum  
Jessica Lynch, Primary Curriculum  
Joshua Quinn, Business Manager  
Susan Sheets, Director of Information & Technology  
Vicki Wells, Assistant Superintendent of Student  
Services  
Susan English, Associate Director of Student Services



## ADVISORS PER GRADE

Every student has an advisor. Typically, 10-14 students and a faculty member form a group which meets every morning for ten minutes. These groups usually stay the same throughout all four years. In advisory, students receive announcements and discuss pertinent school issues. Advisors also monitor students' progress in courses and can help address problems and direct students to resources.

### 2016 - 2017 ADVISORS

#### **Grade 9**

Arianna Bailey  
Justin Gay  
Nathan Hanson  
Jay Harrington  
Lisa Kirkland/Reeves  
Livesay  
Katlyn Mastrantone  
Kenneth Pallis  
Christopher Parizo  
Silas St. James  
Faith Scaramucci  
Catherine Stoddert  
Kylie Wolgamott

#### **Grade 10**

Jeffrey Clark  
Keith Collins  
Lauren Daley  
Erin Downer  
Lea Gipson  
Ben Krahn  
Kelly Lu  
Tara Martin  
Amy Masefield  
Casey O'Meara  
Paul Scaramucci  
Abigale Stannard-Mackey  
Barrett Swinhart  
Adam Tufts

#### **Grade 11**

Chris Altemose  
Derek Bartlett  
Carl Engvall  
Christine Giorgio  
Christopher Johnstone  
Deb Karpak  
William Lawson  
Elizabeth LeBeau  
Wil Mackey  
Matthew Ottinger  
Colleen Ringquist  
George Rooney  
Kerianne Severy  
Robert Shaw

#### **Grade 12**

Susan Arenson  
Cindy Atkins  
Kate Carroll  
Natasha Causton  
Erin Dufault  
Sean Farrell  
Karen Greene  
Perry Lessing  
Michele Magnano  
Bjarki Sears  
Anne Severy  
Allison Stebe  
Michelle Steele

**MIXED GRADES:** Catherine Dieman, Al Calzini/Steven Colangeli/Larry O'Connor,  
Christine Frandino, Polly Wilson

# 2016-2017 CLASS REPRESENTATIVES & STUDENT SENATE OFFICERS

## GRADE 9

Representatives	Caleb Benz Taylor Moulton Julian Roy Nekaiya Shine
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## GRADE 10

Representatives	Michael Huber Katherine Wallace Xavier Wyncoop
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## GRADE 11

Representatives	Janet Barkdoll Andrea Boe Fyn Frenandez Ezra Marks
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## GRADE 12

Representatives	Monroe Cromis Dace Eaton DJ Sandler Erin Stocker
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## STUDENT SENATE OFFICERS

President	Dace Eaton
Vice-President	Fyn Fernandez
Secretary	Janet Barkdoll

## **TELEPHONES / CELL PHONES**

The Main Office and Guidance area telephones are for school business. They may be used by students with permission from office personnel.

Cell phones are allowed in the school except in instructional settings such as classrooms, advisories, guided studies, the Learning Center, Learning Lab, gymnasium, guidance, auditorium or any other place where classes are in progress. Phones will be allowed in the cafeteria, hallways, commons and outside. Students and staff are reminded that cell phone use should always occur in a manner that is appropriate, civil and respectful. We should be sensitive to such issues as appropriate conversations and ring tone volume.

## **STUDENT MESSAGES**

Only important messages from family members or guardians are relayed to students.

## **ANNOUNCEMENTS**

Announcements for full school publication need to be made in writing, signed by a teacher or staff member, and submitted to the office by the end of school for the following day's announcement. Announcements are read daily during advisory. Announcements are also posted to the MUHS Web site. An electronic bulletin board is located in the cafeteria to announce important school activities and athletic events.

## **SCHOOL CANCELLATIONS**

In the event that school is cancelled or delayed you will be notified of school cancellations via the Blackboard Connect system. Information regarding school cancellations will also be posted to the MUHS Web site.

You may also listen to one of the following radio/TV stations for information:

<b>WJJR</b>	98.1 FM	Rutland	<b>WPTZ-TV</b>	Channel 5
<b>ARROW/WFAD</b>	100.9 FM	Middlebury	<b>WVNY-TV</b>	Channel 22
<b>WOKO</b>	98.9 FM	Burlington	<b>WCAX-TV</b>	Channel 3

## **SCHOOL PROPERTY AND EQUIPMENT**

Students who are furnished textbooks and/or other school materials are responsible for keeping them in good condition. Lost or damaged books will be charged to students.

Students who damage school property are financially responsible for replacement and repair costs.

## **SECURITY CAMERAS**

Security video cameras are installed around the exterior of the school, in the student parking lot and in the hallways throughout the school. There are no cameras in classrooms, locker rooms or bathrooms. The purpose of these cameras is to maintain a secure and safe learning environment. While cameras are not continually monitored, they do allow school personnel to review any noteworthy incidents. This system will also assist emergency personnel when responding to any potential school threat or emergency by allowing them a "real time" view of the school's interior (hallways).

## **LOCKERS**

Students are encouraged to keep class materials and personal belongings locked in hall lockers, and are advised not to share lockers or locker combinations with other students. Students are also advised not to store any valuable items in their lockers, as the school does not have insurance to cover lost or stolen property.

Lockers, including gym lockers, are school property on loan to students, and are not to be defaced. Administrators have the right to open lockers for inspection in case of emergencies, suspicion of illegal activities, or for reasons related to health and safety concerns.

Students should report defective lockers to the Main Office for repair.

### **LOST OR STOLEN ITEMS**

Lost or stolen books or other school materials are to be reported immediately to the person who has issued the items. When feasible, students are issued replacements and are charged for the lost/stolen items.

MUHS maintains every effort to provide secure locker and storage facilities, however, students are urged to take proper precautions with valuable items. Personal items believed stolen are reported promptly to staff members in charge of the area or activity. In the event that these items are missing, the loss is reported immediately to the Assistant Principal. MUHS is not responsible for lost or damaged personal items. Students may report the loss to the Middlebury Police Department.

Lost items which have been found are turned into the Main Office. After a reasonable period of time, lost school materials which have not been reclaimed are returned to the teachers who issued the materials. Lost and found clothing and personal items are donated to charitable organizations.

### **POSTER POSTING**

Only posters related to activities sponsored by MUHS organizations are posted. The sponsoring class, club, or person must be identified on the posters. Posters are attached to bulletin boards. No glass surfaces, doors, or painted surfaces are used for posting.

When out-of-school organizations want to post information concerning up-coming events in the community, they are to submit their posters to the superintendent for approval. If approved, such materials are posted on the community bulletin board in the cafeteria.

### **AFTER SCHOOL USE OF THE BUILDING**

Students are not to be in the building after 4:15 p.m. unless requested by a teacher or are participating in a supervised activity. Groups using the building in the evening are to use only the section of the building assigned. Arrangements for use of the building are made in advance through the Activities Director.

### **VISITORS**

Preliminary administrative approval is required for student visitors to MUHS. A Visitor Request Form is needed for advance approval from teachers whose classes will be visited, and is submitted to the Attendance Clerk for a Visitor Pass. Students from other schools cannot visit MUHS when their own schools are in session. Adult visitors are to sign in at the Main Office.

### **TRAFFIC PATTERN**

The MUHS loading and unloading zone for students who are being either picked up or dropped off is along the long sidewalk directly in front of E-Wing. It is marked with appropriate "Student Unloading" signs.

The circle in front of the school's main entrance is reserved for buses and commercial deliveries.

## CAFETERIA SERVICES

MUHS offers a full range of food options through the Middlebury Food Service with the day-to-day operations managed by *The Abbey Food Service Group*.

Students will receive an application for free and reduced meals in a summer mailing. Parents are strongly encouraged to complete and return this application. A state approved Point of Sales Register system protects the confidentiality of student status in the program while providing easy access to all meal/snack choices. Strong participation in the breakfast/lunch programs results in greater government support. This support enhances our ability to offer a more nutritious and varied meal program.

All breakfast and lunch meals are created to meet or exceed the minimum Federal/State school food service guidelines.

The cost for breakfast is \$1.50 full-priced and no charge for reduced. The cost for regular hot lunch, salad bar or combo meal is \$2.75 full-priced and no charge for reduced. Students can use their pre-paid debit meal accounts to purchase all meal options or à la Carte items, or pay cash at time of purchase. All students must log into the Point of Sales Register in order to be charged properly or to deduct their purchase from their pre-paid account.

Students/parents may pre-pay to their meal account at any time. Money orders or checks made payable to *Middlebury UD#3 Food Service* will be credited to student accounts. There will be a \$5.00 fee charged for all checks that are returned for insufficient funds.

An on-line payment system is available to make deposits into students' school meal accounts and is the preferred method of payment. To learn more about this option go to [www.abbeygroup.net](http://www.abbeygroup.net). If you have any questions, you can email questions to [info@abbeygroup.net](mailto:info@abbeygroup.net).

The charge policy of the Middlebury Union School District School Food Service Authority is that no credit will be given on student debit meal accounts.

Parents/students having questions or concerns may submit them in writing or call Baba Sater, Food Service Director at 802-373-6456 or e-mail him at [baba@abbeygroup.net](mailto:baba@abbeygroup.net)

### USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at [\(800\) 877-8339](tel:8008778339). Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call [\(866\) 632-9992](tel:8666329992). Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;

(2) fax: [\(202\) 690-7442](tel:2026907442); or

(3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

## II. ACADEMICS

### GUIDED STUDIES

Guided Studies provide academic support and are quiet areas for working on assignments, reading, and preparing for quizzes and tests. The following expectations ensure that students make the best use of Guided Study time:

1. Arrive on time with necessary materials.
2. Sign in and out and return with signed passes indicating times.
3. Guided Study teachers can issue passes for brief visits to the Learning Center, Technology Center, Guidance Office, etc. However, if it is necessary to spend the entire block at these places, students are expected to arrange in advance for passes from their teachers.
4. No food or drink

### HOMEWORK

Homework supplements and reinforces classroom teaching and learning, and, therefore, needs to be a regular part of students' school experience each day.

Reading is one of the most important elements of student learning. Students read to gather information, understand concepts, develop higher order thinking skills and to enrich their experience. Students are expected to do a significant amount of reading at home.

### GRADUATION REQUIREMENTS

In order to earn a diploma from MUHS, students are required to earn 23 credits. Course distribution must minimally include:

<b>English</b>	4 credits	<b>Physical Education</b>	1 ½ credits
<b>World History I, II, III</b>	3 ½ credits	<b>Fine Arts</b>	2 credits
<b>½ additional Social Studies</b>		<b>Health Education</b>	1 credit
<b>Mathematics</b>	*3 credits	<b>Electives</b>	5 credits
<b>Science</b>	*3 credits		

\*(two credits must be from the MUHS Science Department.)

\*(two credits must be from the MUHS Math Department.)

They must also demonstrate proficiency in all seven ACSU performance targets as demonstrated by successful completion of core grade 9 and 10 courses and the common tasks.

- #1 Reading: Read with understanding to analyze and interpret a variety of materials, including literary and informational texts and electronic media.
- #2 Writing: Write with clear focus and organization and appropriate conventions for a variety of purposes and audiences.
- #3 Mathematics: Use accurate calculations and appropriate mathematical facts, models, strategies, properties and relationships to solve and explain a variety of problems.
- #4 Science: Use scientific concepts, knowledge, methods and skills to describe, investigate, and explain the physical and natural world.
- #5 Social Studies: Acquire knowledge of geographical, historical, cultural, political, and economic events and relationships to understand local, national, and global issues.
- #6 The Arts: Use artistic concepts, knowledge, and skills to understand, explore, and create art as a way of expressing oneself.

- #7 Health/Physical Education: Demonstrate knowledge and skills of health and fitness for lifetime wellness.

## **EARLY GRADUATION**

**Early Graduation:** Students who plan to complete graduation requirements by the end of grade 11 and want to graduate early, must notify their school counselor of their intentions. Applications for Early Graduation must be completed and submitted to the guidance office by September 15<sup>th</sup>.

**Early Completion:** Seniors who complete all of their graduation requirements by the end of the first semester of their senior year and have developed an alternative educational plan in place of attending classes for the second semester, may apply for Early Completion. Applications for Early Completion must be completed and submitted to the guidance office by September 15<sup>th</sup>.

## **COURSE CHANGES**

Students are required to carry a minimum of six credits each year. Sound educational reasons and parent/guardian permission is required for any course change. In addition, teacher and administrative approval are required for any quarter course to be dropped after a week, any semester course to be dropped after the first two weeks, and any year long course to be dropped after one month. Approval to drop a course may be made if course loads do not fall below six credits.

It may be possible to add a quarter course within the first week of the course or within the first two weeks of a semester course, or at the discretion of the teacher. Additions are dependent on space availability. Students are expected to make up missed work in added classes.

## **PASS/FAIL AND AUDIT OPTIONS**

Students may apply to take a class on a Pass/Fail or Audit basis provided that the course is not needed to fulfill graduation requirements. The grades "P/F" (for Pass/Fail), and "AUD" (for Audit) are used for courses taken on a Pass/Fail or Audit basis. Applications to take a course on a Pass/Fail or Audit basis are available in the Guidance Office and must be completed before one-half of the term of the course. Driver Education is Pass/Fail for everyone. Neither Pass/Fail nor Audit courses are computed in determining GPA or Class Rank.

For further information on grading, refer to the [Course Description Catalog](#).

## **INCOMPLETE GRADES**

At times, grades of "Incomplete" are unavoidable because of illness or emergencies. The following procedures occur:

1. All incomplete work must be made up within two weeks of the end of the quarter.
2. If work is not made up within the two-week period, the "Incomplete" changes to a grade of "F."
3. Exceptions require administrative approval.

## **GPA/CLASS RANK**

GPA (Grade Point Average) is a numerical calculation determined by a student's grades and credits earned. At Middlebury Union High School, GPA and Class Rank are weighted in order to give merit to those students who challenge themselves in Advance Placement (AP) and college courses. All other courses offered at MUHS are unweighted. Grades of "P" (Pass), Audit, and classes in progress, are not used in calculating GPA. In the event that a course is re-taken, the higher grade for the course will be used in computing GPA, however, the lower grade will continue to be noted on the transcript and credit for the course will be awarded only once.

A+ = 4.0	B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7	

Class rank is based upon a student's GPA and is computed on a 4.0 point scale for unweighted classes at the end of each semester. Numerical value for letter grades is awarded as follows:

A+ = 4.3	B+ = 3.6	C+ = 2.6	D+ = 1.6	F = 0
A = 4.3	B = 3.3	C = 2.3	D = 1.3	
A- = 4.0	B- = 3.0	C- = 2.0	D- = 1.0	

## **HONOR ROLL**

The MUHS Honor Roll consists of three categories: High Honors, Honors, and Honorable Mention. Eligibility for the Honor Roll is based upon letter grade achievement as follows: High Honors will be designated for students earning only letter grades ranging from A+ to A-, Honors will be designated for students earning only a combination of letter grades ranging from A+ to B-, and Honorable Mention will be designated for students earning any combination of letter grades ranging from A+ to B- and no more than one grade of C+ or C. Grades of Pass/Fail and Audit are not used to calculate Honor Roll.

## **INTERIM REPORTS**

Reports of academic progress may be sent home at any time by teachers. These reports are customarily sent at mid-quarter. In the event that students are at risk of failure in a course, academic progress reports are sent home to formally alert students of their status and encourage them to make progress toward improvement.

## **REPORT CARDS**

Report cards are issued four times each year. Under normal circumstances, report cards are mailed home 5-10 days after grades close for any given quarter.

## **PARENT PORTAL**

At the beginning of each school year, parents will be given a password allowing them to access information online regarding their students' grades and attendance. Assistance in accessing this information can be provided by contacting Stephanie Buzzell, Student Information System Manager at 382-1189.



### III. STUDENT SERVICES

#### LEARNING LAB

Are you struggling in a class? Need help organizing a paper or answering questions? Is your notebook a mess? A tough test coming up? The Learning Lab in room H103 is the place where students can get the support they need. It is open to all students in all grades and all classes. Support will be provided by the Learning Lab staff, or by peer, college or community volunteers. You can come once, or with the approval of your school counselor and the Learning Lab Coordinator, you can be assigned to the Learning Lab on a regular basis. Don't wait! If you think you might benefit from the Learning Lab, talk to your teacher, school counselor or the Learning Lab staff. The Learning Lab hours are 8:00am – 4:00pm Monday – Friday.

#### ABOUT THE LEARNING CENTER

The MUHS Learning Center consists of the Library and Technology Center Lab and serves all students in grades 9 through 12. The Learning Center exists to support the mission, vision and core values of MUHS as well as the Learning Expectations for 21st Century Skills. The library's resources include an up-to-date book collection, magazines, newspapers, DVDs, and an electronic collection of research databases. Library staff are available to help students: do research for academic assignments and personal interest; find and cite digital or print resources; and find material for leisure reading.

#### *Expectations*

Students are expected to:

- Be respectful
- Be productive
- Allow others to be productive
- Be responsible
- Sign in and out at the Circulation Desk

#### *Learning Center Web site*

The Web site for the MUHS Learning Center ([muhslearningcenter.weebly.com](http://muhslearningcenter.weebly.com)) provides students and staff access to the library catalog, research databases, and current information about the library, reading, and research. Students can also find this linked from the MUHS home page under "Student Services."

#### **Circulation of Materials**

**Borrowing Books:** Students may borrow up to 5 books for a term of 2 weeks. A classroom teacher may request to have the number of items or length of checkout extended for school purposes. Students may renew the items continuously if the items are not on hold for another patron. A student must be in good standing (have no overdue items or fines on his/her library account) to check out books.

**Borrowing Equipment:** Students must have permission from a classroom teacher or the school librarian to borrow equipment from the Learning Center. Failure to return equipment on time will result in the loss of equipment borrowing privileges for the duration of the school year. A student must be in good standing (have no overdue items or fines on his/her library account) to check out equipment.

**Damaged Materials:** Fines will be assessed based on the amount of damage to the item as well as the amount of time and cost of the materials for repair. Students will be charged the full amount of the purchase price for any material damaged beyond repair.

**Lost Materials:** Students will be charged the full amount of the purchase price for any material lost from the library's collection.

**Overdue Books:** Students must return overdue items before checking out new materials. Overdue notices are sent out every week to students through students' Teacher Advisors (TA). Students with books overdue for more than one month will be considered lost. Students will be charged the full amount of the purchase price for the materials. Fines will be removed from the student's account if the items are returned in acceptable condition. Should the books return damaged, the student will be charged according to the damaged books statement listed above.

**Payment:** Payment of fines are expected be paid to the MUHS Learning Center before the end of the school year. Checks should be made payable to "MUHS Library."

**Senior Obligations to the Library:** Seniors are expected to return all library materials and pay all library fines before graduation.

**Library Use:** The Learning Center is a safe space conducive to learning. Juniors and Seniors may use the Learning Center during free block periods to study, do research, or complete projects. Freshmen and Sophomores may use the Learning Center during Guided Study by asking an academic teacher for a pass to be presented to their Guided Study teacher. All students are expected to sign in and out at the Circulation Desk.

The Learning Center is intended as a quiet study area to be used by students for educational purposes and quiet activity. Students are expected to maintain an academic atmosphere that permits others to read, learn, or work. Students who repeatedly demonstrate a focus other than reading or academic work will be asked to spend their free time elsewhere.

**Computer Use:** Computers are available to use in the Learning Center for educational purposes only. Students may use these computers only if classes are not scheduled. Students must follow the ACSU Acceptable Use Policy at all times. Students not using the computers appropriately will be asked to log off. Repeated inappropriate use of technology will result in disciplinary measures.

### **ACSU ACCEPTABLE USE PROCEDURES**

Students in the UD#3 School District have access to the school's electronic resources for the purpose of enhancing learning. To gain access to these resources, all students under the age of 18 must obtain parental permission and sign an acceptable use agreement. Students 18 and over may sign their own agreements.

It is the policy of the school district to provide instruction in the use of electronic resources to support and enrich the curriculum. The schools in Addison Central Supervisory Union provide computer equipment, computer services, and telecommunication access to students for educational purposes only. The purpose of providing technology resources is to improve learning and teaching through research, teacher training, collaboration, dissemination, and the use of global communication resources. Activities that are acceptable include classroom activities, career development, curriculum driven research and electronic communication that is educational in nature. The school's electronic resources shall not be used for commercial or entertainment purposes, as a public access service or a public forum, unless permission is granted by the school. Students are expected to follow the rules of personal conduct outlined in the student handbook, as well as to abide by state and federal laws in the use of electronic resources and the Internet.

Parents/guardians are warned that some material accessible via the Internet, through the school's electronic resources, may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While it is the school's intent to provide access to enhance the curriculum, students may access other

materials as well. The District believes the benefits to students from access to electronic resources and the Internet for information gathering, research and to provide opportunities for collaboration, exceed the potential disadvantages. Ultimately, parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using electronic resources. To that end, we support and respect each family's right to decide whether or not to apply for access.

**Individual User Responsibilities**  
**System users shall:**

1. Maintain at all times while using the computer network, appropriate standards regarding behavior and personal conduct as identified in the student handbook.
2. Understand that electronic mail transmissions and other uses of the electronic communication system are not confidential and may be monitored if the school principal and ACSU Central Office determine it is necessary to ensure appropriate use.
3. Not distribute personally identifiable information about themselves or others by means of the school's electronic communication system.
4. Be responsible at all times for the proper use of their accounts by taking all reasonable precautions to prevent others from gaining access to their accounts and passwords.
5. Always respect the privacy of other network users. At no time should students or other unauthorized users attempt to access privileged information such as budgetary information, grades, or other sensitive information.
6. Not purposefully access or send materials, which include pictures, video or audio files, that are rude, disrespectful, abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
7. Use school's network services solely for the exchange of information to help a person's education and research.
8. Use of the Internet in support of educational goals and/or standards.
9. Refrain from copying software for transmission or storage on the network that is not permissible with the exception of shareware, freeware, or software marked public domain.
10. Use copyrighted materials for educational purposes only. Sources must be cited and all copyright laws applied.
11. Not use the school's electronic mail, or other personal e-mail accounts, in any way that causes recipients or other readers to assume the e-mail message represents the opinion of educators or other school officials, or anyone else without their explicit permission.
12. Not waste school resources related to the electronic communication system, or damage or attempt to damage computers, computer systems, computer networks or software.
13. Not abuse the school's electronic communication system by downloading large files or sending annoying or unnecessary messages to a large number of people.
14. Avoid spreading computer viruses and engaging in activities that damage network resources.

## **GUIDANCE SERVICES**

School counselors are available to assist with social/emotional, academic, and post-secondary plans. Counselors help students develop four-year academic plans, assist in selecting courses, and help in formulating post-high school plans. Student appointments with school counselors should be scheduled in advance and during free blocks except in cases of emergency.

Numerous educational and career resources are available. Naviance/Family Connection, an important communication tool, is a comprehensive Web-based college and career planning program that school counselors, parents and students use to research colleges, technical schools and careers. School counselors are available to assist students with this planning program.

Students and parents/guardians are invited to use the Guidance Department for any of these services and to access the guidance Web page for additional resources and information and may arrange to see a counselor for assistance. The telephone number is 382-1195.

## **FINANCIAL AID AND SCHOLARSHIP INFORMATION**

### **Financial Aid**

The Guidance Department maintains information to assist students with the financial aid process. In addition, the Vermont Student Assistance Corporation (VSAC) is an extremely helpful organization. Representatives may be reached toll-free by dialing 1-800-642-3177.

Financial aid forms become available in early October each year. Students planning to apply for financial aid must complete financial aid forms. Each year, the Guidance Department hosts a VSAC Paying For College Night at which a representative from VSAC presents information about the financial aid process. In addition, the Guidance Department hosts a VSAC Forms Night in January each year where families can obtain assistance with completing both the FAFSA and Vermont Grant applications.

In addition, individual colleges and institutions of continuing education are good sources of financial aid information. Be sure to call them when specific questions arise.

### **Scholarships**

The Middlebury community offers a generous array of scholarships to graduating students. Each spring, usually in April, the Guidance Department distributes Local Scholarship Application Forms to grade 12 students. Students are encouraged to apply for these scholarships.

Throughout the school year, and particularly in the spring when most scholarships become available, the Guidance Department maintains a scholarship listing on the guidance Web page. The Web page is updated as new scholarship opportunities arrive. Due to the vast number and array of scholarship opportunities, it is not practical to announce all scholarships available. Students are encouraged to search through the Scholarship page of the guidance Web page.

## **SCHEDULING PROCESS**

Students meet with their counselors during the school year to discuss academic progress and course scheduling. The course registration process begins during 2<sup>nd</sup> semester. Close consultation with subject area teachers is suggested and teachers make specific recommendations to the Guidance Department.

Teacher recommendations consider the present level of achievement, testing results, daily class performance, and other pertinent data. After discussion with classroom teachers and school counselors, students select the courses in which they wish to enroll for the following year in their advisory. Copies of the selected courses are mailed home to parents for approval. Parents/guardians wishing to discuss their student's placement in particular subjects should initially contact the appropriate teachers and then consult with school counselors.

Once recommendations for courses have been completed, a master schedule is generated and a computerized system generates student schedules. After balancing classes and making adjustments, schedules are mailed home during the summer break. Final schedules, reflecting any summer changes, are distributed to students on the first day of school.

## **HEALTH SERVICES**

### **SCHOOL NURSE**

The School Nurse is licensed by the VT Board of Nursing and the Department of Education and is available to all students, teachers, administrators and staff to provide a safe and healthy school environment. The School Nurse is also part of the Educational Support Team. The Health Office is next to the Main Office and is accessed through the Commons. The School Nurse performs health assessments, first aid, emergency care, and administers medications and provides health counseling as needed. Health Services comply with the Vermont Department of Health requirement related to mandated vision screening for all 9 & 12 grade students. For the students who fail the vision screening, parents are notified and referral to an ophthalmologist is recommended. New students, D.O. students and others may be referred for a health assessment which includes the same screening. All students must conform to the state immunization requirements and have up to date immunization documentation in the health office.

Students should attempt to see the School Nurse between classes. To be dismissed from school because of illness, students need to consult with the School Nurse. The Nurse contacts parents/guardians to receive permission for students to leave school. The School Nurse will contact the Attendance Clerk in the Main Office to dismiss all students who are being sent home for medical reasons. Extended medical absences require a note from a medical care provider or physician.

In case of an accident, first aid is administered by the School Nurse. If it is deemed necessary for students to be seen for further medical evaluation or treatment, parents/guardians are contacted, and it is their responsibility to transport students to the appropriate medical facility. In more serious accidents, emergency medical services are called and every effort is made to contact parents/guardians.

Any student that receives a sports related concussion will follow a safe Return to Learn and Return to Play protocol. The school nurse/certified athletic trainer will communicate the Return to Learn and the Return to Play protocols to parents/guardians.

### **MEDICATIONS PROCEDURE**

Some students may require their daily medications to be administered by the School Nurse. A health care provider's order needs to be on file with the School nurse for the medication to be given at school. This form also requires a parent/guardian signature. All prescription medications need to be brought to school in the correct prescription bottle (an additional bottle can be provided by your pharmacy in case you need to

keep some of the medication at home) and stored in the Health Office. Over the counter medicines (Tylenol, Advil, Benadryl, Sudafed, Tums, and Pepto Bismol) are available through the Health Office and are provided with parent/guardian permission. The Health Questionnaire form is sent home before the start of the school year and is available on the MUHS Web site as well as in the Health Office.

### **SCHOOL-BASED CLINICIANS**

MUHS, in partnership with the Counseling Service of Addison County, has two professionals working in the school. They provide services through individual, group, and family counseling in the areas of academic and social support. The School-based Clinician Program has a Referral Team which helps identify students in need of services. Students who would like to find out more about the program can contact a school counselor in the Guidance Department.

### **PREVENTION SPECIALIST**

The Prevention Specialist works with students, staff and parents toward the goal of promoting healthy life choices including the choices to not use substances, to build stronger relationships, to show respect to themselves and each other, to feel valued, and to value their school. This is accomplished through the Peer Leader Program, peer prevention and teen empowerment programs, mentoring, and staff and parent trainings. The Prevention Specialist provides both individual and group counseling and facilitates activities designed to provide students with recreational alternatives to abusing substances and an awareness and skills toward making other healthy choices.

### **SCHOOL RESOURCE OFFICER**

The School Resource Officer works with members of the school community to promote a pro-social school atmosphere. The SRO will work to establish an environment of trust, help to interpret community rules, assist in maintaining a safe school climate, and serve as a resource for related instructional topics.

### **EDUCATIONAL SUPPORT SYSTEM**

MUHS strives to have students succeed in their educational programs. In order to achieve this goal, a comprehensive system of educational services is provided for students who are failing or at risk of failing. Parents/guardians are encouraged to work with school personnel in the development of plans to provide their children with academic support.

A range of services is available, including:

- |                                 |                        |                               |
|---------------------------------|------------------------|-------------------------------|
| *Advisory System                | *Learning Lab          | *School-based Clinicians      |
| *Alternative Education Programs | *Mentor Program        | *School Resource Officer      |
| *Conflict Resolution Groups     | *Nursing Services      | *Social Skills Groups         |
| *Various Student Support Groups | *Peer Leaders          | *Special Education Services   |
| *Guidance Department            | *Peer Tutor Program    | *Speech and Language Services |
| *Guided Studies                 | *Prevention Specialist |                               |

In addition to the above services, the Educational Support Team (EST) assists teachers and parents in providing services and accommodations to students in need of support. The EST, which consists of representatives from Administration, Guidance, Special Education, Regular Education, the Prevention Specialist, and the School Nurse, meets on a weekly basis to review the progress of referred students and to develop support plans/recommendations for their educational programs.

For further information about the Educational Support System, or referral to the EST, contact the Guidance Department at 382-1195.

## IV. ATTENDANCE AND STUDENT CONDUCT

### ATTENDANCE GUIDELINES AND PROCEDURES

Academic achievement is directly related to consistent school and class attendance. In addition to the fact that state legislation mandates it, MUHS believes that regular school attendance is necessary to ensure that students understand the instruction and activities presented in classes.

Parents/guardians may excuse students for illnesses, family emergencies, extended family trips, or professional appointments that cannot be scheduled after school hours. All other absences are discouraged. Examples of excuses which are not acceptable are oversleeping, unfinished homework, or studying for a test. It is important for students to develop a strong sense of responsibility for their academic obligations, and the attendance policy and procedures presented below are intentionally, but reasonably strict.

#### CATEGORIES OF ABSENCES

##### CATEGORY I

1. Required as part of the curriculum of a class:
  - \*Field trips, Band/Choir trips or lessons, etc.
  - \*District, All-State, All-New England activities
2. Non-curricular but required by the school:
  - \*Full school assemblies and class meetings
3. Athletic trips by recognized Varsity, J.V., and Grade 9 teams
4. Suspension from school
5. Advanced Placement Exams
6. Senior Ski Day
7. Religious Holidays

##### CATEGORY II

Total absences in this category may not exceed five per quarter for a class. Some examples of Category II absences are:

- \*Medical absences (medical appointments, illnesses, visits to the School Nurse)
- \*Personal absences (funerals, family emergencies, court appearances)
- \*National Honor Society
- \*Foreign students visits/exchange trips
- \*Peer Leader Activities
- \*Student Senate, class officer responsibilities
- \*Drama rehearsals and productions
- \*Prom work
- \**The Tigers Print, Calliope, Quatrain*
- \*New England Young Writers' Conference
- \*State and National meetings and conventions
- \***Extended medical absences require a note from a physician or medical care provider**
- \*Optional assemblies
- \*Photo Club
- \*College Fair
- \*College Visits
- \*Guidance appointments

When students reach a total of six Category II absences per quarter in a class, a referral to the Educational Support Team (EST) is made to determine potential interventions to support positive attendance.

### **CATEGORY III**

A Category III absence is an unexcused absence and is defined as a willful missing of class without prior permission which results in a detention. Parents/guardians are notified in writing by teachers of students' Category III absences.

One Category III absence counts as two Category II absences.

### **PROCEDURES FOR VERIFYING ABSENCES**

Parents/guardians are asked to call the school at 382-1500 if students are absent from school. If the school has not received a call or note in advance, the Attendance Clerk will attempt to telephone parents/guardians at home or work. If the Attendance Clerk is unable to speak with parents/guardians, students are expected to bring signed notes from their parents/guardians stating the dates of and reason for the absences upon their return. If written excuses are not presented to the Attendance Clerk within two school days from the students' return, the absences are considered Category III absences. Late notes are referred to administrators for approval.

### **LATE ARRIVALS / EARLY DISMISSALS**

If students arrive late to school or must leave school during the day for an appointment, a note or call from parents/guardians must be received by the Attendance Clerk upon arrival or prior to the dismissal. In addition, students are required to sign in and out in the attendance logbook in the Main Office. It is helpful for students to present notes to the Attendance Clerk when they arrive to school in the morning.

If students leave school without advance permission from parents/guardians and school authorization, the absences from classes are considered Category III absences.

### **PRE-DETERMINED ABSENCES**

The school year calendar, as determined by area superintendents of schools and adopted by the School Board, is designed to meet State requirements and designate vacation times which fit a generally accepted pattern to meet the academic needs of our students.

Students and parents are reminded that the cumulative impact of daily instruction is unique and not easily replaced by homework or self-study. Class activities, presentations, lab work, and discussions are a significant part of learning. Assigning homework for a two-week period of time can be difficult as the daily pace of a lesson may change for a variety of reasons. Therefore, parents and students are urged to take family trips during school vacations. Time missed from instruction is not easily replicated.

In the event that students need to be absent for an extended period of time (five or more school days), prior approval is sought using the following process:

A formal letter requesting approval should be submitted to the Assistant Principal at least two weeks in advance of the proposed trip. The Administration will review the request and make a decision. The parent and student will be notified in a timely manner. If approved, students are to complete a Pre-Determined absence form, complete academic work, and have no unexcused absences. In the event that any of these situations are not met, the Administration may recommend the case to the Attendance Appeal Committee.



If students are going to be absent from school for a short trip, college visit, etc., they should bring a note from parents/guardians at least one week prior to the absence and pick up a Pre-Determined Absence form from the Attendance Clerk. Students must have all teachers sign the form and return it to the Attendance Clerk. Students are urged to complete as much advanced work as possible prior to the absences as they are responsible for all missed work.

## **TARDINESS**

Tardiness is disruptive to the instructional process. Five unexcused tardies are equal to one Category III absence and result in a detention. If students arrive fifteen minutes late to class, even with an excuse, the tardy is a Category II absence. Arriving fifteen minutes late to class without an excuse results in a Category III absence.

A pattern of tardiness may result in a parent/guardian conference with an administrator.

## **MAKING UP WORK DUE TO ABSENCES**

When students are absent from classes, it is their responsibility to make up work that is missed. Work missed as a result of a Category III absence will not receive credit. When students anticipate missing classes due to school sponsored activities, they are responsible for conferring with teachers in advance about assignments.

## **HOMEWORK REQUESTS**

Calls are directed to the Receptionist/Attendance Clerk at 382-1500 **by 9:00 a.m.** to request homework assignments missed due to absences. Many teachers post homework assignments online and students/parents may access this information at [www.muhs.acsu.k12.vt.us](http://www.muhs.acsu.k12.vt.us).

## **GRADE 11-12 PRIVILEGES**

Grade 11 students may leave school grounds only after their last class of the day. Grade 12 students may leave campus during unscheduled blocks. During unscheduled blocks, grade 11-12 students may use the Learning Center, Technology Center, Learning Lab, Commons, cafeteria, and outdoor campus. The areas south of HCC and the Legion Field are not considered part of the outdoor campus for the purpose of privileges.

Parents/guardians who want to restrict their sons/daughters from these privileges should notify the Guidance Department so that grade 11-12 students are scheduled into guided studies.

## **RIGHTS OF EIGHTEEN-YEAR-OLD STUDENTS**

With written parent/guardian permission on file, students who are eighteen or older may legally assume responsibility for fulfilling attendance obligations. The administration reserves the right to consult with parents when situations warrant. For further information, students should see the Attendance Clerk.

## MOTOR VEHICLES/PARKING LOT

Student drivers are responsible for maintaining the orderly and safe operation of the MUHS parking lot. Students are expected to park their vehicles in the Student Parking Lot and not loiter in parked vehicles or in the parking lots. If parking needs to be limited due to space constraints, preference is given to grade 11-12 students. Students are to register their vehicles with the Parking Lot Attendant and to display current parking stickers on their vehicles. The speed limit on school grounds is 10 m.p.h. Poor automotive judgment results in loss of driving privileges. All motor vehicles must comply with State regulations and School Board policies. Reasonable suspicion of infractions may result in administrative search of vehicles. Snowmobile operation on the school premises requires prior administrative approval.

## CONDUCT

Students are expected to behave in a reasonable, socially responsible and appropriate manner at all times in all areas of the school campus.

### HALL BEHAVIOR

During the change of classes, there are more than 600 students moving through the halls. In order to facilitate the timely and safe passing between classes, students should not run, hit lockers, push and shove, or cause excessive noise or delays in the halls.

Students are to exit the halls for the start of classes. Students are not to loiter in the halls, and must have passes to be in the halls while classes are in session.

Members of the MUHS community are expected to work together to take care of the walls and floors in the halls.

### FIGHTING/PHYSICAL INTIMIDATION

Students are expected to behave in a peaceful manner. Physical threats, intimidation, and fighting are not tolerated. Members of the MUHS community are expected to report any fights immediately to the administration and to discourage fights whenever possible.

### BUS BEHAVIOR PROTOCOL

Riding the school bus is a privilege, not a right. For everyone's safety, it is important that students behave appropriately and follow expectations while riding the bus. Bus drivers are in charge at all times. In addition, students will talk quietly and use respectful language, remain seated and keep the aisle clear, keep all parts of the body inside the bus, and keep the bus clean.

**Please Note:** In order to get on or off the bus at an authorized stop other than their regular stop, students **must** provide the driver with written parent/guardian permission **verified by the school.**

The following unsafe/dangerous behaviors **will not be tolerated** on the school bus and may result in immediate suspension from the bus:

- Defying or disobeying the bus driver
- Physical aggression
- Hazing, Harassment or Bullying (related school policies will apply)
- Loud noise or screaming/shouting
- Use of foul language

- Throwing materials inside or out of the school bus
- Destruction of property
- Behavior that is inconsistent with the Drug & Alcohol, Tobacco Use and Weapons policies
- Creating any other disturbance deemed dangerous by the principal and bus driver

## **TOBACCO USE**

MUHS is a tobacco-free environment, therefore, smoking, use or possession of tobacco or nicotine products is prohibited and consequences result in accordance with the Code of Conduct.

Students are reported to administrators by any teacher or school personnel for using tobacco or nicotine products at MUHS, including off school grounds, during the school day which begins at 8:26 a.m. and at school activities. If students are observed holding lit cigarettes or cigars, exhaling smoke, inhaling smoke, chewing tobacco, spitting tobacco juice, using an E-cigarette, etc., they are reported as violators of the policy, and are suspended from school in accordance with the Code of Conduct. In addition, tobacco violations are reported to the Middlebury Police Department so that fines are issued in accordance with Vermont State Law (V.S.A. Title 7, Chapter 40). Reasonable suspicion is grounds for reporting the violations. The reporting person's view is final and definitive and must meet with the Prevention Specialist for tobacco awareness education.

## **DRUGS AND ALCOHOL**

The use and/or possession of illegal or non-prescribed drugs or alcohol is a serious violation of school rules. This also applies to bus trips, dances, athletic events, and any other school activities. School personnel need only have reasonable suspicion of drug/alcohol possession or use in order to question students and search lockers or possessions on school grounds or at school events.

If students are found to have consumed or be in possession of alcoholic beverages, any illegal or non-prescribed drugs, paraphernalia containing such substances, or distributing such paraphernalia they are suspended from school in accordance with the Code of Conduct. Students who are reported for intending to distribute, and/or conspiracy to distribute, buy, or sell drugs/alcoholic beverages receive a ten-day suspension from school and a recommendation may be made to the Superintendent of Schools for possible expulsion by the School Board. A parent/guardian conference is held to review the circumstances and to establish expectations for the future. In addition, the Middlebury Police Department is informed of any use, possession, or intent to distribute or sell drugs and alcohol and provided with the evidence. Students' return to school is contingent upon participation in a drug and alcohol education program coordinated by our Prevention Specialist. The program includes discussion, screening, and use of videos, posters, and other resource materials. In some cases, there may be a referral to our Student Assistance Professional or other Drug and Alcohol Counselor. Parent/guardian feedback in this process is vital and their involvement in this drug and alcohol education program is encouraged.

Students who find or are given drugs and alcohol and immediately bring the substances to a school representative will not receive disciplinary consequences. ("Finds" means the student unexpectedly discovered the drugs or alcohol. "Given" means the student in no way requested the drugs or alcohol).

Programs which can help students with substance use issues are available through the Guidance Department. School counselors may, with students' permission, refer them to an agency or program outside of school for additional support.

## **DANGEROUS OBJECTS/WEAPONS**

Students are not to bring anything to school that could harm themselves or others. Students are required to receive prior administrative approval if they need to bring such objects to school for educational purposes. Arrangements can be made for the safe storage of items and to ensure the safety of all students in the use of such objects. These items are not to be left in students' vehicles under any circumstances.

In accordance with UD#3 School Board Policy on Dangerous Weapons in the Schools, any weapon including firearms, explosives and any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosion is prohibited. In addition, other implements such as knives or other items may be considered a "weapon" when the item is used to threaten or endanger others. These items should not be brought to school and will be confiscated if found.

Any student who brings a weapon to school is referred to an administrator for disciplinary action in accordance with the Code of Conduct. In addition, the student is referred to the Superintendent of Schools for review and further possible action. An investigation and hearing may result in expulsion from school.

## **PREVENTION OF HARASSMENT, HAZING AND BULLYING OF STUDENTS**

The Union District #3 is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

### **Definitions**

**"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.

## **Reporting**

Students may file complaints of harassment, hazing or bullying they have experienced or witnessed at school or during school-sponsored activities with teachers or administrators whom students trust to act as advocates. Assistant Principal Catherine Dieman and Activities Director Sean Farrell are the primary people who should receive the reports. Complaints are immediately processed and referred to school administrators. Parents/guardians are also encouraged to notify advocates of allegations of harassment.

## **Investigation**

Upon actual notice of harassment, hazing or bullying, school administrators shall investigate and take reasonable steps to resolve complaints and to prevent a reoccurrence of inappropriate conduct, including harassment.

## **CLASS DISRUPTION**

Students and teachers need an atmosphere that is free from distraction, and any actions by students that interfere with the instructional process are seen as class disruption. Students are responsible for conducting themselves in a cooperative manner.

Students who disrupt classes are sent to ISS for the remainder of the block and teachers assign detentions.

## **FOOD**

Students are welcome to enjoy snacks in the cafeteria and Commons area and are expected to restrict food use to these areas. No food or beverages are permitted in the halls or instructional areas at MUHS, with the only exceptions being those related to the instructional program.

## **ACADEMIC HONESTY**

Students are expected to demonstrate academic honesty in their educational programs. Teachers will present clear definitions of plagiarism and cheating at the onset of courses and throughout the year as assignments warrant.

Plagiarism is taking and using the ideas or writings of others as one's own. Students have the responsibility to acknowledge the work of others, only taking credit for work that is solely their own. This acknowledgement extends from crediting all participants in group projects to citing authors or other outside sources used in research.

Cheating is giving or receiving written or oral information in a manner contrary to instruction, either implicit or stated. Giving or receiving help on tests or projects, copying assignments, or sharing work in a manner not specifically permitted by teachers are forms of academic dishonesty.

Incidents of plagiarism or cheating result in a grade of zero on any work which is not the student's own, parent/guardian notification, and a detention.

## **MISREPRESENTATION**

Students are expected to conduct themselves in an honest manner and are to avoid giving their work to other students for the purpose of copying. Acts of misrepresentation such as lying, forging passes or notes, etc. are not tolerated.

## **RESPECT**

MUHS is a place where students live, work, and grow together. A safe, orderly, and supportive environment requires that members of the MUHS community treat each other with respect and tolerance.

## **REASONABLE REQUESTS**

Students are expected to follow the reasonable requests of faculty and staff.

## **ATTIRE**

Students are expected to dress in a manner that is consistent with the school's mission statement, promotes a purposeful and businesslike atmosphere, and shows respect for all students and others. Dress is regulated when it interferes with health and safety or disrupts the learning process or the orderly operation of the school. Shoes must be worn at all times. Students are to comply with any special safety equipment or dress requirements for classes such as science labs, shops, etc. Students will be asked to change out of any clothing that is considered offensive, inappropriate or distracting. Such attire includes but is not limited to clothing that:

- Promotes the use of alcohol/tobacco or other drugs;
- Promotes sexism, racism, profanity or violence;
- Reveals undergarments or excessively bare skin, (for example: revealing tops or bare midriffs, clothing that has holes or rips, and pants worn so low that underwear is exposed are inappropriate for school).

## **PROFANITY/VERBAL ABUSE**

Profanity and verbal abuse create a climate of discomfort at best and intimidation at worst. Abusive and offensive language and gestures are hurtful and embarrassing to members of the school community and are not tolerated.

## **EXCESSIVE DISPLAYS OF AFFECTION**

MUHS encourages appropriate public behavior. Excessive displays of affection are not appropriate.

## **ASSEMBLIES**

Assemblies are held for several purposes: to teach, to entertain, to honor, to display school spirit, and to celebrate. The audience is expected to respect the performers, speakers, and presenters.

## **CONDUCT AT SCHOOL EVENTS**

School events are opportunities for positive, enjoyable social interaction. Students attending school events including off campus events, such as Project Graduation and activities at local colleges and the Memorial Sports Center, are expected to be substance-free and to observe all other MUHS regulations regarding conduct and behavior as stated in this handbook.

## **ATHLETIC EVENTS:**

Students are expected to exhibit respectful behavior at both home and away games. MUHS is best represented by displays of good sportsmanship and school spirit, positive team support, proper disposal of trash, and by not loitering in the immediate area before and after the game.

## **DANCES:**

**The following regulations have been established for all school dances:**

1. Dances start at 8:00 p.m. and end at 11:00 p.m. (with the exception of the Junior Prom). No one is admitted after 9:30 p.m. without approval of the administration. No one is re-admitted to a dance after leaving.

2. Dances are held for MUHS students with the exception of the Winter Ball and Junior Prom. Prior administrative approval is required for guests to attend either of these events. Students are responsible for their guest's behavior.
3. Upon arrival, students are to come directly into the dance. They may not loiter in cars or any place outside the dance.
4. Coats and backpacks are left in the check-in area.

### **FIELD TRIPS/STUDENT TRAVEL**

When field trips are planned, teachers provide the appropriate permission form for parents/guardians to sign. The following guidelines apply to any event requiring students to leave school grounds, including field trips:

1. Trips are accompanied by teachers, coaches/advisors, and/or chaperones who are responsible for ensuring a safe, productive, and enriching experience for students.
2. Students are responsible for getting assignments from teachers whose classes will be missed before the event.
3. Students may not ride to or from a school event or field trip other than in transportation approved by the Activities Director. Exceptions are:
  - a. Parents/guardians who attend the event who wish students to return with them, and requests are approved by teachers, or coaches/advisors.
  - b. In special circumstances, students may return home by other means. Students submit a note indicating the request and signed by parents/guardians to the Activities Director twenty-four hours in advance of the trip. The Activities Director contacts the teachers, coaches/advisors, and parents/guardians to discuss the request.

### **RESTRAINT AND SECLUSION**

In keeping with Vermont Rule 4500 for the Use of Restraint and Seclusion in Schools, MUHS does not use restraint or seclusion as a general rule. However, as indicated in Rule 4500 MUHS reserves the right to restrain a student “a) When a student’s behavior poses an imminent and substantial risk of physical injury to the student or others; b) Within the limits set forth in 16 VSA §1161a; c) Less restrictive interventions have failed or would be ineffective in stopping such imminent danger of physical injury or property damage; d) In accordance with a school-wide safety plan that is consistent with these rules; and in a manner that is safe, proportionate to and sensitive to the student’s: i. Severity of behavior;

ii. Chronological and developmental age; iii. Physical size; iv. Gender; v. Ability to communicate;

vi. Cognitive ability; and vii. Known physical, medical, psychiatric condition, and personal history, including any history of physical, emotional or sexual abuse or trauma.” MUHS also reserves the right to use seclusion in accordance with Rule 4500 “a) When a student’s behavior poses an imminent and substantial risk of physical injury to the student or others; b) When less restrictive interventions have failed or would be ineffective in stopping such imminent risk of physical injury; c) As a temporary intervention; d) When physical restraint is contraindicated; e) When there is no known developmental, medical, psychological or other contraindication to its use; f) When the student is visually monitored at all times by an adult; and g) In a space large enough to permit safe movement that is adequately lit, heated, ventilated, free of sharp or otherwise dangerous objects; and in compliance with all fire and safety codes.”



## **SUSPENSION FROM SCHOOL**

Students who demonstrate a disregard for the rules of the school may be suspended from attending MUHS. The purpose of suspension is to provide clear signals to students that an immediate behavior change is required. The duration of a suspension can vary from part of a day to ten full days of school. Longer suspensions may be assigned by the Superintendent of Schools or a recommendation may be made to the School Board for expulsion. Once students have been suspended from school, further infractions result in increasingly longer penalties.

In all cases, students have a conference with an administrator which includes the following:

1. Students are told the reason for suspension.
2. Students have an opportunity to give their side of the story.
3. Students are told the conditions of the suspension, including the duration.
4. Students are expected to make up any work missed as a result of the suspension.
5. Students are not permitted to participate in any school activities or be on school grounds for the duration of the suspension. The exception to this rule is ISS, which allows students to be at school only during school hours.
6. Students may appeal any suspension to the Principal. If they are not satisfied, further appeal may be made to the Superintendent of Schools.

### **IN-SCHOOL SUSPENSION (ISS)**

The ISS room is run as a quiet study hall. Students are expected to use ISS time to complete assignments. When assignments are complete, students may read a book/magazine or engage in some other constructive activity.

ISS conditions are as follows:

1. No visitors.
2. Remain in the ISS room unless removed by an administrator.
3. Personal audio devices are not permitted.
4. No eating.
5. Failure to follow the above rules results in additional assignments to ISS or OSS.

### **OUT-OF-SCHOOL SUSPENSION (OSS)**

OSS takes place away from the school building. OSS conditions are as follows:

1. Students may not be on school property.
2. Students may not participate in any school activities.
3. Students are responsible for getting assignments and arranging to make up missed work.
4. Parent/guardian conferences are recommended before students return to school.

## **DETENTION**

When students do not follow the rules of the school, detentions may be assigned by teachers or administrators. Detentions are scheduled for Tuesdays or Thursdays from 3:15-4:15 p.m. in room D105. Parents/guardians are notified of detentions in advance. Students are responsible for arranging transportation after detentions have been served. Sports practices, games, activities, and work are not valid reasons for missing detentions. Rescheduling detentions because of medical appointments or other emergencies must be approved in advance by the Assistant Principal. Failure to serve assigned detentions results in further disciplinary action.

## CODE OF CONDUCT

The Code of Conduct lists consequences for specific student actions. The goals of the Code of Conduct are:

1. To ensure that the school environment provides the opportunity for students to pursue their education without disruptions.
2. To provide students with a program that includes ample opportunity for modification of behavior.
3. To provide consistency in the administration of disciplinary actions meaning that students charged with the same level of misconduct receive the same consequences for their behavior.
4. To provide members of the MUHS community with clearly stated methods of handling disciplinary incidents.

School administrators may adjust the Code of Conduct to accommodate the circumstances of specific situations.

<b>STUDENT BEHAVIOR</b>	<b>1<sup>st</sup> REFERRAL</b>	<b>2<sup>nd</sup> REFERRAL</b>	<b>3<sup>rd</sup> REFERRAL</b>
<b>ATTENDANCE</b>			
*Unexcused absence from class	Detention	Detention	ISS/EST Referral
*Tardy to class	Refer to page 21		
*Tardy to Advisory Group	Detention	1 Day ISS	3 Days ISS/OSS
*Leaving school without proper dismissal	CAT III /Detention	CAT III/1 Day ISS	3 Day ISS
<b>CONDUCT</b>			
*Removal from class for inappropriate behavior	ISS / Detention	ISS / Detention	ISS / Detention
*Failure to attend detention	1 Day ISS	3 Days ISS	5 Days ISS/OSS
*Removal from detention	2 Detentions	1 Day ISS	3 Days ISS/OSS
*Removal from ISS	1 Day OSS	3 Days OSS	5 Days OSS
*Loitering in parking lot	Warning	Detention	1 Day ISS
*Inappropriate use of vehicle or parking violation	Warning	two weeks loss of driving privilege	four weeks loss of driving privilege
*Inappropriate behavior at school events	Warning/game suspension for one week	game suspension for two weeks	game suspension for one month
*Bus behavior violations	Warning/3 days bus suspension	3-5 days bus suspension	5-10 days bus suspension
*Cell Phone use in the class room	Confiscation of phone & conference	Detention & parent must retrieve phone	1Day ISS
<b>RESPECT</b>			
*Refusing reasonable request by staff member	Detention - 1 day ISS	1-3 Day(s) OSS	3-5 Days OSS
*Use of profane language or gesture	Warning - Detention	1 Day ISS	3 Days OSS
*Disrespect toward staff member	1 Day ISS	3 Days OSS	5 Days OSS
*Action or dress which disrupts school atmosphere	Remediate Situation	Detention	1 Day ISS
*Excessive display of affection	Warning	Detention	1 Day ISS
*Harassment	Detention	1 Day ISS	3 Days ISS/OSS

<b>STUDENT BEHAVIOR</b>	<b>1<sup>st</sup> REFERRAL</b>	<b>2<sup>nd</sup> REFERRAL</b>	<b>3<sup>rd</sup> REFERRAL</b>
*Hazing	1 Day OSS	3 Days OSS	5 Days OSS
<b>HONESTY</b>			
*Forgery, misrepresentation	Detention	1 Day ISS/OSS	3 Days ISS/OSS
*Academic dishonesty	Detention & Grade of 0	1 Day ISS/OSS	3 Days ISS/OSS
<b>PHYSICAL CONTACT &amp; THREAT</b>			
*Threatening other students/Bullying	Detention - 1 day ISS	1-3 Day(s) OSS	3-5 Days OSS
*Threatening staff members	1 Day OSS	3 Days OSS	5 Days OSS
*Physical aggression	1 Day ISS	3 Days OSS	5 Days OSS
*Fighting	1 Day OSS	3 Days OSS	5 Days OSS
*Dangerous actions	Detention - 1 day ISS	1-3 Day(s) OSS	3-5 Days OSS
*Verbal or physical action which contributes to a fight or assault	Detention	1 Day ISS	3 Days OSS
<b>PERSONAL &amp; SCHOOL PROPERTY</b>			
*Failure to clean area in cafeteria	Warning	Detention	1 Day ISS
*Willful damaging, defacing, or destruction of school property	Restitution \$ and Detention - 1 day ISS	Restitution \$ and 1-3 Day(s) OSS	Restitution \$ and 3-5 Days OSS
*Theft	1 Day OSS	3 Days OSS	5 Days OSS
*Fire related offenses	1-3 Day(s) OSS	3-5 Days OSS	5-10 Days OSS
*Threatening with and/or possession of weapon or dangerous item	1-3 Day(s) OSS	3-5 Days OSS	5-10 Days OSS
*Inappropriate use and/or damaging of technology	Detention and one week loss of technology use in Tech Center /Learning Center	1Day ISS	3 Day OSS
<b>TOBACCO, DRUGS/ALCOHOL</b>			
*Possession of tobacco products	Detention	1 Day ISS	3 Days ISS
*Smoking / use of tobacco products	1 Day OSS	3 Days OSS	5 Days OSS
*Possession of or the use of drugs/alcohol	3 Days OSS	5 Days OSS	10 Days OSS
Distribution of drug paraphernalia	5 Days OSS	10 Days OSS	10 Days OSS
*Possession of drugs/alcohol with intent to sell, buying or selling drugs/alcohol, or conspiracy to distribute, buy or sell drugs/alcohol.	10 Days OSS & Referral to Superintendent		

## V. STUDENT ACTIVITIES

### ACTIVITIES AND ATHLETICS

#### Philosophy

The MUHS Activities and Athletic Program aims to create a positive learning environment for all students by offering a broad array of opportunities to excite their interests and participation. Involvement in a sport or activity contributes to the educational and character-building goals of the overall MUHS curriculum. Cultivating lifelong values of teamwork, self-discipline, striving for excellence, accountability, and citizenship/sportsmanship is fundamental to our school's philosophy.

Participation in our Activities and Athletic Program is offered, as a privilege, to every student who meets academic and behavioral standards for eligibility. We believe that extra-curricular activities must foremost be guided by educational considerations with an emphasis on academic achievement. Participation in Activities and Athletics require a significant dedication of time and energy, which students must balance with a comparable commitment to their studies.

Our Activities and Athletic Program encourages success by the personal growth of all students who participate. Evidence of such growth is seen by:

- Improved physical, mental and emotional maturity
- Improved leadership skills
- Increased self-confidence
- Improved collaboration skills
- A growing ability to accept success or failure with civility
- A developing appreciation for excellence in oneself and others
- A growing awareness of and commitment to the community.

Another measure of success lies in evidence that students, staff, and spectators share these core values. We believe effective coaches and activity leaders serve as important role models by teaching and by praising improvement, positive outcomes and serious effort.

All levels of the Activities and Athletic Program are designed with these core values in mind. At the varsity level in athletics, full efforts are made to win the various competitions, while at the junior varsity and Grade 9 levels, participation and skill development are emphasized.

Within this framework, all athletes should be given the opportunity to demonstrate their commitment and abilities to earn places on the various teams. Similar approaches apply to other extracurricular activities.

In the end, Middlebury Union High School seeks to affirm all students who participate in activities and athletics, enabling them to have fun, develop skills, build lasting friendships and good memories.

## **ACTIVITIES:**

### **Co-Curricular Activities**

Calliope  
National Honor Society  
Scholars' Bowl  
Student Senate  
Model United Nations  
Neuro Science

### **Extra Curricular Activities**

Prism  
Stage Manager Club  
Senior Play  
Photography  
Fall Musical  
SCOHR  
Ultimate Frisbee

## **ATHLETICS:**

### **Fall Sports:**

Field Hockey: V, JV  
Football: V, JV, JVB  
Cross Country: Girls & Boys V  
Boys' Soccer: V, JV  
Girls' Soccer: V, JV

### **Spring Sports:**

Baseball: V, JV  
Softball: V, JV  
Boys' Tennis: V  
Girls' Tennis: V  
Track: Girls & Boys V  
Boys' Lacrosse: V, JV  
Girls' Lacrosse: V, JV

### **Winter Sports:**

Boys' Basketball: V, JV  
Girls' Basketball: V, JV  
Boys' Ice Hockey: V  
Girls' Ice Hockey: V  
Gymnastics: V  
Nordic Skiing: Girls & Boys V, JV  
Wrestling: V, JV  
Dance Team V, JV  
Indoor Track: Girls' & Boys'

## **PARTICIPATION GUIDELINES GOVERNING STUDENT ACTIVITIES & ATHLETICS**

1. Student athletes must have on file with the School Nurse a physical examination form, which needs to be updated every two (2) years.
2. Student athletes must have a signed parental permission form, Participation Contract and Medical History.
3. According to VPA rules, students must have health insurance for participation in activities; MUHS does not purchase insurance for students. The School District offers an insurance program at a nominal fee to all students. This “School Time Plan” covers all activities except interscholastic football. Coverage for football may be added for an additional charge. Applications can be obtained from the School Nurse.
4. **Concussion Management Protocol**

A concussion is a disturbance to brain function caused by a motion of the head or body that causes the brain to move rapidly inside the skull. Concussions can occur with or without loss of consciousness. All concussions are different and each body responds differently to concussive injury. Common symptoms of concussion may include:

Headache	Dizziness
Confusion	Weakness
Memory Loss	Loss of Balance
Loss of consciousness	Generally feeling “not right”
Sleepiness	Ringing in the ears
Nausea or vomiting	Blurry vision
Difficulty concentrating	Irritability

Most concussion patients will present with only a few of the above listed symptoms. A student athlete who experiences any of the above listed symptoms must be evaluated by the MUHS Athletic Trainer or his/her primary care provider.

If a student athlete sustains a concussion, or a suspected concussion, the following will take place:

1. The student athlete will be removed from play/participation in MUHS athletics.
2. The student athlete will be evaluated by the MUHS Athletic Trainer. If the injury occurs during an away competition the host school’s designated medical professional will conduct the initial injury evaluation.
3. The MUHS Athletic Trainer will notify the student athlete’s legal guardian or appropriate emergency contact. If the MUHS Athletic Trainer is not present, the Coach will notify the student athlete’s legal guardian or appropriate emergency contact and the MUHS Athletic Trainer.
4. The MUHS Athletic Trainer will notify the School Nurse.
5. The student athlete will follow up with the MUHS Athletic Trainer daily as permitted by school/activity scheduling.
6. The Athletic Trainer and the School Nurse will work with the student athlete’s teachers to coordinate and monitor a safe return to academics.
7. Once the student athlete has been symptom free for at least 24 hours, the MUHS Athletic Trainer will determine his/her readiness to begin the Return to Play Protocol.
8. The MUHS Athletic Trainer will closely monitor the student athlete’s progress through the Return to Play Protocol steps.

9. The MUHS Athletic Trainer will notify the School Nurse when the student athlete has completed the Return to Play Protocol.

**Return to Play Protocol**

The student athlete must remain symptom free, without the use of pain medications (including but not limited to ibuprofen, aspirin, and acetaminophen), for 24 hours before beginning the return to play protocol and between steps.

**Step 1: Aerobic Conditioning**

Example: walking, swimming, or stationary cycling.

Intensity: 4 out of 10. Duration: no more than 30 minutes.

If symptoms return, wait until symptom free for at least 24 hours then repeat Step 1.

If no symptoms for 24 hours, move on to step 2.

**Step 2: Sport Specific Drills**

Example: skating drills in hockey, running drills in soccer, basketball, etc.

Intensity: 5 or 6 out of 10. Duration: no more than 60 minutes.

No head impact activities. No scrimmages/potential for body contact.

If symptoms return, wait until symptom free for at least 24 hours then repeat Step 1.

If no symptoms for 24 hours, move on to step 3.

**Step 3: Non-Contact Training Drills**

Example: more complex training drills (passing in soccer/hockey, basketball. Running specific pattern plays, etc.).

Intensity: 7 out of 10. Duration: no more than 90 minutes.

No head contact. No scrimmage/potential for body contact. May begin resistance training.

If symptoms return, wait until symptom free for at least 24 hours then repeat Step 2.

If no symptoms for 24 hours, move on to step 4.

**Step 4: Full Contact Practice**

No intensity or duration restrictions.

If symptoms return, wait until symptom free for at least 24 hours then repeat Step 3.

If no symptoms for 24 hours, move on to step 5.

**Step 5: Return to Play**

**5. Hot Weather Policy for Athletics:**

Weather will be monitored by the Activities Director and the Athletic Trainer. Information from the National Weather Service and an electronic heat index monitor will be used to determine risk to participants. An advisory will be issued to MUHS Coaching staff when applicable.

Fall pre-season practices are permitted at the following times: 4:00 pm - 5:00 pm. Student athletes must not be engaged in active practice for more than 5 hours each day during double sessions and no more than 3 hours each day during single sessions.

The following table indicates modifications to sport participation based on heat index.

Level of Risk	Heat Index*	Modifications^
Low	< 80 degrees Fahrenheit	Regular practice/game.

		25-30 minutes of work followed by 5-10 minutes of rest with fluid breaks.
Moderate	81-104 degrees Fahrenheit	Decrease work time. 20-25 minutes of work followed by 5-10 minutes of rest with fluid breaks. Practice in shorts (helmet and shoulder pads only for football and field hockey goalies).
High	105-125 degrees Fahrenheit	Decrease work time. 15-20 minutes of work followed by 5-10 minutes of rest with fluid breaks. Practice in shorts and t-shirts only. No protective equipment. Practices may not exceed 1.5 hours in duration.
Extreme	> 126 degrees Fahrenheit	All activities cancelled.

\* The heat index is a measure of combined temperature and humidity not an ambient temperature.

^ Adapted from: NATA Position Statement: Exertional Heat Illnesses  
ACSM Position Stand: Exertional Heat Illness

Exposure to prolonged or abnormal amounts of heat and humidity can be especially dangerous for young athletes who sweat less, adjust more slowly, and produce more internal heat than adults. Exercise in a hot environment with associated fluid loss and elevated body temperature can lead to Heat Illness. Children who take certain medications, have chronic health problems, or are overweight are at even greater risk.

There are three types of heat illness: Dehydration, Heat Exhaustion, and Heat Stroke.

#### Dehydration:

- Fluid loss occurs during exercise due to perspiration and respiration.
- Dehydration makes athletes more susceptible to fatigue and muscle cramps.
- Inadequate fluid replacement before, during, and after exercise can lead to excessive dehydration and may lead to other heat illnesses.

#### Heat Exhaustion:

- Dehydration can lead to a decreased blood volume which causes the heart to work harder.
- Symptoms of heat exhaustion include:
  - Fatigue
  - Weakness
  - Decreased endurance
  - Skill impairment
  - Pale, clammy, sweaty skin
  - Headache
  - Dizziness
  - Nausea/vomiting
  - Concentrated urine



- Muscle cramps

Treatment for Heat Exhaustion:

- Remove equipment
- Cool athlete with fans, air conditioning, ice packs
- Provide fluids
- Elevate legs

Heat Stroke:

- HEAT STROKE IS LIFE THREATENING AND PREVENTABLE
- Severe overheating
- The body cannot cool itself
- Symptoms of heat stroke include:
  - Fatigue
  - Nausea
  - Confusion
  - Rapid pulse and breaths
  - Headache
  - Dizziness
  - Red or white skin, may or may not be sweating
  - Collapse

Treatment for Heat Stroke:

- Immediate cooling
- Immersion in ice water
- Fans
- Ice bags to groin, armpits, neck
- Call 911!

It is important to remember that drinking more water does not make the environment less hot. While appropriate fluid replacement is important other considerations must be made when being active in hot and humid conditions.

6. Students participating in extra-curricular activities must be fully scheduled, which means carrying six (6) credits worth of courses for the year.
7. A home-study student who wishes to participate in a public school extra-curricular program shall be an “eligible student,” according to VPA By-laws if:
  - A. The participating student is enrolled in a home-study program in compliance with Title 16 Section 166(b).
  - B. The participating student must be a legal resident of the UD#3 District.
  - C. Participation in the extra-curricular activities program shall not commence until a copy of the Vermont State Department of Education enrollment letter and a letter notifying the Principal that the student wishes to participate in a school’s extra-curricular activities program are received. This information is to be presented to the Principal by the parent/guardian. Failure to provide a timely notification will not disqualify the student from participating, but may result in some delays in participation.
  - D. The participating student’s academic program, as referenced in the Vermont State Department of Education letter of enrollment, will be reviewed by the student’s parent/guardian on a

quarterly basis as determined by the UD#3 school calendar. This review and determination must be verified in writing from the parent/guardian to the Principal.

- E. The student may participate in extra-curricular sponsored activities by the VPA member school provided the student complies with the same physical examination, insurance, and any other requirements for participation as required of all students.
- F. The home-study student must adhere to the same standards of behavior, responsibilities, and performance as other participants of the activity.

## 8. **Academic Eligibility:**

Student eligibility begins on the day report cards are distributed. To be eligible, students must maintain a “C-” (1.7 GPA) average, have no more than one D and cannot have any F’s each marking period. Student eligibility for the fall season is determined by the fourth quarter grades from the previous year. In the fall ineligible students cannot participate in games (including trips to away games, matches, performance, excursions, or activities for five days or one week. In the winter and spring ineligible students cannot participate in games (including trips to away games), matches, performances, excursions, or activities for ten school days or two weeks, if they have not completed their work and received passing grades. Students are encouraged to access the variety of supports available to them through the school. At the conclusion of the one or two week(s) of ineligibility, student progress is reviewed. If students’ attitude and behavior are satisfactory and they are maintaining a “C-” (1.7 GPA) average, have no more than one D and no F’s, they are eligible to participate for the next two weeks. The two-week review process continues for the remainder of the marking period.

However, if in the initial or any subsequent two-week review process, students who are not meeting the above academic criteria are not allowed to resume participating in games (including trips to away games), matches, performances, excursions, or activity meetings until they have met with the Activities Director to review the situation and develop a plan for the next two weeks. Academic review sheets must be completed and presented to the Activities Director every two weeks.

- 9. All participants are to be in school on the day or the day before, if the activity is on the weekend, unless granted permission by an administrator. Attendance means that students may not miss more than the **equivalent of one class block in their academic schedule**. If students have an unexcused absence from school and compete in an athletic contest, they will be ineligible to compete in the next contest and may not travel with the team to an away contest.
- 10. Students are expected to be present and on time for school the day following an event or activity.
- 11. If students are assigned ISS or OSS, they may not participate in any activities or athletics during the time of suspension. Students assigned a detention may not reschedule it due to activities or athletics.
- 12. The use of tobacco, alcoholic beverages, and/or controlled substances is illegal (tobacco possession may vary depending on the age of student) and inconsistent with participation in activities at MUHS. Students who sign the MUHS Participation Contract agree to not use/possess these substances during the season of practice or play. Students who are athletic team members/activities participants and are reported to have consumed or be in possession of tobacco, alcohol, or any illegal or non-prescribed drugs, paraphernalia containing such substances, or distributing such paraphernalia are referred to the Activities Director and Principal or Assistant Principal. Students will have an opportunity to be heard and the administrator will determine a finding. The appropriate consequences will be applied and will be cumulative during a student’s entire attendance at MUHS according to the situations listed below:

First violation while at MUHS: Students are ineligible to compete, perform, etc. in activities (including trips to away games) for four weeks or twenty school days; however students are expected to practice during this time. Students are required to fulfill a drug and alcohol education program or tobacco cessation program (if a tobacco violation), coordinated by the school's Prevention Specialist. In addition, students must also complete a planned and approved community service project that reinforces the athletic philosophy statement. If offenses occur during pre-season, student ineligibility begins with the first three weeks of the competitive season.

Second violation while at MUHS: Students are ineligible for ten weeks of competitive season(s) or activity (including trips to away games). Students are required to meet with the Prevention Specialist and must complete a drug and alcohol education program. In addition, students must also complete a planned and approved community service project that reinforces the athletic philosophy statement. Students are required to practice during this time.

Third violation while at MUHS: Students are ineligible for a minimum of twelve consecutive months. The period of ineligibility takes effect immediately. Students must not participate in practices or activities during this time period. Students are expected to address chemical health issues through professional help. In addition, students must also complete a planned and approved

community service project that reinforces the athletic philosophy statement. To be reinstated after the twelve-month period, students must request through the Activities Director a review by the MUHS administration for determination of eligibility. All requests must be made through the Activities Director. In all cases stated above, the penalty may carry over into the student's next season of athletics or activities and is cumulative during enrollment at MUHS. Any subsequent violation will result in permanent loss of eligibility.

13. In accordance with the U.D.#3 School Board Policy on Unlawful Harassment, MUHS maintains a learning and working environment that is free from unlawful harassment. Any form of unlawful harassment on the basis of disability, marital status, national origin, race, religion, age, sex, or sexual orientation is prohibited.
14. Hazing is prohibited and contrary to the MUHS mission statement and against Vermont State Law. "Hazing" means any act committed by a person, whether individually or in concert with others, against a student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with an educational institution; and which is intended to have the effect of, or should reasonably be expected to have the effect of, humiliating, intimidating or demeaning the student or endangering the mental or physical health of a student. Hazing also includes soliciting, directing, aiding, or otherwise participating actively or passively in the above acts. Hazing may occur on or off campus of an educational institution. 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.
15. Taunting is prohibited and contrary to the MUHS mission statement. Taunting is considered any actions or comments by coaches, players or spectators which are intended to bait, anger, embarrass, ridicule or demean others. Included is conduct that berates, needles, intimidates or threatens based on race, gender, ethnic origin or background, and conduct that attacks religious beliefs, size, economic status, speech, family, physical appearance, special needs or personal matters.
16. Students or parents/ guardians may address concerns related to school activities through the following procedures:

**First:** The student speaks with the coach to resolve any issue. If this discussion fails to resolve the issue, a parent/guardian and student meeting can be arranged with coaches/advisors to address the issue. These meetings should occur outside of practice time and not after a game.

**Second:** If the issue is still unresolved, a conference can be scheduled with the Activities Director to address the issue. This meeting will include the student, coaches / advisors, and parents / guardians.

**Third:** Appeals are heard by the Principal/Assistant Principal. Further appeal can be made to the Superintendent of Schools, and subsequently to the UD#3 School Board.

If inappropriate behavior is reported, the student involved will meet with the Activities Director to discuss the issue. If the behavior continues, the student may be suspended from participation for a period of time, which may include up to the remainder of the season.

17. Students are required to use transportation provided by the school to and from events unless permission is received 24 hours in advance of the trip. A parent/guardian who attends an event may request that their sons/daughters return with them. However, some teams/activities may have a policy that does not allow transportation other than what is provided by the school. The head coach will make the final decision whether to amend their policies.
18. Only team and class members are allowed on activity and athletic trips unless specific permission is given by an administrator.
19. Varsity level athletic programs are competitive with other schools, therefore, playing time is at the discretion of the coaches.
20. Junior Varsity programs focus on the development of self-confidence, discipline, and the skills necessary to compete at the Varsity level. Junior Varsity teams may include students from grades 9 through 12 who have not developed Varsity level skills. At the Junior Varsity level, playing time may not always be equal.
21. Some activities may require tryouts to reduce the number of participants to a manageable size. Reductions are made on the basis of safety, facility restrictions, attitude, behavior, motivation, coachability, and athletic ability. Students are informed during the first two weeks of practice if reductions will occur. The criteria used in determining reductions are provided by the coaches/advisors. Grade 11-12 students who are cut may be provided the opportunity to tryout at the Junior Varsity level depending on space availability.
22. Practice schedules are coordinated with the Activities Director. Coaches are responsible for supervising teams in the building, on the playing field or at arenas. Coaches are the last individuals to leave the sites. Coaches confer with the Activities Director to determine if practices will be held on days that school is cancelled.
23. Athletic teams are allowed to practice/participate in their sport a maximum of six days a week.

Students are responsible for keeping uniforms and equipment clean, in good repair, and for returning them within a week of the end of the season. Students are financially responsible for lost or damaged items. A security deposit will be collected from students at the beginning of each season. The deposit is held until all of the issued equipment is returned in satisfactory condition.

24. Coaches expect the following from participants:
  - a. Team rules and regulations are followed.
  - b. Students attend all scheduled practices and games unless excused by coaches.

25. Activity and athletic awards are based on regular and prompt attendance at practices; participation in an adequate number of games; cooperation; attitude; behavior; effort; and improvement.
26. Appropriate displays of game day spirit should be encouraged. These displays can include:
  - a. wearing all or part of the uniform during the school day
  - b. dressing up (shirts and ties, dresses, etc.)
  - c. wearing school colors, etc.

Examples of unacceptable displays of team spirit are:

- a. expectations that students wear make-up
- b. expectations to wear tight fitting clothing
- c. expectations to wear pajamas
- d. writing offensive comments on spirit shirts.

The barometer of spirit initiatives should be based on good taste and respect for the feelings of all team members.

27. Fund-raising events may only be conducted for the benefit of MUHS clubs and organizations, not for personal profit. Any fund-raising activity must be approved in advance by the Activities Director.

### **STUDENT SENATE**

The Student Senate consists of up to sixteen members. Four officers represent each grade. The Senate officers (President, Vice-President, Secretary, and Treasurer) are chosen from these members. Monthly meetings are held to discuss various issues pertaining to MUHS students. The Senate also takes part in organizing various activities to entertain the student body, such as winter carnivals, spirit assemblies, and homecoming activities. The Senate welcomes new ideas and encourages students to give class officers suggestions. Students are always invited to attend Senate meetings and participate in discussions.

### **NATIONAL HONOR SOCIETY**

National Honor Society promotes the appropriate recognition of students who reflect outstanding accomplishments in the areas of scholarship, character, leadership, and service. Members of the Middlebury Union High School chapter of the NHS host multiple events during the year, most notably is the fall blood drive and a holiday food drive to support the local food bank.

#### **Initial Invitation Requirements**

- **Scholarship:** Students who have a grade point average of 3.5 or higher are eligible for consideration on the basis of service, leadership and character.
- **Service:** This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.
- **Leadership:** Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activity while working with or for others.
- **Character:** Students of good character uphold principles of morality and ethics, are cooperative, demonstrate high standards of honesty and reliability, show courtesy, concern and respect for others and generally maintain a good and clean lifestyle.

## Selection Process

“Selection to NHS is a privilege, not a right. Students do not apply for membership in the National Honor Society; instead, they provide information to be used by the local selection committee to support their candidacy for membership. Membership is granted only to those students selected by a Faculty Council in each school. This is not an election, nor is membership automatically conveyed simply because a student has achieved a specific level of academic performance. NHS is more than just an honor roll and the extent to which the local chapter emphasizes the other components of the selection process (leadership, service and character) should be carefully included in the selection process guidelines.” *NHS Handbook*

To be eligible for membership a candidate must be a member of the junior or senior class with a grade point average of 3.5 at the end of the first semester of the junior year. Once semester grades are finalized and GPA's are calculated, students with the requisite grade point average are sent a letter and form inviting them to submit information for membership consideration. To be clear, the letter of invitation does not guarantee membership. The forms are sent out at least one week before the due date. Late forms are not accepted, and additional information will not be accepted after the due date. Meanwhile, the principal selects a Faculty Council which consists of five faculty members. Individually, each member of the Faculty Council reads all the applications and rates each student from 1 (low) to 4 (high) in the following areas:

### **I. Leadership. The student who exercises leadership:**

- Is resourceful in proposing new problems, applying principles, making suggestions.
- Demonstrates leadership in promoting school ideals.
- Exercises influence on peers in upholding school ideals.
- Contributes ideas that improve the civic life of the school.
- Is able to delegate responsibilities.
- Exemplifies positive attitudes.
- Inspires positive behavior in others.
- Demonstrates academic initiatives.
- Successfully holds school offices or positions of responsibility.
- Conducts business efficiently and effectively; demonstrates reliability and dependability.
- Is a leader in the classroom, at work, and in other **school or community activities**.
- Is thoroughly dependable in any responsibility accepted.
- Is willing to uphold scholarship and maintain a loyal school attitude.

### **II. Service. The student who serves:**

- Volunteers and provides dependable and well-organized assistance, is gladly available, is willing to sacrifice time to offer assistance.
- Works well with others and is willing to take on difficult or inconspicuous responsibilities.
- Cheerfully and enthusiastically renders any requested service to the school.
- Is willing to represent the school or class in inter-class and interscholastic competition.
- Does committee or staff work without complaint?
- Participates in some activity outside, for example, Girl/Boy Scouts, church groups, volunteer services for the elderly, poor, or disadvantaged.
- Mentors persons in the community or students at other schools.
- Shows courtesy by assisting visitors.

### **III. Character. The student of character:**

- Takes criticism willingly and accepts recommendations graciously.
- Consistently exemplifies desirable qualities of behavior (cheerfulness, friendliness, poise, stability).
- Cooperates with school regulations concerning property, programs, office, halls, etc.
- Demonstrates the highest standards of honesty and reliability.
- Regularly shows courtesy, concern, and respect for others.

- Observes instructions and rules, is punctual, and faithful both inside and outside of the classroom.
- Have powers of concentration, self-discipline, and sustained attention as shown by perseverance and application to studies.
- Manifests truthfulness in acknowledging unwillingness to profit by others' mistakes.
- Actively helps rid the school of bad influences or environment.

While the Faculty Committee tries to be as objective as possible according to the established criteria; it is still worth noting, as the National Association of Secondary Principals recognizes in the NHS Handbook, that “all decisions concerning the selection have a certain subjective element...” If the Faculty Council has difficulty making a decision regarding a particular student, it may instruct the advisor to gather pertinent information from current and former teachers, as well as other sources, for example, administrators. All judgments are based on the criteria and are free of hearsay, rumor and speculation. The final decision is based on a majority vote of the Faculty Council. All substantive decisions by the Faculty Council are final, only procedural issues may be appealed.

## **VI. POLICIES**

### **PREVENTION OF HARASSMENT, HAZING AND BULLYING OF STUDENTS**

Policy: Prevention of Harassment, Hazing and Bullying of Students

#### **I. Statement of Policy**

The Union District #3 (hereinafter “District”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont’s Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the District to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The District shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board’s disciplinary policies or the school’s code of conduct.

#### **II. Implementation**

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See ACSU Procedures on the Prevention of Harassment, Hazing and Bullying of Students).

2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be assigned to one or both of the Designated Employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the District shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the District's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

### III. Constitutionally Protected Speech

It is the intent of the District to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.

### IV. Definitions.

For the purposes of this policy and the accompanying procedures, the following definitions apply:

- A. "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.
- B. "Complaint" means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.



C. “Complainant” means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.

D. “Designated employee” means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.

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

F. “Equity Coordinator” is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding racebased discrimination) for the District and for coordinating the District’s compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District’s Preventing and Responding to Harassment of Students and Harassment of Employees policies. This role may also be assigned to Designated Employees.

G. “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.

H. "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.

I. "Notice" means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school's response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

J. "Organization" means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.

K. "Pledging" means any action or activity related to becoming a member of an organization.

L. "Retaliation" is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.

M. "School administrator" means a superintendent, principal or his/her designee assistant principal or his/her designee and/or the District's Equity Coordinator.

N. "Student Conduct Form" is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment and/or bullying.

## APPENDIX A

### Designated Employees:

The following employees of the Addison Central Supervisory Union have been designated by the District to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. § 570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti discrimination laws;

Name: Dr. Peter Burrows

Title: Superintendent

Contact Information: 802-382-1274

Name: Dr. Vicki Wells

Title: Director of Student Services

Contact Information: 802-382-1274

## REGULATIONS PERTAINING TO STUDENT RECORDS

Parents of students enrolled in the Addison Central Supervisory Union and its member School Districts including Bridport, Cornwall, Middlebury, Ripton, Salisbury, Shoreham, and Weybridge, have the following rights with respect to their children's (or, if eligible students, their own) education records. Eligible students are at least 18 years of age or are attending an institution of post-secondary education.

### 1. To inspect and review students' education records.

The right to inspect and review students' education records includes the right to have requests for access to the records complied with within a reasonable period of time; the right to responses to reasonable requests for explanations and interpretations of the records; and the right to copies of the records upon request, where failure to provide the copies would effectively prevent the exercising of the right to inspect or review the records.

The District may not destroy any educational records while there is an outstanding request to inspect and review the records pursuant to this policy.

The District may charge a fee for copies of educational records unless the imposition of the fee effectively prevents the exercising of the right to inspect and review the education records. The District may not charge a fee for searching for and/or retrieving such records.

The District will provide both parents full rights with respect to students' education records, unless the District has received notice that such rights have been revoked by court order or by state law or legally binding document relating to such matters as divorce, separation or child custody.

**NOTE:** The District maintains a list of the types and locations of student education records maintained by the District, and the titles and addresses of the school officials responsible for such records, which are made available upon request.

### 2. To request the amendment of students' education records to ensure that they are accurate, misleading, or otherwise in violation of the students' privacy or other rights.

3. To consent to disclosures of personally identifiable information contained in students' education records, except to the extent that the law allows disclosure without consent.

4. To file a complaint with the U.S. Department of Education concerning alleged failure to comply with the requirements of law with respect to rights under the Family Educational Rights and Privacy Act (FERPA). Complaints may be made in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-5901

5. To request and be provided with a copy of the policy and procedures describing in detail requirements concerning treatment of education records. This Annual Notification of Rights is only a summary. Parents'/guardians' and eligible students' rights to inspect and review educational records, and the District's duty to procure written consent prior to disclosure of personally identifiable information are subject to limitations. The District's detailed policy and procedures describing and implementing legal and policy requirements concerning education records is available upon request. Requests for copies should be addressed to: Superintendent of Schools Office, 49 Charles Avenue, Middlebury, VT 05753 Tel: 382-1274

### **NON-DISCRIMINATION STATEMENT GRIEVANCE PROCEDURE FOR TITLE VI, TITLE IX, SECTION 504 AND ADA OF 1990**

Applicants for admission, students, parents, sources of referral of applicants for admission to MUHS are hereby notified that this school does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, age, handicap or disability in admission or access to, or treatment in its programs and activities. Any person having inquiries concerning MUHS's compliance with regulation implementing Title VI (discrimination on the basis of race, color or national origin), Title IX (discrimination on the basis of gender), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act (discrimination on the basis of handicap or disability) is directed to contact William D. Lawson, Principal at 382-1500 who has been designated by MUHS to coordinate the District's efforts to comply with this policy and non-discrimination laws and regulations.

A Grievance for Title VI shall be defined for the purposes of implementation and administration of Title VI Federal regulations to mean any claim made by a person that he or she has been excluded from participation in, denied the benefits of, or subjected to discrimination on the basis of race, color or national origin in any educational program or activity offered, conducted or performed by the school.

A Grievance shall be defined for purposes of implementation and administration of Title IX Federal Regulations to mean any claim made by a person that he or she has been excluded from participation in, denied the benefits of, or subjected to discrimination on the basis of gender in any educational program or activity offered, conducted or performed by the school. A grievant shall be a student(s) and/or parent(s) or employee making the claim.

A Grievance for Section 504 shall be defined for the purposes of implementation and administration of Section 504 of the Rehabilitation Act of 1973 Federal Regulations to mean any claim made by a person that he or she had been excluded from participation in, denied the benefits of, or subjected to discrimination on the basis of handicap or disability, in any educational program or activity offered, conducted or performed by the school.

A Grievance for the Americans with Disabilities Act of 1990 shall be defined for the purposes of implementation and administration of ADA of 1990 Federal Regulations to mean any claim made by a person that he or she has been excluded from participation in, denied the benefits of, or subjected to

discrimination on the basis of handicap or disability, in any educational program or activity offered, conducted or performed by the school.

Intent: Nothing contained in this grievance procedure shall be construed to limit the right of a grievant or any person to informally discuss a problem with the school administration or staff. Such a first step is encouraged. Should informal discussion be impractical or fail to resolve the situation, a formal grievance may be filed and it shall be executed in accordance with the following procedure:

Step I: The Grievant shall forward a written copy of the grievance to the administrator who has immediate jurisdiction over the school unit involved. If the grievance is general in nature, it shall be addressed to the Superintendent of Schools. The recipient administrator and/or Superintendent shall hold a hearing on the grievance within a reasonable period of time. Both parties involved may have counsel present. Within a period of five (5) school days following the hearing the administrator involved shall render his/her decision in writing.

Step II: If the grievant is not satisfied with the disposition of the grievance at Step I, he or she may request a formal hearing before the School Board at its next regular meeting. The Chair of the School Board shall conduct the hearing and both parties may have counsel present. The Board shall render its decision in writing within ten (10) days following the hearing. This decision shall be final and binding to the jurisdictional limits and authority of the School Board of Directors.

Pursuant to Section 86.8 of the rules and regulations governing the implementation of Title VI, Title IX, Section 504 and ADA of 1990, the following employee is designated the "Responsible Employee:"

William D. Lawson, Principal  
Middlebury Union High School  
73 Charles Avenue  
Middlebury, VT 05753-1497  
(802) 382-1500

**Memorandum of Understanding  
Between  
Union District #3  
And  
Middlebury Vermont Police Department**

This document states the intent of the UD#3 Public Schools and the Middlebury Police Department to engage in cooperative efforts aimed at the elimination of drugs and alcohol from the schools, to reduce disorder, prevent gang influence and to prevent aggressive, threatening and violent conduct and to generally encourage and promote responsible citizenship. Such cooperation will ensure a more comprehensive community response to the school mission of promoting self-reliance, respect and trust, and providing a safe and secure atmosphere which promotes learning.

It is also the expressed mission of this cooperative effort to reduce school and youth related community crime and violence. The Middlebury Police Department and UD#3 school personnel will develop strategies which assist all students to function independently and effectively in the greater community by exhibiting qualities of self-reliance initiative, respect, and honesty by making healthy choices and by expressing a willingness to serve others.

The parties to the memorandum of understanding hereby agree to the conditions and procedures entered below.

- 1.0 All school staff members are under obligation to report any and all incidents of the use or possession of any drugs by students to school administration. If a student seeks help for drug/alcohol problem through the school, the police department need not be summoned unless the student is in possession of an illegal substance.
- 1.1 Each and every such incident, suspected incident, or suspected pattern of use, possession or trafficking in drugs is to be reported to the appropriate building principal, other administrator or designee immediately.
- 1.2 Any student who is suspected of, observed as, or has admitted to being under the influence of a drug must be immediately escorted to the office of the building principal or the office must be notified immediately of the incident.
- 1.3 Incidents, as described, in items 1.0-1.3 are considered violations of school rules and possibly of the law if they occur in the school building, on school grounds, at school sponsored events, at activities or events which may be conducted off school grounds, on school buses, and at or around school bus stops, during loading and unloading procedures.
- 2.0 The principal or his/her designee of each school building shall be the party to whom all such incidents are reported and who will coordinate all procedures in these matters. In the absence of the principal, another administrator or designee shall perform this function.
- 2.1 Under a report to the principal of an incident, an investigation will be conducted. Parents will be informed as soon as possible. Disciplinary hearings will take place when appropriate. It will be conducted by the principal, another administrator or designee.

- 3.0 To be under the influence of drugs but not in possession of drugs is a violation of school rules, but is not a violation of law. Students in violation of school rules regarding drugs will be appropriately disciplined and parents notified, but police will not be ordinarily summoned. Police may be summoned in cases of disorderly or dangerous conduct.
- 3.1 Students found to be in possession of drugs, on their persons or in locations specifically associated with students (school corridor lockers, gymnasium lockers; personal clothing or other locations or items) will be considered to be in violation of the law. In such cases, parents will be notified and the police will be summoned. The case will be turned over the Middlebury Police Department. Contraband (illicit drugs and paraphernalia usually associated with drug use) will be turned over to the police department as well.
- 3.2 Where appropriate, the Police Department will pursue criminal action against any student found to be in possession of drugs.
- 4.0 The Middlebury Police Department's School Resource Officer (SRO) will coordinate the department's actions in cases of students found to be in possession of drugs or drug paraphernalia. This SRO will coordinate record-keeping functions and police functions and police department school system educational efforts.
- 4.1 Safety Issues
- The liaison committee will serve as a forum to review a variety of school safety issues.
- 4.2 Desired outcomes of this cooperative effort are:
- reduce substance abuse
  - reduce of wide spread use of alcohol especially as related to various youth celebrations of related to school activities
  - reduce suspensions for fights, truancy and disrespect
  - produce a more orderly, respectful climate in school and adjacent public ways
  - reduce truancy
  - support students by facilitating their growth in the use of conflict resolution skills
  - promote increased awareness on the part of the general public to an array of adolescent issues
  - develop ways to support parents with an array of issues and specific parenting strategies related to drugs and alcohol use, conflict resolution and other adolescent issues
  - improve community response to teen issues by supporting community cooperation and implementation and collaborative concerning youth issues
  - provide a team response for all community teen issues
- 4.3 The Chief of the Middlebury Police Department, the Superintendent of Schools, the police department's School Resource Officer, a School Board member from each participating School District and the principals will form a liaison committee. The liaison committee shall meet at least once each school year for the purpose of reviewing goals and procedures contained herein and for the purpose of assessing local conditions regarding drug use and trafficking and any other public safety issues deemed necessary. The SRO and principals will meet once monthly. At this time the liaison committee, using all available data such as surveys, local crime strategies, discipline data and other pertinent information will assess the progress of the SRO effort.
- 4.4 The procedures contained in this memorandum should be consistent with the codes for student conduct established in each school building.

## 5.0 Supervision of the School Resource Officer

The SRO must act within the guidelines established by police department policies and procedures. The department is structured in a manner that encourages individual initiative and resourcefulness on the part of each employee. It is the practice of the police department, including the SRO, to work cooperatively with school officials to accomplish the goals and the mission of this program.

Direct supervision regarding issues of conduct and police practices are under the auspices of police supervisors. The SRO must also work within the guidelines for the management of the school as established by school authorities. The liaison committee will mediate any conflicts.

## Addendum to MOU

### SRO Program

## 6.0 Funding

6.1 The Town of Middlebury, Union District #3 and Independent District #4, will share the costs of the base salary and fringe benefits of the SRO. Cost sharing will be negotiated annually between the schools and the Town. Typically, the Town funds 20% of the position with the remaining 80% funded by the schools.

### **Supervision of the School Resource Officer**

The SRO must act within the guidelines established by police department policies and procedures. The department is structured in a manner that encourages individual initiative and resourcefulness on the part of each employee. It is the practice of the police department, including the SRO, to work cooperatively with school officials to accomplish the goals and the mission of this program.

Direct supervision regarding issues of conduct and police practices are under the auspices of police supervisors. The SRO must also work within the guidelines of the management of the school as established by school authorities. The liaison committee will mediate any conflicts.



#### **IV. Required Signatures**

I certify that the information provided on this form is true and accurate to the best of my knowledge. I understand that prior to any grant award, the applicant must comply with all application and program requirements of the Public Safety Partnership and Community Policing Act of 1994 and to the requirements of Federal law.

**Law Enforcement Executive's Signature:** \_\_\_\_\_ Date: \_\_\_\_\_  
*(signature of person named on the front of this form)*

**Government Executive's Signature:** \_\_\_\_\_ Date: \_\_\_\_\_  
*(signature of person named on the front of this form)*

**School Official's Signature:** \_\_\_\_\_ Date: \_\_\_\_\_  
*(signature of person named under "Partner Information" as the designated School Representative for this grant program and the required training)*

#### **VI. Application Submission Instructions**

Please return one original and two copies of all application materials that are being submitted with this request for funding. This includes the Community Policing Information Worksheet (for first-time COPS applicants), the Budget Information forms, Assurances, Certifications, a written Retention Plan, the Memorandum of Understanding, the COPS in Schools Narrative Information, and any additional information that is required.

COPS in Schools Control Desk  
U.S. Department of Justice  
1100 Vermont Avenue, NW  
8<sup>th</sup> floor  
Washington, DC 20530  
[For overnight delivery, please use 20005 as the zip code.]

Note: Since an original signature is needed to process all funding requests, faxed copies will NOT be accepted.

OMB Approved Number: 1103-0027

COPS in Schools Application Form

**IMPORTANT DATES  
2016-2017**

**August**

17 Fall Sports Parent / Athlete Meeting- MUHS Auditorium 7:00 pm

**September**

2 Opening Assembly  
9 Student Picture Day  
14 9<sup>th</sup> Grade Senate Election Day  
15 Semester I Open House 6:45pm  
22 United Way Day of Caring  
22 St. Michael's College Fair  
23, 24 Homecoming / MUHS Spirit Weekend  
24 Homecoming Dance 8:00 – 11:00 pm  
27 Grade 9 Day at Bread Loaf

**October**

1 SAT Testing  
4 Early Release Day – 12:40 pm  
11 VSAC Paying for College Night - MUHS Auditorium 6:30pm  
19 PSAT Testing for all 11<sup>th</sup> Grade Students 8:30 am – 12:00 pm  
26 Student Picture Re – Take Day

**November**

2 Music Department Fall Concert- MUHS Auditorium 7:00 pm  
3 Early Release Day – 12:40 pm  
3, 4 Parent/Teacher Conferences Thurs. 4:00 – 8:00pm / Fri. 8:30am – 12:30 pm  
5 SAT Testing  
8 Study Abroad Fair – MUHS Auditorium 11:30 am – 1:30 pm  
15 Winter Sports Parent / Athlete Meeting- MUHS Auditorium 7:00 pm  
17-19 Fall Musical – MUHS Auditorium Thurs, Fri. & Sat. 7:00 pm  
29 MUMS Choir Concert MUHS Auditorium 7:00 pm

**December**

3 SAT Testing  
7 Early Release Day – 12:40 pm

**January**

19, 20 Semester I Exams  
21 SAT Testing

**February**

1 Early Release Day – 12:40 pm  
9 Semester II Open House 6:45pm  
11 Winter Ball – MUHS Cafeteria 8:00 – 11:00 pm  
13-17 Winter Carnival Spirit Week  
16 MUMS Choir Concert MUHS Auditorium 7:00 pm

**March**

9 Early Release Day – 12:40 pm  
9, 10 Parent/Teacher Conferences Thurs. 4:00 – 8:00 pm Fri. 8:30 am – 12:30 pm  
11 SAT Testing  
10-12 Senior Play – MUHS Auditorium Fri & Sat 7:00 pm / Sun 2:00 pm  
15 Spring Parent / Athlete Meeting - MUHS Auditorium 7:00 pm  
16-18 NYC Band Trip

**April**

4 Early Release Day – 12:40 pm  
17-21 Smarter Balanced Assessment – (SBA) 11<sup>th</sup> Grade Students

**May**

6 SAT Testing  
8 Music Department Spring Concert- MUHS Auditorium 7:00 pm  
9, 10 NECAP Testing – 11<sup>th</sup> Grade Students  
10-13 All State Music Festival & Parade  
13 Junior Prom - Town Hall Theater 8:00 – 12:00 midnight  
18-21 New England Young Writers' Conference – Bread Loaf Campus  
29 Memorial Day Parades – Middlebury and Vergennes

**June**

3 SAT Testing  
6 MUHS Jazz Ensemble & Small Vocal Ensembles Concert – MUHS Courtyard 7:00 pm  
9 Final Assembly – Memorial Sports Center 9:30 am  
10 Class of 2017 Graduation - Memorial Sports Center 10:00 am

**\* This schedule is subject to change \***

# ADDISON CENTRAL SUPERVISORY UNION

## School Calendar 2016-2017

August				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	(25)	(26)
(29)	(30)	31		

25th First Day - All Teachers  
26th District Welcome Event  
31st First Day for Students

September				
M	T	W	Th	F
			1	2
[5]	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

5th Labor Day

October				
M	T	W	Th	F
3	(4)	5	6	7
10	11	12	13	14
17	18	19	(20)	[21]
24	25	26	27	28
31				

4th Early Release Day  
20th Inservice Day - PreK-12  
21st Recess

November				
M	T	W	Th	F
	1	2	(3*)	(4)
7	8	9	10	11
14	15	16	17	18
21	22	[23]	[24]	[25]
28	29	30		

3rd Early Release Day  
4th Inservice/Parent Conferences  
23rd-25th Thanksgiving Break

December				
M	T	W	Th	F
			1	2
5	6	(7)	8	9
12	13	14	15	16
19	20	21	22	[23]
[26]	[27]	[28]	[29]	[30]

7th Early Release Day  
23rd-30th Winter Break

January				
M	T	W	Th	F
[2]	3	4	5	6
9	10	11	12	13
[16]	17	18	19	20*
(23)	24	25	26	27
30	31			

2nd Winter Break  
16th Martin Luther King Day  
23rd Inservice Day

February				
M	T	W	Th	F
		(1)	2	3
6	7	8	9	10
13	14	15	16	17
[20]	[21]	[22]	[23]	[24]
27	28			

1st Early Release Day  
20th-24th February Break

March				
M	T	W	Th	F
		1	2	3
6	7	8	(9)	(10)
13	14	15	16	17
20	21	22	23	24
27	28	29	30	(31)

9th Early Release Day  
10th Inservice Day/Parent Conferences  
31st Inservice Day

April				
M	T	W	Th	F
3	(4)	5	6	7*
10	11	12	13	14
17	18	19	20	21
[24]	[25]	[26]	[27]	[28]

4th Early Release Day  
24th-28th April Break

May				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
[29]	30	31		

29th Memorial Day

June				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14*	(15)	(16)
19	20	21	22	23
26	27	28	29	30

14th Last Student Day

15th Last Teachers' Day  
16th Last ID#4 Teachers' Day

177 Total Days

187 Total Days  
188 Total Days

[ ] Vacation/Recess  
{ } Inservice/Parent Conferences  
\* Last Day of the Quarter  
○ Early Release Day

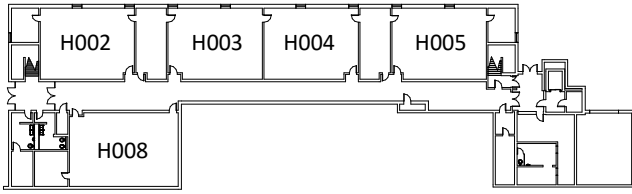
Last Day will depend upon use of contingency days

Final 1/25/2016

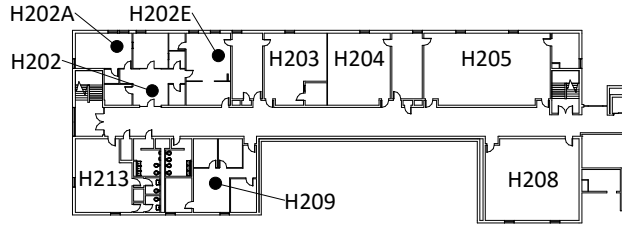
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**BASEMENT FLOOR**



**SECOND FLOOR**



**THIRD FLOOR**

