

Tourtellotte Memorial High School Student Handbook

2020-21





TOURTELLOTTE MEMORIAL HIGH SCHOOL

Principal
Ms. Megan E. Parrette
mparrette@thompsonpublicschools.org

Dear Students and Parents/Guardians;

Tourtellotte Memorial High School is an educational community dedicated to preserving a safe, supportive, and responsive learning environment; wherein all students can discover, learn, develop, and realize their talents.

The student handbook is written for our students and their parents/guardians. The material covered within is intended as a method of communicating general district information regarding rules and procedures. Information in the handbook is shared/reviewed with students at the beginning of every school year. It is the family's responsibility to read the handbook and familiarize themselves with all of the useful information it offers academics, student services, student conduct expectations, activities, and much more.

Tourtellotte Memorial High School has wonderful resources and dedicated professionals, who are eager to assist students in achieving their educational goals. We welcome your questions and encourage you to visit our school website www.thompsonk12.org.

Sincerely,

Ms. Megan E. Parrette

Ms. Megan E. Parrette

Principal

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PREFACE

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time-to-time without notice. Consult the district's website or the individual school's website for any significant changes.

This booklet is written for our students and their parents. It contains required and useful information. Because it cannot be as personal a communication as we would like, we address students not directly as "you" but rather as "the student," "students," or "children." Likewise, the term "the student's parent" may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. Both students and parents need to be familiar with the District's Student Code of Conduct and school safety and security plans which are intended to promote school safety and an atmosphere conducive for learning.

The Student Handbook is designed to be in harmony with Board policy. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect portions of this Handbook will be made available to students and parents through newsletters, web pages, and other communications.

EQUAL OPPORTUNITY and NON-DISCRIMINATION

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities, or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.

Danielle Pederson is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

PART I: GENERAL INFORMATION

FACULTY AND STAFF DIRECTORY

ADMINISTRATION

Ms. Megan E. Parrette, Principal
Mrs. Donna O'Connell, Administrative Assistant

SCHOOL COUNSELORS

Mrs. Lisa Canney, School Counselor
Mrs. Kim Steglitz, Administrative Assistant

FACULTY & STAFF

ART

Mrs. Bianca Prouty

BUSINESS

Mrs. Patricia Tupaj

ENGLISH

Mrs. Caitlyn Adler
Mrs. Katie Jambard-Orn
Ms. Tracy Williams

FOODS AND NUTRITION

Mrs. Diane Murray

LIBRARY/MEDIA CENTER

Mrs. Cindy Ouillette

MATHEMATICS

Mr. Tony Perreault
Ms. Courtney Sobanski
Mrs. Jennifer Vear

MUSIC

Mrs. Kate Anderson

NURSE

Ms. Shannon Grauer

SCIENCE

Mr. Jason Bruce
Mrs. Sarah Kiff-Lussier
Ms. Jill Pirie

SOCIAL STUDIES

Mr. Michael Charron
Mr. Jan Duprey
Mr. Timothy O'Brien

SPECIAL EDUCATION

Mrs. Paula Coderre
Mr. Stephen Nappi
Miss Ryan Boin
Ms. Laurie Pickett
Ms. Ann Bastien
Ms. Kristine Di Pasquale

TECHNOLOGY EDUCATION

Mr. Michael Joyce

WORLD LANGUAGE

TBD

SCHOOL PSYCHOLOGIST

Mrs. Kathleen Collins

PHYSICAL EDUCATION/HEALTH

Mrs. Debra Spinelli, Athletic Director
Mrs. Elizabeth Ten Eyck

MISSION AND VISION STATEMENTS

Mission Statement:

The Thompson Public Schools will be the highest performing public-school system in Northeast Connecticut.

Vision Statement:

To that end, the Thompson Board of Education is committed to ensuring that every student is prepared for success in life in the 21st century.

We accomplish this by...

- Providing dedicated leadership
- Encouraging community involvement and support
- Hiring and retaining an engaged, enthusiastic, focused, and professional staff
- Providing state of the art instruction
- Maintaining a safe and caring environment that fosters lifelong learning
- Embracing our differences
- Striving to help every student reach his or her potential

STRATEGIC GOALS

The strategic goals of an organization are responsive to and reflective of the institutional values, culture, and expectations of its stakeholders. In this instance, the community the school system serves, Thompson. These goals should not only inspire stakeholders but result in a sense of joint ownership of achieving said goals. Certainly, school leadership, teachers, and staff must strive for success, but so to must students, parents, community members, and elected leaders. Only through working together can a community achieve a community's goals.

Student Achievement: Ensure academic excellence, challenging standards, and high expectations, while maximizing the potential for all learners.

School Climate: Nurture a safe, creative learning environment in which respect for all promotes positive attitudes and shared pride in our schools and community.

Partnerships: Ensure that there will be a shared responsibility between family, community, and schools for a commitment to quality education and to enhance learning opportunities.

Resources/Support: Provide equal access to quality materials, instruction, and facilities to enhance educational opportunities for sharing ideas and resources.

Personal Growth: Prepare students to become productive, responsible citizens and encourage them to make positive contributions to the community.

Communications: Provide important information and updates to community in a way that improves understanding of programs and projects and increases awareness of strengths and areas of improvement

CORE VALUES AND BELIEFS

The Tourtellotte Memorial High School community is committed to ensuring that all students are problem solvers who communicate and collaborate effectively. We believe that students are capable of working responsibly to become lifelong learners who contribute to their school and community.

GUIDING BELIEFS

We believe...

Education is a life-long process.

All students have the potential to learn and be successful.

Education results from cooperation among school, home, and community.

A safe learning environment is essential to education.

Students deserve a challenging and rigorous instructional program.

Respect for others enhances learning.

Education is necessary for effective participation in a democracy.

Technology is a vital tool to support teaching and learning.

Reviewed February 2012

PORTRAIT OF A GRADUATE

The Thompson Graduate is:

Knowledgeable

- Academically Accomplished
- Skilled at Critical Thinking
- Adept at Problem Solving
- Financially Literate
- Appreciative of the Arts
- Aware of Other Languages and Cultures

Independent

- Driven Toward Physical and Mental Wellness
- Effective with Communication
- Proficient with Interpersonal Interactions
- Organized
- Successful with Time Management
- Equipped with a Strong Work Ethic
- Confident

Community Connected

- Anchored in the Values of Kindness, Honesty, Respect, and Empathy
- Ready to Lead Authentically
- Service-Oriented
- Appreciative of Local History
- Civic-Minded

June 2020

BOARD OF EDUCATION POLICY

Board of Education policies are available on the district's website at www.thompsonk12.org. The policies are subject to modifications by the Board at any time.

AUTOMATED PHONE MESSAGING SYSTEM

The Thompson Public School system uses an automated phone messaging system which gives school administrators the ability to easily contact parents/guardians immediately of news that needs to be communicated. The system allows the District to program up to three numbers for each parent/guardian of a District student. (home phone, work phone, cell).

CANCELLATION/DELAYED OPENING/EARLY DISMISSAL

In the event school is closed because of bad weather or another emergency, announcements will be made on television and radio stations. Emergency closings will also be posted on the districts website: <http://www.district.thompsonk12.org/>.

Radio: WINY 1350 AM and WSRS 96.1 FM

Television: WVIT Ch 30, WTHN Ch 8, WTIC Fox 61, WFSB Ch 3, and WBZ TV

CHANNELS OF COMMUNICATION

If there is a question about a student's classes or work in school, it is best to first contact the person who is closest to the situation. In most cases this is the teacher. The proper channeling of complaints regarding instruction, discipline or learning materials is (1) teacher, (2) principal, (3) superintendent, (4) board of education.

VISITORS

Parents and other visitors are welcome to visit (district) schools. All visitors must first report to the main office. Visits to individual classrooms during instructional time shall be permitted only with an administrator's approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

All doors that open to the outside of any school must remain locked in order to preserve the safety and security of students and staff. Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or uncivil discourse will not be permitted. Visits cannot interfere with the educational program of the school nor interrupt teaching activities.

AGE OF MAJORITY

In all school matters requiring the approval or presence of a parent or guardian, the eighteen-year old student will be allowed to represent him/herself and sign all appropriate forms under his/her responsibility. However, the school reserves the right to contact parents regarding student issues. These include, but are not limited to, school attendance, school withdrawals, permission for psychological or academic testing, early dismissals, changes in courses, representation at PPTs, appeals, hearings, and access to or release of records.

PART II: DISCIPLINARY CODE

ATTENDANCE POLICY

Connecticut state law requires parents to make sure that their children between the ages of 5 to 18 attend school regularly. Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These rules are designed to minimize student absenteeism while providing students the opportunity to make up schoolwork missed due to a legitimate absence.

Absence means an excused absence or an unexcused absence.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. A student serving an out-of-school suspension or an expulsion will always be considered absent.

The parent or person having control of a child shall have the option of waiting to send the child to school until the child is six or seven years of age, upon signing an option form at the school district offices.

A child whose total number of absences at any time during a school year is equal to or greater than 10% of the total number of days that the student has been enrolled at the school during the school year is considered a “chronically absent child.” The child will be subject to review by the district and/or the school.

All children attending district schools must obtain the required immunizations unless they have medical contraindications or religious objections. This obligation may be waived for homeless students.

A student must remain in school until age 18, unless he/she graduates or gets written consent from a parent/guardian on a district provided form to leave school at age 17.

EXCUSED ABSENCE

A student’s absence from school shall be considered “excused” only if written documentation of the reason for such absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria:

- A. For absences one through nine, a student’s absences from school are considered “excused” when the student’s parent/guardian approves such absence and submits appropriate documentation to school officials, including a signed written note or email from the parent’s email address.
- B. Students receive an excused absence for the tenth absences and all absences thereafter, when they are absent from school for the following reasons:
 1. Student illness, verified by a licensed medical professional, regardless of the length of the absence.
 2. Student’s observance of a religious holiday.
 3. Death in the student’s family or other emergency beyond the control of the student’s family.
 4. Court appearance which are mandated. (Documentation required)

5. The lack of transportation that is normally provided by the district other than the one the student attends.
6. Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education guidelines.
7. Additional 10 days for children of military service members.

The responsibility for make-up of work lies with the student, not the teacher. Unless a student has an extended illness, all make-up privileges must be completed within 2 days for each day missed during the absence.

UNEXCUSED ABSENCE

Unexcused absences are those which do not fall under any of the excused absences. Students who have unexcused absences may be denied makeup privileges.

Absences which are the result of school or district disciplinary action are excluded from either of these definitions.

Although the school will maintain records and keep parents informed within the limit of its capability, parents and students are expected to keep accurate attendance records and compare them to report cards when issued. Parents are also encouraged to contact the teachers, guidance counselors and administrators to get help in verifying attendance and attendance records at any time during the year.

Students taking part in after-school activities (athletic, music, dance, etc.) must be in attendance a minimum of four (4) hours. Exceptions to this policy may be made by the administration only with advance notice.

Students may not participate in after school activities if they are suspended. Exceptions must be approved by the administration.

PARENTAL VERIFICATION OF ABSENCE, TARDINESS, AND EARLY DISMISSAL

Every attempt should be made to confine necessary appointments to after school, weekends and vacation periods.

If it is not possible to telephone the school on or before the day of absence, the parent is requested to send a written excuse to the school on the date of the student's return. The student should submit the excuse directly to the office.

In the event that your child is absent, tardy, or being dismissed early, please contact the school at (860) 923-9303. The office staff will be available for calls at 7:00 a.m. If you call at an earlier time, the phone number above has voice mail. **Please note that in the event of an absence, a phone call with no written follow-up will automatically be coded as an unexcused absence per state law.**

In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. Children of single-

parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records unless prior arrangements have been made with the school. When possible, we ask that notice of early dismissals be given to the office prior to the start of school. Please consider the instruction your child will not receive before requesting an early dismissal.

If a student arrives late to school, he/she must sign-in at the main office. If a student is dismissed early, he/she must also sign-out in the main office. If the student returns to school, the student must sign-in to verify the time of his/her return. Failure to meet these expectations will cause any class absences to be considered unexcused and make-up privileges may be forfeited.

Parent notes must include the following information:

- The student's full name,
- The date(s) of the absence(s), tardiness, or dismissal,
- The specific reason for the absence, tardiness or dismissal,
- The signature of a parent,
- A daytime phone number where a parent can be reached to verify the note.

“Blanket” notes covering unspecified dates of absences, tardies, etc., are not acceptable; for example, *“Please excuse my child from all absences in the months of April and May due to illness.”*

Anticipated Absences: Any anticipated excused absence, such as college visitations, which conflict with the school calendar should be arranged in advance or the absence may be considered unexcused. Absences for planned family vacations are not considered excused and make-up privileges are at the teachers' discretion.

TRUANCY

Truancy is defined by statute as absence(s) from school without the knowledge or approval of parents/guardians and/or school officials. A student age five to eighteen inclusive and enrolled in a public school with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant.

Parents have the responsibility to assist school officials in remedying and preventing truancy. School staff are mandated by the state to report excessive absences or patterns of concern.

Information about truancy will also be posted in the annual district report cards required by the Every Student Succeeds Act (ESSA).

SKIP DAY

The administration and staff at Tourtellotte Memorial High School and the Thompson Board of Education DO NOT IN ANY WAY approve of, or sanction, “skip days.” As this type of activity is never recognized as an excused absence, parents/guardians may not give permission for this absence. Students taking part in this type of absence will also forfeit privileges.

MAKE-UP WORK

As previously stated, when completing make-up work, two days will be allowed for every day of the excused absence. However, the administration may grant an extension due to unusual circumstances. Students are to realize that the initiative and responsibility in making up work is theirs.

If students legitimately miss any or all of a class period, they are responsible for obtaining and completing work missed on that day. Work must be turned in on the following day.

If a student is going to be absent for an extended period of time s/he is encouraged to check class websites and contact teachers via email for assistance in gathering missed work.

If for medical reasons, a student will be out of school for a period longer than ten (10) days, s/he may be eligible for a home tutor. Parents should request a tutor through the school counselors' office.

TARDINESS TO SCHOOL

The administration and staff at Tourtellotte Memorial High School believe it is critical for students to start the day without the stress of arriving late to school. Tardiness to school will be tracked and parents will be notified each time a student arrives late without appropriate parent notification. Students that arrive late to school without appropriate parent notification will be marked as unexcused. Students who are tardy and unexcused will be subject to consequences. Tardiness can only be excused with proper authorization as described earlier regarding excused absences. Additionally, excessive tardiness, whether excused or not is subject to additional measures in order to address the issue, including parent meetings and student consequences.

LEAVING SCHOOL GROUNDS

A student's safety during the school day is of primary concern. Therefore, it is imperative that students remain in the school building under proper supervision while school is in session. Any student who leaves school without permission given in advance and/or failing to sign-out must return to school with a parent and will receive a 2-day in-school suspension. A student with a car who leaves school without permission additionally will lose parking privileges for five (5) school days and will also lose the open campus privilege for the same five (5) day period and may be subject to further disciplinary consequences.

CLASS ATTENDANCE

Throughout the school year, it is the responsibility of the student and parent(s) to monitor closely the number of absences, which have been accumulated in each course. When a student anticipates an absence from school or from a particular class for any reason, it is very important that the student and the parent consider carefully the necessity of the absence, taking into consideration the current number of accumulated absences and their potential impact on loss of credit in the course.

Students and parents should contact the administration about questions regarding the current number of accumulated absences in a specific class, or in reference to discrepancies in types of absences on attendance correspondence that is mailed home. Students and parents are reminded that the high school maintains a rotating schedule and therefore different classes may be impacted by tardiness or early dismissals.

DISCIPLINE CODE

PBIS

“Responsible, Respectful, and Safe,” positively state the expectations that focus on preferred behaviors in Thompson’s implementation of Positive Behavioral Interventions and Supports (PBIS). PBIS is based on principles of applied behavior analysis and a preventative approach that values positive behavior. District wide, Thompson is building a continuum of academic and behavioral interventions and supports that are rooted in positive discipline systems and pro-active educational interventions for all students.

CONDUCT

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. The district has authority over students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any school-related activity, regardless of time or location, and any off-campus school-related misconduct, regardless of time or location.

Student responsibilities for achieving a positive learning environment in school or school related activities include:

1. Attending all classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
3. Being dressed appropriately.
4. Showing respect toward others, engaging in civil discourse.
5. Behaving in a responsible manner.
6. Paying required fees and fines.
7. Abiding by the code of conduct.
8. Obeying all school rules, including safety rules, and rules pertaining to Internet safety.
9. Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels.
10. Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.

BEHAVIORAL EXPECTATIONS

	Tourtellotte Memorial High School Behavioral Expectations					
	Classroom	Cafeteria	Hallway	Assembly	Study	Athletic Events, Pep Rallies
Respectful	<ul style="list-style-type: none"> Honor personal space Be considerate of others' learning Use appropriate language 	<ul style="list-style-type: none"> Honor personal space Use appropriate language Present yourself with dignity 	<ul style="list-style-type: none"> Honor personal space Use appropriate displays of affection Be considerate of others' learning Use appropriate language 	<ul style="list-style-type: none"> Sit properly in your seat Be attentive to presentation Silence and store personal devices 	<ul style="list-style-type: none"> Honor personal space Be considerate of others' learning 	<ul style="list-style-type: none"> Use appropriate language Be courteous to all Present yourself with dignity
Responsible	<ul style="list-style-type: none"> Be on time Be prepared Use electronic devices at designated times Use time productively Challenge yourself Take care of school property 	<ul style="list-style-type: none"> Maintain a clean environment Be courteous to others to and from the cafeteria, while in line, and at your table 	<ul style="list-style-type: none"> Be punctual to class Go directly to your destination Secure locker 	<ul style="list-style-type: none"> Sit with your class Use restrooms prior to entry 	<ul style="list-style-type: none"> Be prepared Take ownership of your actions Use study time productively Use electronic devices for educational purposes Take care of school property 	<ul style="list-style-type: none"> Represent the school with pride Be a role model
Safe	<ul style="list-style-type: none"> Follow staff directions Follow class routines Use materials for designed purposes 	<ul style="list-style-type: none"> Follow staff directions Follow routines 	<ul style="list-style-type: none"> Keep an appropriate pace Follow staff directions Listen for announcements 	<ul style="list-style-type: none"> Follow staff directions Use caution on the stairs 	<ul style="list-style-type: none"> Follow staff directions Use materials for designed purposes 	<ul style="list-style-type: none"> Follow staff directions Use caution on bleachers

The Tourtellotte Vision of School Discipline

Guiding Beliefs

- ◆ Positive relationships are critical to an effective school climate.
- ◆ Most infractions require explicit conversations where responsibility is taken, and other options for future incidents are explored.
- ◆ Discipline is a shared responsibility among students, parents, teachers and administrators.
- ◆ Consequences should be intended to correct the infraction and/or change future behavior.
- ◆ Everyone must take responsibility for their role, or they are left to accept the decisions of others.
- ◆ Communication among students, parents, teachers and administrators is essential.

Roles

Teachers...

- Utilize effective classroom management strategies and de-escalate situations
- Establish explicit student procedure(s)
- Utilize accommodations in established plans
- Assign and carry out consequences consistent with the Code of Conduct
- Document infractions
- Communicate with parents regarding student behavior and assigned consequences and document those communications
- Communicate concerns with building administrators
- Participate in parent meetings

Administrators...

- Acknowledge misbehavior and support teachers' disciplinary decisions
- Arrange teacher coverage for restorative conferences and parent meetings
- Identify and manage behavior plans for students with significant needs
- Arrange supervision of students not permitted in the classroom
- Assign and carry out consequences consistent with the Code of Conduct and State of Connecticut guidelines
- Document actions taken and communicate with parents and staff.
- Participate in parent meetings

Students...

- Follow directions and comply with school and classroom rules and procedures
- Comply with assigned consequences and rebuild relationships as needed
- Utilize accommodations in established plans
- Reflect on mistakes and take corrective action

Parents...

- Discuss inappropriate behavior with students and teachers
- Encourage better choices with students
- Support assigned consequences
- Participate in meetings regarding student behavior
- Follow through at home on consequences

The Tourtellotte Vision of School Discipline

Strategies and Guidelines

Sample Classroom Management Strategies (in no particular order)

- Always work on positive relationships
- Establish explicit routines
- Continually review behavior expectations
- Utilize non-verbal cues (hand signals, visual aids in the classroom, etc.)
- Use proximity
- Utilize accommodations in 504, IEP, and other established plans
- Dispassionately and strategically acknowledge inappropriate behavior and state the expected behavior(s)
- Conference with student(s)
- Remove student(s) from classroom

(most are best done outside the earshot of other students)

Sample Teacher-Assigned Consequences (in no particular order)

- Warning
- Student conference (with/without parent)
- Parent phone call/email
- Parent conference
- Limited privilege(s)
- Loss of credit or grade penalty
- Detention
- Limited access to classroom until conference/consequences is scheduled or served
- Temporary removal from the classroom

(best if assigned privately and not in front of the student's peers)

State Guidelines for Suspension and Expulsion...

- Threatening actions or language that pose a credible risk of harm
- Fighting or physical assault that poses a credible risk of harm to others
- Verified bullying or harassment that creates a credible risk of harm
- Possession, use, or distribution of drugs, alcohol, tobacco, or vaping products, and associated paraphernalia
- Possession, use, or distribution of dangerous weapons

Additional Notes

- For more serious infractions including disrespectful behavior towards staff or peers, a student will be addressed by the administration in addition to the consequences assigned by the teacher.
- Students who regularly misbehave will be addressed by administration and may be assigned a more comprehensive remediation plan.
- Students will be addressed by the administration as soon as possible for infractions that occur with a substitute teacher. Consequences will generally still be assigned by the regular classroom teacher.

The Tourtellotte Code of Conduct: Graduated Response Model

Infractions	Definition	Response Options
Teacher/Classroom Tier		
<ul style="list-style-type: none"> • Tardy to class • Defiance • Minor disruptive behavior • Horseplay • Property misuse • Inappropriate language • Failure to serve detention • Refusing to do work • Academic dishonesty 	<ul style="list-style-type: none"> • Entering the classroom after the bell or returning to the classroom after too much time in the bathroom, water fountain, etc. • Isolated or minor acts of disobeying classroom expectations • Isolated or low-level disruptions to the learning environment • Minor fooling around that is not intended to harm • Misuse of materials that is of a careless nature • Inappropriate language overheard that was of careless use and not intended to disturb • Not arranging to serve or appearing for an assigned detention • Not completing assignments in class or for homework • Cheating, plagiarism, copying the work of others 	<ul style="list-style-type: none"> • Quality classroom management strategies • Warning • Parent contact • Student conference • Parent meeting • Classroom behavior contract • Limited privilege(s) • Loss of credit/grade penalty • Detention • Temporary classroom removal
Administration Tier		
<ul style="list-style-type: none"> • Repeated infractions (from any Tier) • Blatant disrespect • Leaving school grounds • Social media conflict • Common area misbehavior • Dress code violations • Tardy to school • Skipping class • Inappropriate camera use • Destruction of property 	<ul style="list-style-type: none"> • Generally referring to those occurring over a short period of time and causing significant disruption • Using inappropriate and insulting language with the intent to harm or offend • Leaving the school campus without permission • Student conflicts that occur online or over text that impact the school environment • Any inappropriate behavior that occurs outside a classroom which warrants more than acknowledgment by a staff member • Violations of the dress code that extend beyond a simple warning/request • Arriving late to school w/o notification • Failure to attend a scheduled class without an excuse/pass • Taking photos or video of others without their knowledge and/or consent • Reckless breaking of property belonging to another 	<ul style="list-style-type: none"> • Warning • Parent contact • Student conference • Parent meeting • School behavior contract/plan • Limited privilege(s) • Restitution • Detention • Temporary classroom removal • In-School suspension
Administration/Community Service Tier		
<ul style="list-style-type: none"> • Bullying and harassment • Fighting or assault • Communicating threats • Drug use or possession • Weapon use or possession • Truancy 	<ul style="list-style-type: none"> • Unwanted and unprovoked behavior intended to harm, belittle, and/or isolate someone else • Physical attack by at least one person on another • Directly or indirectly making known the credible intent to harm another person • The possession or use of tobacco (including vaping), alcohol, or drugs – including associated paraphernalia • The possession or use of a weapon – including associated paraphernalia • Failure to attend school consistently 	<ul style="list-style-type: none"> • Behavioral health services • 211 • JRB/YSB • TEEG and community services • Assessment for special education • In-School suspension • Out-of-School suspension • Law enforcement contact • Expulsion

Personal Electronic Device Policy

School Policy: Using personal devices in the school building is a privilege and can be limited by the school administration at any time. Teachers ultimately have the discretion to limit the use of technology in their classrooms as appropriate for the setting and the task. We therefore expect full cooperation with the directions given by any staff member regarding the use of cell phones or other personal technology.

Progressive action will be taken should students not abide by these expectations...

Level 1 – The teacher will ask that the device be put away.

If the student refuses to comply or uses the device again without permission...

Level 2 – The device will be delivered to the main office and stored until the end of the day.

If the student refuses to comply, administration should be called to take further action...

Progressive action will continue to be taken if a student is sent to the office and refuses to leave his/her device...

Level 3 – The device (or the student) will be picked up/dismissed by a parent.

If the student (or his/her device) is regularly sent to the office for this infraction...

Level 4 – The device will be prohibited beyond the main office for a set number of days to be determined.

Appropriate Language Expectations

School Expectations: Students must be aware of their language in and around the school building. Regardless of the language used at home, in music and movies, or on celebrity social media feeds, it is expected that students will only use language appropriate for school while in attendance or on the grounds. Use of slurs and offensive terms are not acceptable at any time, and students will be reprimanded.

Progressive action will be taken should students not abide by this expectations...

Level 1 – Students will be made aware of inappropriate language use. It is expected that responsibility will be taken for the poor choice and changes will be made.

Staff members will make administration aware of students cited for repeated use of inappropriate language...

Progressive action will continue to be taken if a student is referred to the office for multiple infractions or those involving offensive slurs...

Level 2 – Students will face more serious consequences including, but not limited to detention, loss of school privileges, and suspension if administration needs to take action.

The purposes of implementing a prescriptive student code of conduct is to accomplish the following:

- Effectively communicate a clear set of expected student behaviors, infractions, and consequences to TMHS students
- Preserve the optimum educational environment in which to deliver instructional services
- Respond to disruptive influences with corrective measures in a firm, consistent, and predictable resolution of behavioral infractions
- Remove, as a last resort, the disrupters from the environment so that the majority may pursue their educational goals

It is the responsibility of the total school community to create and maintain an environment that is safe and orderly and an atmosphere that is conducive to teaching and learning. Students at Tourtellotte Memorial High School are expected to conduct themselves in a responsible manner so that they do not interfere with the orderly process of education. Appropriate disciplinary action will be taken against any student who acts in a manner prohibited by this Handbook, school rules, the Board of Education Student Discipline Policy or administrative regulations or in violation of any other Board of Education Policy or regulations.

Within the scope of this policy, it is recognized that traditional consequences have not always brought significant changes in behavior for all students. Within the confines of this policy, it is recognized that on occasion, latitude and discretion may be necessary in effecting change with certain students.

While it is impossible to categorize all behaviors that are disruptive of the educational process, the Tourtellotte Memorial Discipline Code stipulates the most common behavioral infractions and establishes consequences for each infraction consistent with Board of Education Policy.

Students who are accused of committing an infraction leading to potential discipline have the right to be informed of the reasons for the potential disciplinary action, and to be given an opportunity to explain the situation prior to the imposition of a consequence.

Disciplinary procedures used at Tourtellotte Memorial High School range from an informal conferencing to expulsion from school. The procedure used depends on the seriousness of the violation, the specific circumstances of the situation, and the individual's overall pattern of behavior. A series of minor infractions committed by the same student can also constitute a major infraction because it has a demoralizing effect on the general student body and staff. In addition to the usual school procedures, criminal conduct may be reported to police.

DRESS CODE POLICY

- Head coverings of any kind, including but not limited to scarves, bandanas, masks, visors, hats, caps, or hoods shall not be worn, carried, hung on belts or around the neck or kept in the classroom during regular school hours. Sunglasses are not permitted during regular school hours. Approved coverings worn as part of a student's religious practice shall not be prohibited by this policy.
- Footwear standards are maintained for the prevention of accidents and injury.
 - Shoes appropriate for school activities must be worn at all times.

- Students should avoid high-heeled shoes or sandal styles that make walking, running, or other activities less safe for students.
- Footwear which damages the floors or is a safety hazard is not permitted.
- Clothing and jewelry will be safe and not have writing, pictures, or any other symbol which:
 - are considered vulgar, profane, or sexually suggestive
 - represent violence
 - represent racial ethnic or religious prejudice
 - represent the use of tobacco, drugs, or alcohol
- Clothing or jewelry which is distracting or disruptive to the educational program or which is gang-related, or which poses a threat to the physical well-being and safety of the student or others will not be worn on campus or at school activities.
- No clothing, article of clothing or manner of wearing clothes that inappropriately reveals the abdomen, chest/cleavage, back, buttocks, or undergarments/boxers when standing and sitting is permitted.
 - A minimum of 2" wide straps on shirts is required.
 - No spaghetti straps, strapless and low side cut tanks are permitted.
 - No shorts, miniskirts, or pants which reveal the upper thigh or undergarments are permitted.
 - Spandex garments are allowed only if they are covered by shorts or skirts.
 - No see-through clothing/fabric is permitted unless it is covering other acceptable clothing.
- Attire should be clean, and students should bathe regularly. Any student who becomes offensive and disturbing to others because of poor hygiene will be dealt with individually by the administration or other appropriate personnel.

CONSEQUENCES OF DRESS CODE VIOLATION

The administration/designee will ask the student to change/adjust inappropriate attire. At the discretion of the administration, a student may phone home for appropriate attire to be brought into school. If the student continues to violate the dress code, inappropriate attire will be confiscated, and proper attire will be provided. Confiscated materials will only be returned to a parent. Students that refuse requests to comply with the dress code will be subject to discipline following the school code of conduct for defiant behavior.

LEVELS OF MISCONDUCT

The Tourtellotte Memorial High School discipline code is divided into three LEVELS of misconduct – MINOR, MAJOR, and LEVEL 3. The levels represent a continuum of misbehavior based on the seriousness of the act and the frequency of the occurrence. The following shall act as a guide for students, parents, teachers and administrators. However, the Administration reserves the right to modify consequences in consultation with the teacher, when in their judgment, the frequency of the act or seriousness of the act, warrants it.

GENERAL REGULATIONS

- Students may receive a detention for a minor incident not listed in the code of conduct.
- Students referred to the office during a class will not return to class that period.
- A parent conference with a school administrator is expected prior to the student's return to the classroom from suspension.
- All suspensions shall be in-school suspensions when possible, unless the administration determines that an out-of-school suspension is required because the student poses a danger to persons or property or provides such a disruption of the educational process. Additionally, the administration may determine that an out-of-school suspension is appropriate for the student based on evidence of previous disciplinary problems that have led to suspensions or expulsion, where efforts by the administration to address those disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, have failed.
- Periods of in-school suspension missed due to school cancellation or student illness will be made up on the next day a student returns to school.
- During periods of out-of-school suspension, students are not allowed on school grounds. If necessary, law enforcement will enforce this rule.
- No student shall be placed in in-school suspension more than fifteen times or a total of fifty days in one school year, whichever results in fewer days of exclusion.
- Administrative discretion may be used to modify any behavior consequence when deemed appropriate.

DETENTION

Detention is a period of time where a student remains at school under supervision after the conclusion of the school day. The location of the detention will be determined by the teacher or administrator. If for a valid reason a student cannot attend the assigned detention, the student should talk to the teacher involved, or a school administrator, before missing the detention.

- Detention will begin at 2:10 p.m. and conclude at 2:30 p.m.
- Any student arriving late without a pass may not be admitted and will result in further consequences.
- Failure to report to a scheduled detention will result in additional consequences which may include CER, additional detentions, and/or a parent conference.
- Students will be given 24 hours' notice of a detention in order to arrange for transportation.
- Students are responsible for their own transportation from detention.
- The following are not allowed in detention:
 - Consuming food or beverages of any kind
 - Use of any type of electronic device
 - Talking
- Any type of inappropriate behavior may result in dismissal from detention and further consequences which may include additional detentions, CER, and/or suspension.

- Students may not participate in or attend extra-curricular activities on or after the day of the assigned detention until the time is served.
- Work, team practices and games, club meetings and activities, among other commitments are not valid reasons for missing detention.
- Detentions may not be rescheduled unless a valid emergency arises accepted by the teacher or administration.
- Students not in school on the day they are to serve a detention will be scheduled for the day they return.
- Teachers will meet with students they assign to detention during that time to process and resolve the incident.

SUSPENSION

A teacher may remove a student from a class when the student deliberately causes serious disruption of the teaching and learning process within the classroom. School administrators will determine, using state guidelines, whether the suspension will be in-school or out-of-school.

The administration may suspend a student for infraction of school rules. Suspension is defined as an exclusion from school privileges for not more than ten (10) consecutive days, provided such exclusion shall not extend beyond the end of the school year in which suspension was imposed.

However, no student shall be suspended without an informal hearing before the building principal or his/her designee at which time the student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, unless circumstances surrounding the incident require immediate removal. In such instance the informal hearing will be held during the suspension.

Suspension from school will result in loss of extracurricular and social privileges during the period of suspension.

For any student suspended for the first time and who has never been expelled, the administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions, which shall not incur an expense to the student or his/her parents.

EXPULSION

Prior to an expulsion hearing, parents will be given notice of at least five (5) business days before such hearing. It will contain information about the legal rights of the student and parent and information concerning legal services that are provided free of charge or at a reduced rate that are available locally and how to access such services shall be provided to the student and his/her parent or guardian. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearings shall be held as soon as possible after the expulsion.

The Board of Education may expel a student in grades 3 through 12 inclusive, from school privileges if, after a full hearing, the Board finds that the student's conduct endangers person(s), property or the educational process or is in violation of a publicized Board policy. Students who have been expelled for the first time may be eligible for an alternative educational program, as defined in accordance with State Board of Education standards.

Expulsion from school will result in the loss of all extra-curricular and social privileges during the period of expulsion.

For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program does not require the student or the parent/guardian of the student to pay for participation in the program.

Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled will be included on the student's cumulative education record. The record will be expunged if the student graduates from high school and the expulsion was not for weapon possession and/or for the sale or distribution of illegal drugs.

If students expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, has never been suspended and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion will be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets other Board required conditions.

Expelled students, under age 16, will be offered an individualized learning plan as part of an alternative education. Students between ages 16 and 18 who are expelled, even for conduct that endangers others, will be offered an alternative educational opportunity if it is the student's first expulsion (PA 16-147).

A district student who has committed an expellable offense who seeks to return to a District school after having been in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for one year or more, in lieu expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District will not expel the student from any additional time for the offense(s).

OFF-CAMPUS MISCONDUCT

Students may face disciplinary actions for off-campus conduct that both violates a publicized Board of Education Policy and/or is seriously disruptive of the educational process.

LEVEL THREE INFRACTIONS

BULLYING

Bullying behavior by any student in the Thompson Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school.

“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. Causes physical or emotional harm to such student or damage to such student’s property,
- B. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. Creates a hostile environment at school for such student,
- D. Infringes on the rights of such student at school, or
- E. Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or physical, mental, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

- A. Creates a hostile environment at school for the victim,
- B. Infringes on the rights of the victim at school, or
- C. Substantially disrupts the education process or the orderly operation of a school, are subject to appropriate disciplinary action up to and including suspensions, expulsion and/or referral to law enforcement official.

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior or teen dating violence will be promptly reviewed. If acts of bullying and/or teen dating violence are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail are available to students and their parents/guardians upon request.

HARASSMENT

Every child has the right to feel safe, valued, and comfortable in school. No one else’s behavior should ever make children feel afraid or embarrassed because of their race, color, religion, national origin, sex, sexual orientation, gender identity or expression, or any disability they may have. The District prohibits harassment of any kind. Students are expected to treat other students and district employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop those behaviors when asked or told to stop.

Parents are urged to reinforce with their child(ren) that if he/she is harassed or sees harassment happening to someone else that he/she should report the behavior to a teacher or the principal. To maintain a productive and positive learning environment, the Board of Education will make every attempt to halt any harassment of which they become aware by calling attention to this policy or by direct disciplinary action, if necessary.

SEARCH AND SEIZURE

The right to inspect desks, lockers and other equipment assigned to students may be exercised by school officials to safeguard students, their property and school property. An authorized school administrator may search a student's locker or desk under the following conditions:

1. There is reason to believe that the student's desk or locker contains contraband material.
2. The probable presence of contraband material presents a serious threat to the maintenance of discipline, order, safety, and health in school.

This document serves as advance notice that school board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, such as a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school-related activities.

Student vehicles parked on school grounds may be searched if there is reasonable cause to search. The District may use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used on lockers and vehicles parked on school property. Searches of classrooms, common areas or student belongings may also be conducted by trained dogs when students are not present. Drug-sniffing dogs will not be used to sniff students. A locker, a vehicle, or an item in the classroom to which a trained dog alerts may be searched by school officials.

SMOKING

Students shall not smoke or use tobacco products or e-cigarettes or vapor product devices on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law. Students found using or in possession of these products will face disciplinary action including suspension from school for up to ten (10) days.

SUBSTANCE ABUSE

As stated in the CONDUCT section of this handbook, the school prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to the following disciplinary actions:

- involvement of law enforcement,
- suspension from school,
- recommendation for expulsion from school, and/or
- other actions deemed appropriate for the safety of all students and staff.

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Board of Education prohibits the use of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity or program, other than use for a valid medical purpose as documented by a physician.

Substance abuse or distribution of drugs and/or drug paraphernalia including alcohol may indicate serious, underlying problems. Every effort will be made to offer student assistance, including early identification, referral for treatment to private or community agencies and aftercare support.

Disciplinary procedures will be administered with the best interests of the student, school population and community in mind and with due consideration of the rights of students. However, consideration must be given to the fact that substance abuse is illegal and subject to criminal prosecution. Unauthorized possession, distribution, sale or consumption of dangerous drugs, narcotics or alcoholic beverages are considered grounds for expulsion.

Students are encouraged to consult with teachers, administrators, and other professional staff on substance abuse problems. A staff member who is contacted by a student regarding a drug or alcohol problem may elect to keep that information confidential and not disclose it to any other person in accordance with state law. However, the student will be encouraged at the earliest appropriate time to seek help from parents or guardians.

In such cases, the decision to involve the parents/guardians will be arrived jointly by the student and educator unless, in the judgment of the educator, the mental or physical health of the student is immediately and dangerously threatened by drug/alcohol use. If such danger is imminent, the parents/guardians and health officials will be notified so that appropriate action can be taken.

As required by statute, instruction will be provided regarding the “knowledge, skills and attitudes required to understand and avoid the effects of alcohol, of nicotine, of tobacco, and of drugs.”

DANGEROUS WEAPONS AND INSTRUMENTS

No guns, knives, or any other objects, including martial arts weapons and facsimiles of weapons, capable of threatening or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution, as well as, appropriate disciplinary action up to and including expulsion from school.

OTHER LEVEL THREE OFFENSES

Other acts that are so serious that they may require administrative action, which may result in the immediate removal of the student from school (up to 10 days), recommendation for expulsion and the potential intervention of law enforcement authorities include:

- Arson
- Bomb threat
- False fire alarm
- Physical assault to a school employee or another student
- Threats of violence - The Connecticut Association of Boards of Education formally defines a threat as words or actions which deliver threatening or violent messages.

- All threats should be reported to a teacher or an administrator.
- All threats will be taken seriously and assessed to determine the level of risk and danger involved.
- Hazing - To initiate or discipline students by forcing them to do humiliating or painful things. (suspension from the athletic team or club)

DRINKING/EATING IN SCHOOL

Water is available for purchase during the school day. Students will be allowed to bring their own drinks into the building so long as they are covered, not in glass containers, and appropriate. Students will be responsible for maintaining a clean environment. Any student who is unable to meet these standards will be addressed on an individual basis.

CELL PHONES AND OTHER PERSONAL DEVICES

The faculty at TMHS recognizes the role personal technology plays in our world today. They can be both a benefit to the learning experience as well as a problem for students and teachers alike. Using personal devices in the school building is a privilege, and can be limited by the school administration at any time.

Controlling the use of these devices in school is intended to promote a positive learning environment for everyone in the school. As such, there may be times when the use of personal devices is acceptable, and students can expect to be treated like young adults with regard to their display and use.

However, the faculty does expect full cooperation with any directions given by a staff member. Teachers ultimately have the discretion to limit the use of technology as appropriate for the setting and the task. Progressive action will be taken should students not abide by these expectations:

- Level 1 – The teacher will ask that the device be put away.
- Level 2 – The device will be delivered to the main office and stored until the end of the day.
- Level 3 – The device (or the student) will be picked up/dismissed by a parent.
- Level 4 – The device will be prohibited beyond the main office for a set number of days to be determined by the administration.

Refusal to comply with staff member directions will immediately result in a Level 2, 3, or 4 response depending on the severity and frequency of the incident(s).

The use of personal devices for behavior that could be considered harassment, threatening, or bullying will result in a Level 4 response.

PDA: RELATIONSHIPS

While we recognize the normalcy of relationships and romances, we wish to remind students that certain types of physical contact and behavior are improper in corridors and elsewhere at school. Self-respect and the respect of your companions should always be of prime concern. Proper conduct of all students at all times is expected. Failure to do so will be responded to with disciplinary action.

CHEATING AND PLAGIARISM

Students are expected to pursue their schoolwork with integrity and honesty. Cheating and plagiarism demonstrates a lack of integrity and character. That is inconsistent with District goals and values. All forms of cheating and plagiarism, including by electronic means, are not acceptable. The misrepresenting by students of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating and/or plagiarism.

Plagiarism includes but is not limited to the following:

- taking someone else's assignment or portion of an assignment and submitting it as your own
- submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source
- presenting the work of tutors, parents, siblings, or friends as your own
- submitting purchased papers as your own work
- submitting papers from the Internet written by someone else as your own
- supporting plagiarism by providing your work to others, whether you believe it will be copied or not

Cheating includes but is not limited to the following:

- copying, faxing, e-mailing, or in any way duplicating assignments, completely or in part, that are turned in as original work
- exchanging assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not
- using a computer or other electronic device to obtain answers in a testing situation
- giving or receiving answers during tests or quizzes or the reasonable appearance of giving or receiving answers (talking, passing notes, texting, etc.)
- accessing in advance, and without permission, a test or quiz for the purpose of determining the questions

STRATEGIES TO AVOID PLAGIARISM AND CHEATING

- Be prepared and keep to a realistic schedule.
- Make certain that you understand the assignment and the grading assessment that will be used. Do not read or scan someone else's paper before writing your own.
- Do not work with others unless the instructor gives you permission to do so.
- Be organized.
- Keep current with assignments.

CONSEQUENCES FOR PLAGIARISM AND CHEATING

Consequences of cheating and/or plagiarism shall be academic in nature unless repeated incidences require disciplinary action. Consequences for cheating should also consider the grade level of the student and the severity of the misrepresentation.

- Any student who is caught plagiarizing or cheating will receive a grade of zero for the academic work involved. The administration will notify the parents of the student/s involved.
- When work is shared by another student, both students will be penalized with a grade of zero.
- At the teacher's discretion, a student may still complete a plagiarized assignment for partial credit. As per the code of conduct, students provided with this opportunity may be expected to serve detention every day until the assignment is completed correctly.

PART III: ACADEMIC RESPONSIBILITIES

ACADEMIC ETHICS

Tourtellotte Memorial High School expects its students to maintain the highest degree of academic ethics. This means putting the utmost effort into all class work and assignments.

ACADEMIC SCHOOLWIDE EXPECTATIONS

The TMHS Schoolwide Expectations are the academic, civic, and social outcomes in which all students should be proficient. They are statements about what students should know and be able to do upon graduation. The TMHS community has identified and adopted five core learner expectations and performance indicators which support the accomplishment of the school's mission. They are supported by the school's statement of academic expectations established by all departments of the school.

The Tourtellotte Memorial High School graduate will demonstrate proficiency in:

Expectation 1: Problem Solving

- the process of effectively applying the analysis, synthesis, and evaluative processes in both independent and group settings to enable productive problem solving

Expectation 2: Communication: A. Interactive Communication

- the process of understanding, organizing/developing, speaking, listening/responding, and collaborating

Expectation 2: Communication: B. Reading

- the process of understanding, interpreting, connecting to, and forming a critical stance on textual material

Expectation 2: Communication: C. Writing

- the process of expressing ideas through writing in a variety of forms, using standard language conventions and considering various audiences

Expectation 3: Information, Media, and Technology Skills

- the process of ethically utilizing a variety of 21st century tools to acquire and disseminate information, solve authentic problems, and increase productivity

Expectation 4: Innovative Thinking

- the process of demonstrating originality, creativity, flexibility, and adaptability in thinking patterns, work process, and working/learning conditions

Expectation 5: Cultural/Civic Awareness and Personal Responsibility: A. Cultural Awareness

- the process of understanding diverse cultures, recognizing global relationships, and responding independently to changing conditions

Expectation 5: Cultural/Civic Awareness and Personal Responsibility: B. Civic Awareness

- the process of understanding social responsibility in relation to community

Expectation 5: Cultural/Civic Awareness and Personal Responsibility: C. Personal Responsibility

- the process of understanding personal accountability and its effects on quality of life

PORTRAIT OF A GRADUATE

A Thompson Graduate is:

Knowledgeable

- Academically Accomplished
- Skilled at Critical Thinking
- Adept at Problem Solving
- Financially Literate
- Appreciative of the Arts
- Aware of Other Languages and Cultures

Independent

- Driven Toward Physical and Mental Wellness
- Effective with Communication
- Proficient with Interpersonal Interactions
- Organized
- Successful with Time Management
- Equipped with a Strong Work Ethic
- Confident

Community Connected

- Anchored in the Values of Kindness, Honesty, Respect and Empathy
- Ready to Lead Authentically
- Service-Oriented
- Appreciative of Local History
- Civic-Minded

June 2020

DISTANCE LEARNING

Student responsibilities with respect to distance learning:

- Students are expected to have their Laptops/Chromebooks fully charged and prepared for use on a daily basis.
- Students are expected to participate in distance learning whether classes are designed in a live or self-paced (posted assignment or video) manner.
- Students will engage in live lessons:
 - in an appropriately behaved manner
 - generally dressed as they would for school
- All assignments and assessments will be graded and counted toward quarterly and final academic averages.
- Students are encouraged to check email regularly and communicate questions and concerns to teachers, counselors and/or administrators.

Families are encouraged to keep open line of communication with teachers, counselors and/or administrators.

HOMEWORK

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals.

Specific homework assignments may strengthen basic skills; extend classroom learning; stimulate and further interests; reinforce independent study skills; develop initiative, responsibility, and self-direction; stimulate worthwhile use of leisure time; and acquaint parents with the student's work in school.

In order for homework to be an effective support for learning, the homework policy requires a partnership among the school system represented by the teacher, the student and their parents. Without this partnership in support of learning, students will not achieve their full potential.

COURSE SELECTION PROCEDURE

In selecting courses for the following school year, students are required to list the subjects requested on a course of study form. A parent or guardian must sign this form. These forms are completed in the early spring with the assistance of the school counselors. Students are advised to select their subjects carefully and to seek assistance from the school counselors.

YEARLY REQUIREMENTS

Our school day consists of seven class periods. Ninth and tenth grade students are required to take six credits plus physical education (PE) and health courses. Eleventh and twelfth grade students are not required to take physical education classes once they have earned one full PE credit.

SEMESTER COURSES

A semester course is a class that meets five days a week for one half of the year. Each semester course is given a final grade and, if passed, will be assigned a half credit independent of any other half credit course. Semester courses will be computed into a student's grade point average (weighted and non-weighted).

CREDITS

A credit is earned by passing a subject that meets five days a week throughout the year. One half credit is given for physical education courses, semester courses, or other classes that meet two or three times a week for a full year. Students must earn 24 credits to be eligible for graduation in 2021 and 2022 and 25 credits to be eligible for graduation in 2023 and 2024.

CREDIT REQUIREMENTS Class of: 2021 and 2022

- 4 credits of English:
 - 1 English credit taken each school year.
- 3 credits of Social Studies:
 - 1 Government
 - 1 U.S. History or Early American History
- 3 credits of Mathematics
- 3 credits of Science:
 - 1 Freshmen Science
 - 1 Biology
- 1 credit of Arts; Art and/or Music
- 1 credit of Technology based work:
 - Business, Technology Education, and/or computer-based Mathematics
- 1 credit of Physical Education
- 1/2 credit of Health
- 7 ½ credits in Electives

Total 24 credits

CREDIT REQUIREMENTS Class of: 2023 and 2024

- 9 credits in Humanities:
 - English, Social Studies, Arts
 - 4 credits of English
 - 3 credits of Social Studies
 - including Government and U.S. History
 - 1 credit of Fine Arts – Art and/or Music
- 9 credits in STEM:
 - Science, Technology, Engineering, Math
 - 4 credits of Math – including Algebra I
 - 3 credits of Science – including Biology
- 2 credits in Career and Life Skills:
 - 1 credit of Health and Safety Education
 - 1 credit of Physical Education
- 1 credit in World Language
- 1 credit Digital Portfolio Tour – Mastery Based Diploma Assessment
- 3 credits in Electives

Total 25 credits

PROMOTION REQUIREMENTS

Students at Tourtellotte Memorial High School must meet rigid credit requirements to be promoted from grade level to grade level. Additionally, they must conform to Connecticut State Law in order to graduate. To be promoted, students must complete credits as follows in accordance with Board of Education Graduation Requirements:

Graduating Class of: 2021 and 2022		Graduating Class of: 2023 and 2024	
From Grade 9 to 10	5 Credits	From Grade 9 to 10	6 Credits
From Grade 10 to 11	11 Credits accumulated	From Grade 10 to 11	12 Credits accumulated
From Grade 11 to 12	17 Credits accumulated	From Grade 11 to 12	18 Credits accumulated
Graduation	24 Credits accumulated	Graduation	25 Credits accumulated

EXAMS

All students take exams at the conclusion of each semester. Announcements about exam schedules and regulations will be made prior to mid-year and final exams. Exam grades will equal 20% of the course grade. Seniors with an average of 90% or higher may be exempt from that exam at the teacher's discretion.

REPORT CARDS

Report cards will be distributed four times during the school year. The approximate dates are:

Quarter 1 (October) Quarter 2 (January) Quarter 3 (March) Quarter 4 (June)

PROGRESS REPORTS

The school issues progress reports midway through each quarter. It is the student's responsibility to make sure the parent/guardian is aware of the report. The administration will keep the parents informed as to when the parents may expect the reports home. The approximate dates are:

Quarter 1 (September) Quarter 2 (December) Quarter 3 (February) Quarter 4 (May)

A second type of progress report may be initiated by the parent. The parent must call the school counselors' office in order to request progress reports. The school counselors' office will arrange for two biweekly progress reports to be mailed home. After that, a student may pick up report forms in the school counselors' office, bring them to teachers for completion, and hand-carry them home.

GRADING

Tourtellotte Memorial High School's grading system for all students will be numerical.

100- 97= Superior quality	86- 84 = Very good	73- 70 = Below average
96- 94 = Very high quality	83- 80 = Good	69- 67 = High pass
93- 90 = High quality	79- 77 = Above average	66- 64 = Pass
89- 87 = Extremely good	76- 74 = Average	63- 60 = Low pass
		59 and below = Failing

GRADE DETERMINATION

Grades for each quarter will be interpreted and determined by each teacher. Grades are based upon the successful completion of assignments and class participation with regard to the teacher's goals and objectives for each student.

COURSE DESIGNATIONS FOR GRADE WEIGHTING

LEVEL I (Advanced Placement)

Advanced Placement is a program offered by the Educational Testing Service of the College Board. An exam provided by the College Board is given in May. Successful students may receive college credit to the course. This program requires very high motivation and outstanding academic ability. The academic standard for these courses will be most demanding. Courses taught in conjunction with the University of Connecticut are weighted as Advanced Placement.

LEVEL II (Honors)

Courses are designed to meet the needs of students who are planning to attend four-year colleges and universities. The work will be very demanding, as students will be developing skills of analytical and critical thinking and acquiring the work habits necessary for success in college. This will require research, laboratory experience, and extensive requirements for verbal and written expression.

LEVEL III (Academic)

Courses are designed to meet the needs of students who would like to go on to college but may have some difficulties in particular subject areas. Standards and work requirements will be high, and thinking, research, laboratory, and communication skills will be developed.

WEIGHTED GRADES

The Thompson Board of Education has approved the G.P.A. Weighted Grades Policy previously approved by the faculty at Tourtellotte Memorial High School. This policy evolved after a very thorough and challenging process that has concluded with the acceptance of the following system for determining G.P.A. for our students starting with the Class of 1993.

The purposes of the Weighted Grade G.P.A. system are the following:

1. Recommendation to a four-year college
2. Placement at four-year college
3. Scholarship awards based on academic scholarship
4. The ranking of our students for awards based on academic scholarship

In order to determine G.P.A.,

Course offerings are listed according to three levels	Numerical differentials used to determine G.P.A.	
1. Advanced Placement	Advanced Placement	1.113
2. Honors	Honors	1.057
3. Academic	Academic	1.000

INCOMPLETES

Occasionally a student may be assigned a grade of incomplete when documented extenuating circumstances have prevented the student from turning in all assigned coursework prior to the close of grades. All grades of incomplete must be pre-approved by administration. All grades of incomplete must be converted to an appropriate course grade within 10 school days of report card distribution. Therefore, any make-up work must be completed and turned in to a teacher before the tenth day after the close of a given marking period, in order to be credited toward the final numerical grade. Failure to complete assignments within the given time frame will automatically convert incomplete

grades to Failure. In rare instances, the ten-day requirement may be extended with the prior approval of administration and consultation with the parent.

Some examples of documented extenuating circumstances may include: long term illness such as that requiring hospitalization or extended time out of school (requires documentation from a licensed medical professional); absences as a result of completing a legal obligation such as time in a juvenile detention facility (require documentation from the probation department or the court). Frequent but sporadic absences, truancy, or school suspensions will not meet the criteria for an incomplete grade.

WEIGHT MODIFICATION WITHIN COURSES

Grade weights within certain courses may be modified by agreement between the student and teacher (with the advice and consent of the school counselors and administrative departments) in order to best meet the needs of individual students.

HONORS

A number of honors are made available or received annually by Tourtellotte Memorial students. Students must also maintain appropriate academic standards to be eligible for participation in extra-curricular activities.

- High Honors = an average of 90% or better;
only one grade below 90, but no lower than 87
- Honors = an average of 85% or better: no grade below 80%
- Recognition = an average of 80% or better: no grade below 75%

Calculations determining the honor are based on weighted grades.

Students must also be in compliance with all requirements stated in the *Digital Portfolio Handbook*. If a student is not in compliance, his/her eligibility may be restored once the requirements are met.

ACADEMIC ELIGIBILITY

See the full eligibility policy in the *Co-Curricular Information* of the student handbook.

RETENTION/SUMMER SCHOOL/CREDIT RECOVERY

If a student does not meet the necessary credit requirements to advance to his/her next grade level, that student will be retained at his/her present grade level. When a student is not promoted, credit is earned for those subjects passed and the student does not repeat those subjects. If the student accumulates credits through a repeat year or summer school, s/he is placed in the grade level which is comparable to the earned credits.

The school may offer programs for credit recovery or advancement through live or virtual means as determined by the administration.

Course make-up credit may also be earned by successful completion in accredited high school correspondence courses or successful completion of a college course. Approval must be given by the administration and school counselor before any course make-up is attempted.

GRADUATION REQUIREMENTS

In addition to needing 24 credits for graduation in 2021 and 2022 and 25 credits for graduation in 2023 and 2024, students must meet performance requirements. All students must demonstrate proficiency on the schoolwide expectations through their digital portfolio. Students who have an individual education plan (IEP) may require modifications from the performance standards as determined by the planning and placement team (PPT).

DIGITAL PORTFOLIO

In addition to the credits students must acquire to be awarded a high school diploma, students will be required to maintain a digital portfolio and achieve a proficiency rating with each of the schoolwide expectations by the time s/he graduates. The digital portfolio is a collection of evidence demonstrating that students have the skills and knowledge required of all graduates of Tourtellotte Memorial High School. Please see the *Digital Portfolio Handbook* for more detailed information.

During the freshman year, each student will be assigned a login name and password to create his/her own personal digital portfolio. During the years at Tourtellotte, each student will be provided opportunities in all courses to create proficient artifacts for the portfolio. It is the student's responsibility to enter these tasks into his/her portfolio. If there are technical problems or other extenuating circumstances that prevent completion of an entry into the graduation digital portfolio, the student should seek out a solution to the problem. Faculty is available to provide guidance. Ultimately, the student must have a complete portfolio demonstrating proficiency in Tourtellotte's proficiency-based graduation requirements. Tourtellotte provides the resources and support necessary for successful portfolio completion and exhibition.

GRADUATION CEREMONY

Seniors who choose to take part in the formal exercise of graduation wearing cap and gown also automatically agree to wear appropriate attire under the gown. Appropriate attire includes dresses, skirts, slacks, dress pants, dress shirts and ties. Sneakers, blue jeans, shorts, cut offs, work boots, beach sandals, or similar attire will not be permitted. Also, students must attend all rehearsals in order to take part in the ceremony. Students failing to abide by these rules will not be allowed to take part in the ceremony.

After formal classes have ended for seniors, any student who commits a violation which warrants a suspension will be barred from all remaining activities, including senior week activities and graduation exercises. For these students and anyone not taking part in graduation exercises, a diploma will be awarded on the first business day following graduation.

It is the policy of the Thompson Board of Education that "students who have not come within one credit of academic requirements for graduation may not participate in graduation exercises. Upon completion of academic requirements for graduation, a diploma will be issued. Students who have more than one credit to complete and do so after their class has graduated may participate in the next graduation."

As a formal graduation occurs only a few times in an individual's life, the ceremony will be conducted in a formal setting. During the actual graduation ceremony, proper protocol must be observed.

Students who engage in disruptive behavior, or possess silly string, balloons, squirt guns, etc., will be removed from the graduation ceremony.

VALEDICTORIAN/SALUTATORIAN AND HONORS ESSAY SELECTION

Process for Selection

The Valedictorian(s)/Salutatorian(s) for the graduating class of Tourtellotte Memorial High School will be determined by the Valedictorian/Salutatorian Committee. Calculation of the GPA for the purpose of selecting the Valedictorian and Salutatorian will be completed after the third marking period of the senior year.

The announcement of the Valedictorian(s)/Salutatorian(s) is the sole responsibility of the High School Principal who will be assisted in the selection process by the school counselors and two additional faculty members appointed by the principal. They shall verify the results of the calculations before any announcement of Valedictorian(s) or Salutatorian(s) is made.

If there is a disputed decision, every effort is made that that information remain with the selection committee and the parties involved, until the resolution of the matter has been accepted by the principal and the committee.

Eligibility

To be considered for Valedictorian/Salutatorian, a student must meet the following criteria:

- The student must have been enrolled in Tourtellotte Memorial High School for the previous six marking periods (all of junior year and the first two marking quarters of senior year).
- The Student must be eligible for graduation and participation in the graduation ceremony.

The Valedictorian shall be the student with the highest overall Grade Point Average (“GPA”). The Salutatorian shall be the student with the second highest overall GPA. The calculation for both the Valedictorian and Salutatorian shall be carried to a minimum of four decimal places.

In the event that there is an actual tie to four decimal places, the number of honors and AP/UCONN classes taken to contribute to GPA will be used to select the class valedictorian or salutatorian.

In the event that there is an actual tie to four decimal places for valedictorian, and the number of honors and AP/UCONN classes taken to contribute to GPA does not break the tie, co-valedictorians should be named and there would still be a salutatorian.

In the event that there is an actual tie to four decimal places for salutatorian, and the number of honors and AP/UCONN classes taken to contribute to GPA does not break the tie, co-salutatorians would be named.

Challenge

The selected Valedictorian(s)/Salutatorian(s) will be notified by the Principal confidentially. If either selectee, or other seniors in contention, should desire to challenge or dispute the selection, they then have five school days to make this challenge after the above decision has been announced. The Principal must be notified in writing that a challenge is being made. If there is a tie for either Valedictorian or Salutatorian, there will be two selectees. The parameter in establishing a tie is that both candidates are within a rounded tenth of a point of each other.

Formula

The formula for determination of class rank for the purposes of selecting the Valedictorian/Salutatorian shall be as follows: The three-and-one-half-year average will be used to determine the class standings; years one, two, and three will be added to the half-year points and credits. To determine the half-year points and credits, as is necessary to divide the fourth year points and credits by two. The Valedictorian will be the senior(s) with the highest Grade Point Average (G.P.A. / weighted) determined over his/her three-and-one-half-years of course work at an approved, accredited secondary school. The Salutatorian will be the senior(s) with the second highest Grade Point Average (G.P.A. / weighted) as determined over his/her three-and-one-half-years of course work at an approved, accredited secondary school.

Graduation Addresses

It is expected that the Valedictorian(s)/Salutatorian(s) will offer the Valedictory and Salutatory addresses at graduation. While tradition also dictates that they give the honors essays as well, the Valedictorian/Salutatorian Committee, in its discretion, may select other seniors to deliver the honors essays.

Honors Essay Selection

An honors essay may be offered by any senior class member. The essay is to be written by May 15th and judged by the Valedictorian/Salutatorian Committee by May 31st and delivered at graduation exercises in place of the Valedictorian/Salutatorian speaking.

File Number: JI-A

Date Adopted: May 11, 1992

Date Revised: March 11, 2013

DIPLOMAS

Tourtellotte Memorial High School does not differentiate its diploma. However, the students' program of study will still be noted and those interested in pursuing a four-year college degree should select courses in the appropriate academic program.

PART IV: STUDENT RESPONSIBILITIES

TEXTBOOK POLICY

The Thompson Board of Education provides textbooks for all students in all classes. When books are issued to students, it is their responsibility to maintain those books in good order and return the book at the end of the year. Reasonable wear and tear is expected. In order to enhance the life span of the books, all books should be covered. Students losing, damaging, or misplacing books will be charged the school replacement cost before another book is issued. In accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student pays for or returns the textbooks, library book or other educational materials.

CELL PHONES AND PERSONAL ELECTRONIC DEVICES

The faculty at Tourtellotte Memorial High School recognizes the role personal technology plays in our world. There are times when these devices are helpful in our daily lives and that they play a significant role in our social interaction with one another. However, they also can be a detriment to the success of students in the academic environment. As a matter of respect for the classroom teacher and the learning of others, cell phones and other personal electronic devices are to remain off and stored during class time unless otherwise instructed. Assemblies and other formal gatherings are also inappropriate times for using these devices. Controlling the use of these devices is an effort to create an environment that respects the teachers' ability to perform effectively. The TMHS faculty expects student cooperation with teacher direction with regard to these devices, and students can expect similar understanding of teachers in unstructured settings during the school day, provided student safety and well-being is not in jeopardy. Violation of the cell phone and personal electronic devices policy may result in disciplinary action. (See section on student conduct)

LAPTOP/CHROMEBOOK POLICY

Thompson Public Schools believes that integrating technology into every curriculum area will empower and motivate students, providing them with the 21st Century Skills needed for global citizenship. It is the intent of the district to provide a laptop or Chromebook to every Tourtellotte Memorial High School student. This will provide the students with the appropriate tools to gain access to information, data, and research through local, national, and global telecommunications, and use applications to solve real world problems.

Guidelines for Technology Use

- Students are to bring their device to school fully charged and in working order each day
- Limited charging stations are available throughout the school
- Students will log into their device with their school issued Gmail account
- Students will not install apps or extensions, unless requested by their teacher
- Students will care for the device properly – see Laptop use Agreement below
- Students are not allowed to peel off device labels or deface school property
- If a device is lost or stolen, the student must notify the front office immediately, so as to not be held responsible

Student Laptop use Agreement:

1. I will take good care of my laptop and know that I will be issued the same laptop each year.
2. I will never loan out my laptop to other individuals.

3. I will know where my laptop is at all times.
4. I will charge my laptop's battery daily.
5. I will keep food and beverages away from my laptop since they may cause damage to the computer.
6. I will not disassemble any part of my laptop or attempt any repairs.
7. I will use my laptop computer in ways that are appropriate and educational.
8. I will not place decorations (such as stickers, markers, etc.) on the district laptop.
9. I understand that my laptop is subject to inspection at any time without notice.
10. I will follow the policies outlined in the Computer Agreement.
11. I will be financially responsible for all damage or loss caused by neglect or abuse.
12. I agree to return the laptop and power cords at the end of each school year in good working condition.
13. I will not attempt to install unauthorized software or alter the state of the device at any time.

Damage Fees:

- Laptop replacement- \$475
- Charger- \$35
- Screen- \$80
- Individual keys- \$10

If at any time a student requires a loaner device due to damages, we will have a small number of backup devices to loan out. When we run out of backup devices a Chromebook will be issued until the laptop comes back repaired.

Do not share your log in information.

ELEVATOR

Students may only use the elevator with a pass from the school nurse, an administrator, or school secretary. Students using the elevator without permission will be subject to disciplinary action. A student who has a pass to use the elevator may have one student accompanying him or her.

LAVATORIES

Lavatories are available to all students during class changes. If there is the possibility that the student may be late to the next class, they are to check in with that teacher and then use the lavatories. Lavatory passes will not be issued during instructional time unless there is an extreme need. If this extreme need is a regular occurrence, then the school nurse, parent, and administration will become involved.

Any student found behaving inappropriately in the lavatories will be subject to a monitoring program set up by the administration in addition to any other disciplinary measures, which may include up to a five (5) day in-school suspension for the first offense and other appropriate disciplinary action for any future offenses. It is state law that smoking is prohibited in school and on school property. Any student found violating this policy will be subject to disciplinary measures, which includes up to a five day (5) in-school suspension for the first offense and other appropriate disciplinary action for any future offenses.

LOCKERS

Lockers are available for all students. Students are assigned lockers for their use, which are the property of Tourtellotte Memorial High School. Students should have no expectation of privacy in their lockers. Lockers are provided for the temporary convenience of students only. The Board of Education authorizes the administration and/or law enforcement officials to search lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

If the administration reasonably suspects that a student is not maintaining a locker or other storage area assigned to him/her in a sanitary condition, or that the storage area contains items the possession of which are illegal or in violation of school regulations or that endanger the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found.

When required by law and otherwise at the option of the administration, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the administration.

In addition to disciplinary action, the cost of repair to any willfully damaged locker will be charged to the student to whom it was assigned. The school will provide locks for both the hall and gym lockers. Only school locks may be used on the lockers. Any lock that is damaged or lost will cost the student \$10. The school cannot assume responsibility for replacing any stolen items. This also applies to lockers in the gym.

As there is a limited amount of time between class changes, students are encouraged to stop at their lockers before the first period of the day, before and after lunch, and at the end of the school day. Being at a locker is not an acceptable reason for being late for class.

Do not share your locker or combination.

OUTSTANDING DEBTS

In accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student settles outstanding debts and pays for or returns school materials such as combination locks.

PARKING: RULES AND REGULATIONS

Driving to school is a privilege that student drivers must continue to earn, and it may be denied at any time due to failure to comply with school rules or direction by a staff member. Students are to abide by all school rules once they arrive on campus.

All students who drive to school must register their vehicles in the school office and must have a parking sticker on the vehicle. Students are expected to follow all rules and regulations listed here

and in the student handbook. Any student not applying for a parking sticker may lose the privilege of parking on school property. A fee may apply for replacing a lost parking sticker.

Good traffic control is going to take the cooperation of everyone. All vehicles are expected to arrive and exit the school by using the regular high school routes. No student is allowed to use Thatcher Road as an exit. Unless there are special circumstances, students should arrive at school no earlier than 7:00 a.m.

Students who drive vehicles to school must adhere to the following additional regulations:

- Students must obey all traffic laws on campus. Parking privileges may be suspended or revoked if students do not adhere to the safe driving practices.
- Student parking is limited to the parking lot in front of the main high school building.
- Students may not park along the sidewalk.
- Student vehicles are not permitted in the elementary or middle school parking lots.
- Any student who is habitually absent or late to school may lose his/her parking privilege.
- Any student smoking/vaping or allowing others to smoke/vape in his/her vehicle will have his/her parking privileges suspended or revoked, as well as incur consequences for smoking/vaping on school property.
- Any student who loses his/her parking privilege must immediately turn in the permit to the office. When the privilege is restored, the permit will be returned.

The length of time a student is denied a parking privilege will be determined by the administration on a case-by-case basis.

OPEN CAMPUS: REQUIREMENTS AND REGULATIONS

Open Campus (O.C.) is a privilege that allows *seniors only* to leave the school grounds during their study periods. This practice has been in existence for many years. However, juniors who have met the stated requirements for completion of the digital portfolio may apply for Open Campus for the fourth quarter. All other students must be in their assigned study halls.

Open campus is a privilege and can be revoked at any time by the administration for failure to follow school rules and regulations.

Requirements for Open Campus (OC):

- Academic Eligibility
 - At the end of a quarter, a student cannot have failed more than one academic subject and must have at least one grade of 70% or better.
 - First quarter eligibility will be based on the grades from the first progress reports.
NOTE: Students who have completed their Digital Portfolio requirements and qualify for OC before the first progress reports will have their grades from the previous year's fourth quarter used to determine academic eligibility.
- Digital Portfolio Requirements
 - Students must also be in compliance with all requirements stated in the *Digital Portfolio Handbook*.
 - Expectations are subject to change as the year progresses.

- Attendance/Tardiness
 - Excessive absences from school will affect O.C. for a period of time to be determined by the administration.
 - Unexcused tardiness to school will result in loss of O.C. on the next day O.C. is available to the student.

Regulations for Open Campus (OC):

1. All participating students must have a permission form signed by a parent or guardian before the privilege becomes effective.
2. Students must sign out at the office when leaving for O.C.
3. When students are on Open Campus, they must immediately leave the school grounds. Students are not to congregate in any location in the building or on the school grounds, i.e., locker areas, lavatories, cars, or parking lot. Even though a student may be off school grounds during Open Campus, s/he may lose the privilege of OC if proper behavior is not maintained.
4. Students must sign in at the office upon arrival from O.C. Depending on the arrival time, students may remain in the office or report to the assigned study hall or the library. Students are not to loiter in the halls or lavatories.
5. Students who are tardy returning to school must report to the office to obtain a pass. Students who are late for class because of O.C. will lose the Open Campus privilege for the next two days.
6. If a student with the OC privilege chooses to remain at school, s/he must report to the assigned study hall for attendance.
7. On shortened days, OC can only be taken during first and last periods of the day.
8. Students with OC during the fourth period of the day must be in the building by 10:35 so they can get to homeroom on time.
9. Students with OC during the fifth period of the day cannot leave the building until after homeroom at 10:42 (normally).

It is important for seniors to realize that open campus is a privilege and can be denied by the administration at any time.

PART V: SCHOOL SERVICES

BUS TRANSPORTATION

School bus transportation service is provided to transport Thompson students from their home picked up from a district designated bus stop. Students are returned home to a district designated drop off stop.

Consistent pick up and drop off locations must be determined by the second Tuesday of September.

Parents or guardians who wish to make any changes or variations to their child's established district bus stop location must submit their request in writing forty-eight (48) hours in advance of the change. The request for transportation change must include:

- A. Child(ren)'s full name
- B. Teachers name and grade
- C. Specific bus stop the child will be picked up or dropped off
- D. Date the change will begin
- E. Name, signature, and telephone number of parent/guardian

*Please note: Daily requests for transportation changes will not be accommodated due to safety issues and vehicle capacity restrictions.

School transportation privileges are extended to students conditioned upon their satisfactory behavior on the bus. Unsatisfactory student behavior on the bus may result in suspension of transportation services or such other disciplinary action that is appropriate for misconduct.

All complaints concerning school transportation safety are to be made to the Transportation Coordinator. A written record of all complaints will be maintained, and an investigation of the allegations will take place.

GYMNASIUM

Students scheduled for physical education are required to report to the gym prepared to take the class. Preparation for the class includes wearing the proper clothing. Because of personal hygiene, all students must have a change of clothes. Students will be notified by the physical education department at the beginning of the school year as to what clothes are acceptable and what are not. Any student reporting to the gym unprepared to participate in class will be dealt with as any student who is not prepared for class as reflected in the syllabus distributed at the beginning of the year.

A student may be excused from participating in physical education. However, only one parent excuse will be acceptable per quarter. A note will excuse the student for that gym class on that one day. The note must have the date of the class in question.

The school nurse may excuse a student from participating in physical education due to injury or sickness on a one-day basis. A note from the doctor is mandatory to excuse a student from physical education classes beyond that one day. Doctors may excuse a student permanently or for a specified period of time if, in the physician's opinion, participation in physical education is contraindicated based on the student's documented medical or health condition. Unexcused nonparticipation in physical education class may result in a failing grade.

Any student who is excused from a physical education class must report to that class unless the student has prior approval from the administration. Being excused from participating in the class is not an acceptable reason to be in any other part of the building or to leave school unless permission has been granted in advance.

Interscholastic athletic participation does not exempt participation from physical education class for a day or the year.

No student should be in the gym without adult supervision. The gym should not be used as a hallway or short-cut between classes.

LIBRARY MEDIA CENTER

The Library Media Center offers a number of resources including: the Internet, a variety of technologies, periodicals, daily newspapers, books on tape, and more than 7,500 volumes of printed materials. A student may utilize the media center during study periods on a first-come-first-serve basis by reporting to the Media Center Librarian before school or receiving a pass from the study hall teacher. Unfortunately, due to space limitations, not all students may be accommodated during a given period. Students using the computer facilities in the media center should be familiar with the school department computer-use policy found in this handbook, the Board of Education's Student Discipline Policy, Bullying Intervention Policy and Safe School Climate Plan and Sexual Harassment Policy.

CAFETERIA

**Thompson Public Schools
Food Service Program
SY 20/21**

The District participates in the **National School Lunch Program (NSLP)** and the **School Breakfast Program (SBP)**, federally assisted meal programs operating under the U.S. Department of Agriculture (USDA).

The NSLP provides nutritionally balanced, low-cost, or free lunches to children each school day. It was established under the National School Lunch Act, signed by President Harry Truman in 1946. The SBP also provides nutritionally balanced, low-cost, or free breakfast to children each school day. The program was established under the Child Nutrition Act of 1966 to ensure that all children have access to a healthy breakfast at school to promote learning readiness and healthy eating behavior. Research studies show that increased SBP participation is associated with better academic test scores, daily attendance, and class participation. The SBP has also been linked to reductions in student absences and tardiness.

Breakfast is **FREE** for all Students

Lunch is **FREE** for all Mary R. Fisher Elementary Students

"Piloting" FREE Lunch for all Middle School Students (SY 20/21)

High School Student Lunch @ \$3.05 (Paid Price) & \$.40 (Reduced-Price)

Carton of Milk (without a meal) @ \$.50 (all students)

It is "mandatory" that all households of Middle/High School students fill out a Free & Reduced-Price Meal Application. (Parents/Guardians may reapply at any time during the school year if there has been a decrease in household income or an increase in household members). **NOTE:** Children receiving Supplemental Nutrition Assistance Program (SNAP), Temporary Family Assistance (TFA) or Medicaid (HUSKY) benefits **may** be directly certified and automatically eligible for free meals without applying for benefits. (Some children who receive Medicaid (HUSKY) benefits **may** also be directly certified and automatically eligible for **reduced-price** meals). Questions regarding SNAP/TFA/Medicaid and direct certification should be sent to the determining official, Lisa Durand @ (860) 923-9581, x588 or ldurand@thompsonpublicschools.org.

If you have received a **NOTICE OF DIRECT CERTIFICATION** for free or reduced-price meals, **do not** complete a meal application unless instructed to do so by the district. Let the school know if any children in your household are **not**

listed on the **Notice of Direct Certification** letter you received, since free or reduced meal benefits are extended to all children in a household when directly certified.

Additionally, all school-aged children in income-eligible households can receive school meal benefits regardless of a child's immigration status and the district/school does not release information for immigration-related purposes in the usual course of operating the Child Nutrition Programs.

It is the intent of the Board of Education that schools take a proactive effort to encourage students to make nutritious food choices. Food and beverages offered for sale to students will meet federal and state standards and guidelines.

The Thompson Public Schools comply with the federal requirements for meal modifications for children with special dietary needs. The requirements for meal modifications are different for children with and without disabilities. For more information, please contact the food service director, Lisa Durand @ (860) 923-9581, x588 or ldurand@thompsonpublicschools.org. (In conformity with applicable law, necessary accommodations will be provided, where required, for students with food allergies, including emergency procedures to treat allergic reactions which may occur).

CHARGE POLICY

It is the policy of the Thompson Board of Education (the "Board" or "District") to ensure that students receive healthy and nutritious meals through the District's Food Service Program (the "Program"). In order to sustain the Food Service Program, the Program cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and its accompanying regulations. The Superintendent or his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.

The Board encourages any parent or guardian who anticipates a problem with paying for meals to contact the Food Service Director and/or the applicable school principal as soon as possible for assistance.

No Student with a negative meal account will ever be denied a meal or given an alternative meal as a consequence.

PAYMENT FOR SCHOOL MEALS

To deposit funds into your child's account for meals and/or a la carte purchases:

- **On-Line:** mySchoolbucks.com (*there is a \$1.35 processing fee for each transaction*)
- **Check:** Payable to "Thompson Lunch Program"
Drop off at main office at child's school **or** mail to: Thompson Public Schools,
785 Riverside Drive, North Grosvenordale, CT 06255, Attention: Food Service Department
- **Cash:** place in a sealed envelope with your child's first/last name clearly printed on it.
Turn in to main office at child's school. Attention: Food Service Department
(*No change will be returned to the student unless requested in writing by a parent/guardian*)

Although you are not required to make advance payments, we do encourage you to do so.

Each student is issued a Personal Identification Number (PIN) and this number remains the same while your child is a student at Thompson Public Schools. All students have an established account upon enrollment.

Delayed Openings/Early Dismissals: Breakfast & Lunch will be offered as time allows.

BREAKFAST/LUNCH MENUS: Posted on our school's website @ district.thompsonk12.org and in the Thompson Villager Newspaper.

Questions/Concerns? Please contact Lisa Durand @ (860) 923-9581, e588 or ldurand@thompsonpublicschools.org.

NURSE'S OFFICE

Visit Procedure

- When high school students visit the nurse's office, it is essential that they have a pass.
- Students receiving a pass to the nurse must report directly to the nurse's office. Going to areas other than the nurse's office may result in disciplinary action.
- Only the nursing staff may make phone calls to parents to get students dismissed from school due to illness. Students must see the nurse before requesting to leave school due to illness.

Communicating with the School Concerning a Student's Health

- The school nurse should be notified of changes in the student's status, illness, injury, or hospitalization.
- Parents/guardians should call the school office if their children are absent because of illness.
- The school requires a doctor's note to excuse a student from gym for more than one day.
- Parents/guardians should consult the school counselors' office if they anticipate a student may be absent for medical reasons for ten (10) days or longer. The school counselors' office will help to arrange medical certification and appropriate home-based instruction by a qualified teacher. Please contact the school counselors' office in advance of the absence if possible or as soon as possible in an emergency situation.

Staying Home from School

To safeguard everyone's health, students must stay home from school if they:

- have a fever of 100 degrees or more
- have an undiagnosed rash
- are vomiting
- have more than one episode of diarrhea
- have copious yellow/green mucus discharge from nose
- complain of severe earache, with or without fever
- have a severe sore throat with symptoms indicating possible strep throat
- have conjunctivitis (pink eye)
- have active head lice
- have a communicable illness

Students must remain home for 24 hours AFTER:

- their temperature returns to normal
- a physician has determined the results of a throat culture for strep
- their first dose of medication with a diagnosis of strep throat, to prevent the spread of infection
- vomiting has ended
- treatment for conjunctivitis is initiated
- being treated for head lice and must display reasonable improvement and must be checked by the nurse prior to re-entering the classroom

Illness in School

In case of illness while in school, a student may report to the nurse's office. The nurse will evaluate the student and, if appropriate, return the student to class. At the discretion of the nurse, a student may be permitted to rest in the nurse's office for a period of time, but upon the nurse's direction, the student must return to class immediately. Students who do not report back to class in a timely fashion after being directed to do so by the nurse will face disciplinary action.

Leaving School because of Illness

In addition, as a result of the nurse's evaluation of the student, the school nurse may determine that a student must be dismissed from school due to illness or injury and the nurse will arrange with the parent/guardian for the student to be picked up from school.

Student Medication

The administration of medications at Tourtellotte Memorial High School shall be in accordance with Board of Education Policy JHCD "Administration of Student Medications in the Schools." For students who must take medication during school hours -- including medication prescribed by a physician for short-term use (antibiotics), daily medication, medication needed only occasionally, over-the-counter medication, and medication for emergencies (epi-pens and inhalers) -- the parents/guardians must provide the school nurse with the written medication order of an authorized prescriber, the written authorization of the student's parent or guardian or the written authorization of the eligible student; and the written permission of a parent for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication. The written order of the authorized prescriber must include:

- The name, strength, and dosage of the prescribed medication
- Directions for administering the medication
- The time the medication is to be administered
- The duration of the order
- Side effects, if any

The parent/guardian is responsible for delivering the medication to the school nurse. **Do not send any medication to school with a student.** The medication must be in its original container, clearly labeled with the student's name, the physician's name, the prescription number, the date it was ordered, the name of the medication, its strength, and directions for administering the prescription. Parents must notify the nurse concerning any changes in the prescribed dosage. Forms are available in the nurses' office. A new form must be provided each school year for each medication.

Students are not permitted to carry medication at any time while in school without approval of the school nurse. Under the following conditions, and as in accordance with Board Policy, students may carry and self-administer EpiPens® and inhalers if authorized to do so in writing by a physician and with the permission of their parents(s) guardian(s). The written authorization must be maintained in the nurses' office. The nurse cannot keep more than 45 days' supply of medication at the school at any one time.

The parent or a responsible adult must pick up unused medication within one week of completion, or it will be disposed of by the school nurse.

Health Assessments Requirements for School Entry

In accordance with Connecticut General Statutes, Section 10-206, the Thompson Board of Education requires each student to have a "health assessment" within twelve (12) months prior to entry into the Thompson school system. The mandated health assessment **MUST** be performed by a legally qualified practitioner of medicine (M.D. or D.O.) who is licensed in this or another state or by a nurse practitioner or physician assistant licensed to practice in this state.

The health assessment must be documented on the State Department of Education's required HAR-3 or "blue form" and must include, but is not limited to, the following:

- State-mandated immunizations
- Hemoglobin or hematocrit
- Blood pressure, height and weight
- Vision, auditory, gross dental and postural screenings and

- Risk assessment for tuberculosis (by healthcare provider). If student is in a high-risk group, a Mantoux test for tuberculosis sensitivity must have been administered at least 48 hours before school entry, since it takes that long before the results can be determined.

All new students must present the completed and signed health assessment form, *including documentation of state-mandated immunization*, prior to school entry. Families who may require financial assistance in order to obtain a health assessment for their children should contact the school nurse.

The sports health assessment for any student wanting to participate in a sport must be after July 1st of the current academic year in which the sport is played.

If a parent or legal guardian (or student who is 18 years old or an emancipated minor) objects on religious grounds to either of the following:

1. The state-mandated health assessment; a signed statement to that effect must be submitted to the school nurse prior to school entry.
2. Immunizations; a properly acknowledged religious exemption form or letter in accordance with state law must be provided.

If an immunization is contraindicated for medical reasons, a written statement from the physician, documenting the reason for such medical contraindication, must be submitted to the school nurse prior to school entry.

The HAR-3 form is reviewed by the school nurse and filed in the student's confidential school health record. If parents have questions or confidentiality concerns, please speak with the school nurse.

Health Assessments - Screenings

Tourtellotte has the full-time service of a nurse during school hours. In addition to seeing all sick and injured students, the nurse administers tests for vision, hearing, and scoliosis. Parents will be notified when any deviation from the norm is found. Complete and confidential health records are maintained by the nurse for each student. Parents will also be notified if the nurse was unable to perform the required screenings on their child and will be informed of the reason why the nurse was not able to perform the screenings in a brief statement.

Immunization Requirements

In accordance with Connecticut General Statutes, Sec. 10-204a, all students must be protected by adequate immunization. Students must show compliance with the immunization requirements by documentation from a physician or local health agency before they may attend school. This rule applies to initial entry into school.

Month, Day and Year must be recorded for each dose:

- DTP - Five (5) doses, Diphtheria, tetanus, Pertussis (whooping cough), unless the last dose was given after the fourth birthday, in which case four is adequate.
- POLIO - Four (4) doses unless the third dose was given after the fourth birthday, in which case three may be accepted.
- MEASLES - Two (2) doses, the first one given on or after the first birthday and a second dose prior to entering kindergarten.
- MUMPS - One (1) dose given on or after the first birthday.
- RUBELLA - One (1) dose given on or after the first birthday.
- HEMOPHILUS INFLUENZAE TYPE B (HIB) - One (1) dose given at fifteen months or older, but not required after age five.
- VARICELLA (Chicken Pox) - One (1) dose given on or after the student's first birthday and before the

thirteenth birthday, **OR** two (2) doses given at least 4 weeks apart if the first dose was given on or after the thirteenth birthday **OR** a signed statement from the student's physician indicating that the student has already had Chicken Pox. All students born January 1, 1997 or later entering *preschool* or *kindergarten* and all students entering the 7th grade must show proof of immunization **OR** immunity to varicella. Proof of immunity is a signed statement from the student's physician indicating that the student has had a confirmed case of Chicken Pox or confirmation by specific blood test conducted by a certified laboratory.

- HEPATITIS B - (HBV) - Three (3) doses, the first two doses given at least four weeks apart, followed by a third dose given four to six months after the initial dose. All students entering the 7th grade must show proof of at least one dose of Hepatitis B vaccine and all students entering the 8th grade must show proof of three doses of Hepatitis B vaccine.
- Meningococcal (Meningitis) - 1 dose in grades 7-11.
- TUBERCULOSIS TEST - A Mantoux test for sensitivity to tuberculosis is required prior to the entry into school of any student who is identified as "high risk" for possible exposure to tuberculosis. Determination of high risk must be made by the physician, advanced practice registered nurse, or physician assistant who performs the required health assessment for school entry, according to guidelines of the Connecticut State Department of Public Health. If the school medical advisor questions a low-risk determination, the medical advisor may require the student to have a Mantoux test prior to school entry.

Homeless Students

Homeless students, as defined by federal and state legislation, will have all programs, services, and transportation that other students enjoy and may continue to attend the school of origin. The local liaison for homeless children is Danielle Pederson. The District has reviewed its existing policies and regulations to remove barriers to the enrollment and retention of homeless children and youth. Homeless children and youths are defined as "individuals who lack a fixed, regular and adequate nighttime residence". Homeless children have the right to attend the school of origin "to the extent feasible," unless doing so is contrary to the request of such student's parent/guardian or unaccompanied youth.

SCHOOL COUNSELORS' DEPARTMENT/CAREER CENTER

The school counselors' department assists students when they need and/or want help. The school counselors help students plan their programs, aid them in solving personal problems, and assist them in deciding upon the type of work they would be most suited for after high school. Here, students can get information about colleges, the military, scholarships, aptitude tests, and interest inventories. The career center also has information to help in planning the student's future. Appointments are recommended to make sure a counselor is available. However, if a student has an immediate need, s/he must contact the school counseling office, and a counselor will see him or her as soon as possible. To make an appointment, students should see the school counseling secretary before or after school or during the day with teacher permission. Teachers should call the school counseling secretary to see if a counselor is available before sending a student to the school counseling office. Students must have a pass from the classroom teacher when they come to the school counseling office during the school day. Students are urged to visit the school counseling department often, whether to talk to a counselor or to make use of the reference materials that are available.

QVCC PARTNERSHIP PROGRAM

Tourtellotte Memorial High School and Quinebaug Valley Community College offer a partnership program to juniors and seniors who meet the criteria listed below. We encourage TMHS students to take advantage of this opportunity for college credit either in late afternoon or evening sessions at Quinebaug Valley Community College (QVCC). QVCC will agree to waive the tuition and fees for any high school student from Tourtellotte Memorial High School, providing the student meets the following criteria:

The student must be in their junior or senior year of high school and have an 80 average. Students with special educational needs will be considered where it can be demonstrated that they have sufficient skills to anticipate success in the selected college course.

The student must be recommended by the High School Partnership Program coordinator of Tourtellotte Memorial High School, in cooperation with the high school principal.

OTHER OPERATING PARAMETERS INCLUDE:

- Before the start of each semester, the Superintendent will identify, in writing to the college, a counselor, teacher, or administrator, to serve as the high school coordinator for the program. The Director of Admissions will serve as the college coordinator for the program.
- The student's tuition and fees will be waived by the college for a maximum of two courses per semester.
- Regular admissions procedures will be required of the high school students, including participation in QVCC's academic assessment program, which will help determine proper placement in college courses. Exception for assessment will be based on the recommendation of the high school principal and concurrence of the QVCC Admissions Office.
- The courses for which tuition and fees are waived will be on-campus credit courses only, offered day and evening Monday through Friday, supported through the general fund. Courses must be ones in which space is available.
- The costs of books and transportation shall not be borne by the college or the town.

PART VI: CO-CURRICULAR INFORMATION

In accordance with the philosophy of Tourtellotte Memorial High School, extra-curricular activities are considered to be an integral part of the educational experience of its students. A wide variety of well-organized programs have been developed to encourage participation in sports, clubs, and class functions. It is important for students to know that involvement in these extra-curricular activities is a privilege. Therefore, such participation is subject to the academic eligibility of the student. Additionally, the privilege of participating in extra-curricular activities may be revoked by the administration if a student violates school rules and regulations or any Board of Education Policy. All students attending any school function must be eligible as stated below and in attendance that day. For events which occur on Saturday, school attendance on the Friday before the event is expected and required.

ELIGIBILITY POLICY

The eligibility policy of Tourtellotte Memorial High School is designed to ensure that students are making it a priority to meet their academic and behavioral obligations before participating in extracurricular activities promoted by the school.

ELIGIBILITY FOR INTERSCHOLASTIC SPORTS

Eligibility guidelines for interscholastic sports is governed by the Thompson Board of Education and the Connecticut Interscholastic Athletics Conference (CIAC). Specifically, students must:

- carry a course load of at least six (6) credits during the regular school
- not be failing more than one academic subject
- have at least one grade of 70% or better
- meet additional regulations established by the Connecticut Interscholastic Athletic Conference (CIAC)

NOTES: Participation in the fall of the year will be determined by the final academic grade from the previous school year. For the purpose of eligibility, the day report cards are issued or ten (10) calendar days following the end of the previous marking period, whichever comes first, will be the day of eligibility determination.

ELIGIBILITY FOR OTHER SCHOOL-SPONSORED EVENTS

Eligibility requirements in this section are guided by Thompson Board of Education policies and the best interests of the students. The activities guided by this policy include, but are not limited to:

- Voluntary athletic activities including all student managers, scorekeepers, statisticians, etc.
- Voluntary organizations and clubs
- Dances (including prom)
- Any other special activity sponsored by the school

To be eligible for these activities, students must:

- carry a course load of at least six (6) credits during the regular school year
- not be failing more than one academic subject
- have at least one grade of 70% or better
- meet the requirements of the Digital Portfolio Handbook

NOTES: Participation in the fall of the year will be determined by the final academic grade from the previous school year.

Student eligibility will be re-evaluated after grades are verified for quarterly report cards.

Eligibility may be re-evaluated as part of a plan on an individual student basis with the approval of the teacher(s) impacted and the administration.

OTHER ELIGIBILITY NOTES: Scholastic failures cannot be made up for eligibility purposes until the next report card, except that credits earned during the summer which are accepted by the Thompson Board of Education will be utilized in determining eligibility.

With the exception of students who have been ill for extended periods, incompletes must be made up within ten (10) school days following the end of the marking period. Incomplete grades are not to be considered passing grades.

ATHLETICS

Listed below are the athletic teams that presently exist at the high school. All students are encouraged to participate in these sports, as well as, in other activities of the school. A mandatory pre-season meeting is held each season (fall, winter, spring) with the administration, coaches, parents, and players. This meeting will address policies, procedures, and expectations of the student athletes. In addition, tryout information will be presented by each of the coaches. Tryouts for the teams will be announced via the intercom and morning written announcement. Not being aware of the times is not a justifiable reason for missing the tryouts.

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Boys' Cross Country	Boys' Indoor Track	Boys' Track
Girls' Cross Country	Girls' Indoor Track	Girls' Track
Football – Varsity, J.V., Freshmen <i>(co-op with Putnam and Ellis Tech)</i>	Boys' Basketball – Varsity, J.V.	Boys' Baseball – Varsity, J.V.
Boys' Soccer	Girls' Basketball – Varsity, J.V.	Girls' Baseball – Varsity, J.V.
Girls' Soccer	Cheerleading	

Please refer to the section entitled “ELIGIBILITY POLICY” for the minimum standards that must be met in order to take part in the above-mentioned activities.

Spectators, as well as the athletes, must remember that at all athletic events, regardless of the site of the activity, they represent our school and must adhere to all of the school's rules and regulations. While cheering for our teams is encouraged, taunting, belittling, or ridiculing our opponents is not acceptable and will not be tolerated. Individuals who demonstrate this unsportsmanlike conduct will be removed from the event.

CIAC: CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE

The love of sports is so deeply rooted in our national consciousness that the values of millions of people, participants, and spectators, are directly conveyed by organized sports at all levels of competition. This places significant responsibility on those who influence sports-school administrators, coaches, athletes, officials-to assure that athletic competition helps build character and ethics of participants and spectators and to promote the value of education-based athletics. The CIAC Sportsmanship Committee believes that athletic excellence and sportsmanship are achieved through respect, honor and fair play. To that end, the committee has developed the following set of standards for sportsmanship for all Connecticut high schools with the expectation that all schools will promote and implement these standards at their events. The effective implementation of these standards and the promotion of good sportsmanship is everyone's responsibility!

Sportsmanship Standards

- Be positive and courteous
- Lead by example
- Maintain self-control
- Display ethical behavior
- Know, understand, appreciate, and observe the rules of the game
- Display modesty in winning and graciousness in defeat
- Show respect for all

Eastern Connecticut Conference Athletes

- Demonstrate respect for your opponents, their fans and the game officials
- Accept the responsibility and privilege the student-athlete has in representing your school
- Work for the good of your team at all times
- Win and lose graciously
- Refrain from the use of illegal substances to gain an unfair advantage
- Abide by all the rules of the game

Parents/Fans

- Help develop a community reputation for good sportsmanship
- Show respect for all players, coaches, game officials and visiting team spectators
- Be a positive role model for other spectators and your child
- Cheer for your team and not against your opponent
- Respect the judgment and strategy of the coach
- Recognize and show appreciation for an outstanding play by either team

ACTIVITIES

In addition to after school extra help, activities are available for student participation. These include: Diversity Club, Yearbook, Video Club, and Drama Club. This selection of activities is subject to change based on student suggestions/interests. All school rules apply during after school activities.

SCHOOL CEREMONIES AND OBSERVANCES

The school district recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among the students. Therefore, activities in schools commemorating national holidays such as Memorial Day, Thanksgiving and President's Day are encouraged. Nutmeg reminds students, faculty and administration of the variety of religious beliefs, and all are urged to be conscious of and respect the sensitivities of others.

Activities related to a religious holiday or theme will be planned to ensure that the activity is not devotional, and that students of all faiths can join without feeling that they are betraying their own beliefs. Therefore,

1. school and class plays shall not be overly religious, and church-like scenery will be avoided;
2. religious music shall not entirely dominate the selection of music; and
3. program notes and illustrations shall not be religious or sectarian.

Students shall be given the option to be excused from participating in those parts of a program or curriculum involving a religious theme which conflicts with their own religious beliefs. If a parent or student has any questions regarding the use of religious music, artwork and/or symbols in a particular course/activity, the Building Principal should be contacted.

An opportunity will be provided, at the beginning of each school day, for students to observe an appropriate period of silent meditation and to recite the Pledge of Allegiance. Participation in these activities is voluntary. Nonparticipants are expected to maintain order and decorum appropriate to the school environment.

DANCES

Dances are limited to Tourtellotte students and guests who are at least 9th graders. A Tourtellotte student may bring one guest. A guest form will be available prior to the dance. Each student wishing to bring a guest must complete and submit the form five (5) school days prior to the day of the dance so that the administration and advisors will have enough time to screen all guests based on the criteria as follows:

- Guests must at least be in 9th grade and be no older than 20 years of age.
- Guests from other high schools must be in good standing and not, at the time of the dance, be under suspension. These guests must also receive a positive recommendation from his/her school administrator.
- All guests must be prepared to present a driver's license or other photo ID to enter a school dance.

All school rules are in effect at all dances. This applies to guests, as well as, members of the student body. Even though dances may be held off school property, such events are school-sponsored and therefore students and their guests are subject to all school rules and all Board of Education policies and regulations. Students and their guests attending a school dance are subject to a breathalyzer test.

Students attending dances are expected to remain in the building once they have entered the dance. Students wishing to leave may do so; however, any student who leaves the dance will not be allowed to return.

A student removed from a dance for disciplinary reasons will be dealt with pursuant to school rules and Board of Education policy and regulations.

All sections of the building will be closed to students except the gym, refreshment area, and the guest lavatories. All participants must wear soft-soled footwear for the protection of the gym floor. This will be strictly enforced.

Should the Junior/Senior Prom fall on a school night, the administration and faculty understand that students attending the dance may wish to be dismissed early. In an effort to respect this request and still ensure maximum instructional time, students attending the dance may be dismissed with parent permission following the completed "long period" class. Students with last lunch during "long period" may be dismissed in lieu of going to the cafeteria. This policy only applies to students that arrive to school on time. Students who are tardy on the day of Junior/Senior Prom are expected to stay for the full day.

FIELD TRIPS

Field trips are scheduled by teachers as a method of enhancing the curriculum for a particular course. While on field trips, students are responsible for adhering to all school rules and Board of Education policies and regulations. This includes full school attendance on the day of a field trip.

When a trip is scheduled as a partial day trip, students are expected to arrive at school for the start of the student day. This will ensure that proper attendance is taken. In addition, students are expected to be prepared for all classes they are required to attend on the day of a field trip.

It is expected that other students will not interfere with students or chaperones attending a school-sponsored field trip. "Interfere," in this case, means that no student will be allowed to knowingly go to a place where a field trip is in progress and communicate, mingle, etc., with students in attendance on such a field trip. Violation of this handbook regulation will result in disciplinary action, including suspension, dependent on the degree of interference caused.

Students who have academic/behavioral difficulty in other classes may be denied permission to attend a field trip. This is at the discretion of the administration and the teacher in charge of the field trip.

Students who are unable to attend a field trip will be expected to be in attendance and participate in all regularly scheduled academic activities.

Field Trip Permission forms are required for all students going on field trips.

FUNDRAISING

All fundraising programs must be approved in advance by the administration. If approved, the student must document the fundraising date with the main office. Fundraising activities that advisors anticipate will result in more than \$5000 in revenue must have Board of Education approval.

STUDENT LEADERSHIP OPPORTUNITIES

STUDENT COUNCIL

The Student Council at Tourtellotte Memorial High School allows students the opportunity to provide leadership to the entire student body. Student Council has four elected officers (President, Vice President, Secretary, and Treasurer) and elected representatives from every class. Student Council is an excellent training ground for future leaders of business, government, education, the military, or any organization. Over the course of the year, Student Council helps with assemblies, dances, blood drives, and a variety of other events that change from year to year. Student Council will meet on a regular basis as determined by the officers and advisor. Students who fail to meet their obligations will be removed from the council. This includes elected officers. The Student Council By-Laws provide the complete operating parameters for this group.

CLASS OFFICERS

Each class will elect class officers along with representatives towards the end of the school year. Freshmen elections will be held during the month of September. These groups will meet periodically to conduct class business. Request for such meetings must be made to the administration by the class advisors.

Please note: Roberts Rules of Order will prevail at all class or club meetings in the high school. A complete book of these rules is available from the administration. Multiple copies are in the library. It is the responsibility of each class advisor or officer to conduct all class business by these rules.

STUDENT LEADERSHIP TEAM

The role Tourtellotte Memorial High School Student Leadership Team (TSLT) is to represent the students' voice and present recommendations to the faculty and administration in order to improve the school experience for everyone. The TSLT encompasses the TMHS Student Council and other student leaders as defined in the TSLT By-Laws. Leaders from other groups such as the National Honor Society, Band, Choir, and others also have representation on the TSLT along with elected at-large positions. The TSLT By-Laws provide the complete operating parameters for this group.

NATIONAL HONOR SOCIETY

The following criteria are considered for a student's selection into the Tourtellotte Chapter of the National Honor Society:

- A student must be in grades 10 or 11
- A student must have a cumulative, weighted grade point average of 90 or better
- A student must demonstrate leadership, service and character as defined by the National Association of Secondary School Principals
- A student is invited to complete an application
- Teachers are then asked to rate these students in areas of scholarship, leadership, service, and character

The National Honor Society Faculty Council then meets to review and assess information form, teacher ratings, and related comments. The council then makes nominations and votes on students to be inducted into the Honor Society. The student's weighted grade point average must be maintained at 90% or above once accepted as a member.

The Faculty Council consists of five (5) voting members appointed annually by the principal. The chapter advisor is an ex-officio, non-voting sixth member of the faculty council. The council meets at least once a year to select members and to consider dismissal, non-selection, and warning cases.

All determinations regarding induction and dismissal from the National Honor Society shall be conducted in accordance with the National Honor Society Constitution.

Students elected to the NHS must maintain the Four Pillars of the National Honor Society: Scholarship, Leadership, Character, and Service to continue membership.

Any student who is removed from the NHS for cause will have the membership designated deleted from their permanent academic record.

PART VII: LEGAL NOTICES

NON-DISCRIMINATION COMPLIANCE STATEMENT

Enforcement of Title VI, VII, IX and Section 504 and applicable CT State Statutes

It is the policy of the Thompson Board of Education not to discriminate against otherwise qualified individuals in any of its educational programs, activities, or employment practices on the basis of race, sex, national origin, ancestry, color, religion, disability, age, sexual orientation, gender identity or expression, genetic information, marital status, protected veteran status or on any other basis prohibited by law.

Thompson Public Schools are required to honor the above statutes in all school activities and throughout the physical plant. Should a student or employee believe that he/she has been discriminated against in violation of law or Board policy, s/he may file a complaint by contacting the appropriate coordinator listed below.

Staff/Student/Student Title IX Coordinator Mrs. Melinda Smith Thompson Public Schools Superintendent (860) 923-9581	Employer/Employee Complaints Sexual Harassment Mrs. Melinda Smith Thompson Public Schools Superintendent (860) 923-9581	Section 504 Coordinator Mr. Christopher Jones Thompson Public Schools Director of Pupil Services (860) 923-9581
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For all other complaints of discrimination, contact Ms. Melinda Smith Thompson Public Schools, 785 Riverside Drive, North Grosvenordale, CT, 06255, (860) 923-9581.

HAZARDOUS MATERIAL IN SCHOOLS-PEST MANAGEMENT/PESTICIDE APPLICATION

General Provisions:

It is the policy of the Thompson Board of Education to implement an integrated pest management plan to reduce the amounts of pesticides applied in any building, or the grounds of any Thompson public school, by using all available pest control techniques including judicious use of pesticides, when warranted, to maintain a pest population at or below an acceptable level, while decreasing the use of pesticides.

The decision to apply pesticide in any building, or the grounds of any Thompson public school is dependent on results of periodic monitoring for pest populations to determine if a pest problem exists that exceeds acceptable threshold levels.

No application of pesticide shall be made in any building, or the grounds of any Thompson public school during regular school hours or during planned activities at any school except as provided by Connecticut statute or regulation.

Parents or guardians of children in any school and/or staff members in any school may register for prior notice of pesticide application at their school. Each school shall maintain a registry of persons requesting such notice and shall provide notice to registered individuals in accordance with applicable Connecticut statutory and regulatory provisions.

The Superintendent may direct that an emergency application of a lawn care pesticide be made without prior notice to parents or guardians of children in any school and/or staff members in the event of a threat to human health, subject to applicable Connecticut statutory and regulatory provisions.

The Superintendent may direct that an emergency application of a pesticide be made during regular school hours or during planned activities at school without prior notice to parents or guardians of children

and/or staff members in any school in the event of an immediate threat to human health, subject to applicable Connecticut statutory and regulatory provisions.

There shall be no application of any lawn care pesticide on the grounds of any school with students in grade eight (8) or lower, except on an emergency basis, subject to applicable Connecticut statutory and regulatory provisions.

Definitions:

1. **Pesticide:** means a fungicide used on plants, an insecticide, an herbicide or a rodenticide, but does not mean a sanitizer, disinfectant, antimicrobial agent or a pesticide bait.
2. **Lawn Care Pesticide:** means a pesticide registered by the United States Environmental Protection Agency and labeled pursuant to the federal Insecticide, Fungicide and Rodenticide Act for use in lawn, garden and ornamental sites or areas.
3. **Integrated Pest Management:** means use of all available pest control techniques including judicious use of pesticides, when warranted, to maintain a pest population at or below an acceptable level, while decreasing the use of pesticides.
4. **Restricted Use Pesticide:** means any pesticide or pesticide use classified as restricted by the administrator of the United States Environmental Protection Agency or by the Connecticut Commissioner of Environmental Protection.

Integrated Pest Management Plan:

1. The district's integrated pest management plan shall be consistent with the model pest control management plan developed by the Connecticut Commissioner of Environmental Protection pursuant to Section 22a-66l of the Connecticut General Statutes.

Notice of Pesticide Application:

1. Parents or guardians of children in any school and/or staff members in any school may register for prior notice of pesticide application at their school.
2. Each school shall maintain a registry of persons requesting such notice.
3. Parents or guardians of children in any school and/or staff members in any school who register for prior notice of pesticide application at their school shall be provided notice of each scheduled pesticide application at their school on or before the day that any application of pesticide is to take place.
4. The notice shall include the following information:
 - a. The name of the active ingredient of the pesticide being applied,
 - b. The location of the application on school property,
 - c. The date of the application,
 - d. The name of the school administrator, or designee, who may be contacted for further information.

Emergency Pesticide Application:

1. In the event of a threat to human health, the Superintendent may direct that an emergency application of a lawn care pesticide be made without prior notice to parents or guardians of children in any school and/or staff members.
2. In the event of an immediate threat to human health, the Superintendent may direct that an emergency application of a pesticide be made, during regular school hours or during planned activities at school, without prior notice to parents or guardians of children in any school and/or staff members. Such application may only be made if (1) it is necessary to make the application during such period, and (2) such emergency application does not involve a restricted use pesticide.
3. In the event of such emergency application, no child may enter the area of such application until it is safe to do so according to the provisions on the pesticide label.

4. In the event of such emergency application, the provision set forth below regarding authorized pesticide applicators shall not apply if the Superintendent determines that it is impractical to obtain the services of any such applicator, provided that the application does not involve a restricted use pesticide.

Record of Pesticide Application:

1. A copy of the record of each pesticide application at a school shall be maintained at the school for a period of five (5) years, which record shall include the information required by Section 22a-66a of the Connecticut General Statutes, as it may be amended from time to time.

Authorized Pesticide Applicator:

1. No person, other than a pesticide applicator with supervisory certification under Section 22a-54 of the Connecticut General Statutes or a pesticide applicator with operational certification under Section 22a-54 under the direct supervision of a supervisory pesticide applicator, may apply pesticide within any building or on the grounds of any school within the district.

Prohibition on Use of Lawn Care Pesticides at District Schools with Students through Grade 8:

There shall be no application of any lawn care pesticide on the grounds of any school with students in grade eight (8) or lower, except on an emergency basis, subject to applicable Connecticut statutory and regulatory provisions and the conditions set forth above.

Legal References:

Connecticut General Statutes:

§10-231a	§22a-47
§10-231b	§22a-54
§10-231d	§22a-66a
§19a-79a	§22a-66l

United States Code: Insecticide, Fungicide and Rodenticide Act, 7 U.S.C. § 136 *et seq.*

Date Adopted: 10/12/99

Policy approved by Policy Committee: April 15, 2013

(Refer to Board of Education Policy ECF - "Hazardous Material.")

ASBESTOS NOTIFICATION

The Thompson Board of Education, in compliance with federal law, has developed an asbestos management plan, concerning the presence or suspected presence of asbestos-type materials within district school buildings, and required inspections and preventive measures related thereto. In accordance with federal law, members of the public, including parents, teachers and other employees, shall be permitted access to the asbestos management plan of the Thompson Board of Education.

Upon request, the district shall permit members of the public, including parents, teachers and other employees, to inspect any asbestos management plan. The district shall grant access to such management plans within a reasonable period of time after a request from a member of the public is received.

NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as "Section 504") is a nondiscrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability. Under Section 504, the school district also has specific responsibilities to identify, evaluate and provide an educational placement for students who are determined to have a physical or mental impairment that substantially limits a major life activity. The school district's obligation includes providing such eligible students a free appropriate public education ("FAPE"). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees imposed on nondisabled students/parents).

A student is covered under Section 504 if it is determined that he/she suffers from a mental or physical disability that substantially limits one or more major life activity such as (but not limited to) caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity may also include the operation of a major bodily function, such as an individual's immune, digestive, respiratory or circulatory systems.

A student can be disabled and be covered by Section 504 even if he/she does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students with information regarding their rights under Section 504. Under Section 504, you have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the Thompson School District's education programs without discrimination based on his/her disability.
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;
5. If you suspect your child may have a disability, to request an evaluation, at no expense to you, to have an eligibility determination under Section 504, and if eligible, placement decisions made by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met.
7. If your child is eligible for services under Section 504, for your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities;
8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;
13. To an impartial due process hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense.
14. To file a local grievance/complaint with the district's designated Section 504 Coordinator to resolve complaints of discrimination, including, but not limited to, claims of discrimination directly related to the identification, evaluation or placement of your child.
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504 Coordinator for this district is:

Mr. Christopher Jones
785 Riverside Drive
North Grosvenordale, Connecticut, 06255
Phone: 860-923-9581
Fax: 860-923-9638
cjones@thompsonpublicschools.org

For additional assistance regarding your rights under Section 504, you may contact:

Boston Regional Office
Office for Civil Rights
U.S. Department of Education
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921
Telephone: (617) 289-0111

Connecticut State Department of Education
Bureau of Special Education and Pupil Services
P.O. Box 2219
Hartford, CT 06145
Telephone: (860) 807-2030

TITLE I NOTICES

All district schools, regardless of whether they receive Federal Title I funds, provide services that, taken as a whole, are substantially comparable. Staff, curriculum materials and instructional supplies are provided in a manner to ensure equivalency among district schools.

Parents of a child in a Title 1 funded program will receive a copy of the district's parental and family engagement involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title 1 programs.

PSYCHOTROPIC DRUG USE

School personnel is prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners, district medical advisor, school psychologists, school social workers and school counselors, may recommend that a student be evaluated by an appropriate medical practitioner. Further, the District is prohibited from requiring a child to get a prescription before he/she may attend school, be evaluated to determine eligibility for special education or receive special education.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

Parents have the right to request information about the professional qualifications of their child's teacher(s). The response will indicate whether the teacher is certified for the subject matter and grade taught; the teacher's undergraduate major and any graduate degrees or certifications a teacher may have. Parents will also be advised, if requested as to whether the child is provided service by paraprofessionals and their qualifications.

SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM

Students in grades K-12 will be involved in a prevention-oriented child sexual abuse program which teaches students age-appropriate techniques to recognize child sexual abuse and how to report it. Parents/guardians may permit their child to opt out of the awareness program or any part of it by notifying the school in writing of such a request.

SAFE SCHOOL CLIMATE PLAN

The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, teen dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. **Prohibition Against Bullying, Teen Dating Violence and Retaliation**

- A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.
- B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process;
- D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- E. Students who engage in bullying behavior or teen dating violence in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. **Definition of Bullying**

- A. **"Bullying"** means the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:
 - 1. causes physical or emotional harm to such student or damage to such student's property;
 - 2. places such student in reasonable fear of harm to him/herself, or of damage to his or her property;
 - 3. creates a hostile environment at school for such student;
 - 4. infringes on the rights of such student at school; or
 - 5. substantially disrupts the education process or the orderly operation of a school.
- B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

- A. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system;
- C. **"Hostile environment"** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;
- D. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. **"Outside of the school setting"** means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education;
- F. **"Prevention and intervention strategy"** may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
- G. **"School climate"** means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.
- H. **"School employee"** means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.
- I. **"School-Sponsored Activity"** shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.
- J. **"Teen dating violence"** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

IV. Leadership and Administrative Responsibilities

- A. Safe School Climate Coordinator
The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:
 - 1. be responsible for implementing the district's Safe School Climate Plan ("Plan");
 - 2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to

- prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
 4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district's Plan.

B. Safe School Climate Specialist

The Principal of each school (or principal's designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

- A. The Principal of each school shall establish a committee or designate at least one existing committee ("Committee") in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.
- B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) implement the provisions of the school security and safety plan, if applicable, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying, 4) review and amend school policies relating to bullying; 5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 6) educate students, school employees and parents/guardians on issues relating to bullying; 7) collaborate with the Coordinator in the collection of data regarding bullying; and 8) perform any other duties as determined by the Principal that are related to the prevention, identification and response to school bullying.
- C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.
- D. The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

- A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.
- B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student's identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student's identity is known) to review the request for anonymity and

discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report, and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.

- C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such oral report.
- D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

- A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding **not later than forty-eight hours** after the investigation is completed. This notification shall include a description of the school's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.
- B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A.
- C. If bullying is verified, the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

- D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.
- E. **Notice to Law Enforcement**
If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. Notice shall be consistent with the Board's obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee, may consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.
- F. If a bullying complaint raises a concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

VIII. Teen Dating Violence

- A. The school strictly prohibits, and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.
- B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.
- C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

IX. Documentation and Maintenance of Log

- A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.
- B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, name of school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school

and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

- C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

X. Other Prevention and Intervention Strategies

- A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of “bullying” or “teen dating violence,” as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.
- B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.
- C. The following sets forth possible interventions which may also be utilized to enforce the Board’s prohibition against bullying and teen dating violence:

- i. **Non-disciplinary Interventions**

- When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

- ii. **Disciplinary Interventions**

- When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action.

In-school suspension and suspension may be imposed only after informing the accused

perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board's Student Discipline policy.

Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board's Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students and victims of teen dating violence

The building principal (or other responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following:

- a. Referral to a school counselor, psychologist or other appropriate social or mental health service;
- b. Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
- c. Encouragement of student to seek help when victimized or witnessing victimization;
- d. Peer mediation or other forms of mediation, where appropriate;
- e. Student Safety Support plan;
- f. Restitution and/or restorative interventions; and
- g. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

iv. General Prevention and Intervention Strategies.

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

- a. School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
- b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
- c. Inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
- d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
- e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
- f. Student peer training, education and support; and

- g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions;
 - h. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
 - i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;
 - j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution and prevention of bullying and teen dating violence, with a focus in evidence based practices concerning same;
 - k. Use of peers to help ameliorate the plight of victims and include them in group activities;
 - l. Avoidance of sex-role stereotyping;
 - m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;
 - n. Modeling by teachers of positive, respectful, and supportive behavior toward students;
 - o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;
 - p. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere;
 - q. Culturally competent school-based curriculum focusing on social-emotional learning, self-awareness and self-regulation.
- D. In addition to prevention and intervention strategies, administrators, teachers and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”
- E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

XI. Annual Notice and Training

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.
- C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district’s safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.
- D. After July 1, 2014, any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

XII. School Climate Assessments

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State

Department of Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

Legal References:

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8,

Series 2008-2009 (March 16, 2009)

Public Act 14-172, "An Act Concerning Improving Employment Opportunities Through Education And Ensuring Safe School Climates"

Public Act 14-232, "An Act Concerning The Review And Approval Of Safe School Climate Plans By The Department Of Education And A Student Safety Hotline Feasibility Study"

Public Act 14-234, "An Act Concerning Domestic Violence And Sexual Assault"

CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT

All school employees, including teachers, superintendents, principals, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, social workers, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm or sexual assault by a school employee to the Connecticut State Department of Children and Families Services. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receives training in their use, as required by state law.

Reporting of child abuse, neglect and sexual assault by a school employee is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse, neglect or a sexual assault a report will be made. The school will work with the parents and appropriate social agencies in all cases.

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the explanation given for their cause. Improper treatment such as malnutrition, sexual molestation, deprivation of necessities, emotional abuse, cruel punishment or neglect are also considered child abuse.

The Board of Education will post in each school the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in a conspicuous location frequented by students. Such posting shall be in various languages appropriate for the students enrolled in the school.

COMPUTER AGREEMENT

The District utilizes computer technology to broaden instruction and to prepare students for a computerized society. Use of these resources is restricted to students working under a teacher's supervision and for approved purposes only. Students and parents will be asked to sign a user agreement regarding appropriate use of these resources. Violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and parents should be aware that e-mail communications, using district computers, are not private and may be monitored by staff. The District will not be liable for information posted by students on social media websites, such as Facebook, Instagram, SnapChat, YouTube, etc., when the student is not engaged in District activities and not using District equipment.

The District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such material.

Federal law requires the district to place filtering devices on school computers to block entry to visual depictions that are obscene, pornographic, harmful or inappropriate for students as defined in the Children's Internet Protection Act and as determined by the Superintendent or his/her designee.

The Board of Education is committed to aiding students and staff in creating a 21st Century learning environment. Therefore students (plus staff) will be permitted to access the District's wireless network with their personal devices during the school day. With teacher approval, students may use their own devices to access the Internet and collaborate with other students.

Students and parents/guardians participating in the Bring Your Own Device/Technology program must adhere to the Student Code of Conduct, as well as all applicable Board policies, particularly the Computer Acceptable Use policy.

MIGRANT STUDENTS

The district has a program to address the needs of migrant students. A full range of services will be provided to migrant students, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes. Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation and evaluation of the migrant program.

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

Federal legislation requires schools selected to participate in this national testing program to notify parents of children who will be taking the test of their right to exclude their child. Parents also have the right to inspect all NAEP data, questions and assessment instruments.

ON-CAMPUS RECRUITMENT

Students at the middle and high school level will be informed of the availability of (1) vocational, technical and technological education and training of technical high schools and (2) agricultural sciences and technology education at regional agricultural science and technology education centers. Full access for the recruitment of students by technical high schools, regional agricultural science and technology education center, magnet schools, charter schools will be provided. Military recruiters and institutions of higher learning shall have access to secondary school students' names, addresses and telephone listings unless the student's parent/guardians submits a written request that such information not be released without their prior written consent.

STUDENT RECORDS

A student's school records are confidential and are protected by federal and state law from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the district until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students at the assigned school. The (Superintendent) is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The record's custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employee such as an administrator, teacher, support staff, Board of Education member, attorney, agents, or facilities with which the district contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504;
3. Compiling statistical data; or
4. Investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

The parent's or student's right of access to, and copies of, student records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher and records pertaining to former students after they are no longer students in the district, do not have to be made available to the parents or student.

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the district refuses the request to amend the records, the requestor has the right to a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade in a course through this process. Parents or the student have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with the law regarding student records. The district's policy regarding student records is available from the principals or superintendent's office.

Copies of student records are available for a nominal fee per page, payable in advance. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the district is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about district students is considered directory information and will be released to anyone who follows procedures for requesting it unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within ten school days after the issuance of this handbook. Directory information includes a student's name, address, telephone number, date and place of birth, major field of study, grade levels, photograph, e-mail address, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.

Military recruiters or institutions of higher learning shall have access to secondary school students' names, addresses and telephone listings, unless a parent/guardian or secondary student aged 18 or over requests in writing that such information not be released.

The District will release to the Parent Teacher Association the names, addresses, telephone number and grade levels of students (unless the District is informed by September 15 of the school year that designation of such directory information has been refused as to a particular student) provided such information is to be used by the PTA for its own school activities or school business.

The District, when a student moves to a new school system or charter school, will send the student's records to the new district or charter school within ten business days of receiving written notice of the move from the new district. Unless the parents/guardians of the student authorize the record transfer in writing, the sending District is required to send a notice when the records are sent to the new district.

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the Requirements of FERPA. Complaints may be addressed to: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

The district's HIPPA Privacy Officer is Melinda Smith

(Refer to Board of Education Policy – “Student Records Section JO.”)

TRANSCRIPTS

A transcript is the official school report of a student's dates of attendance, courses taken, and grades and credits received. Transcripts are most often requested by colleges, employers, and receiving high schools when a student moves out of town. Copies of transcripts may be requested by contacting the school counselors' office. A release of records form must be signed before records will be sent. Release forms may be signed by a student 18 years or older, by a parent, or a legal guardian.

Official records are stamped with the school seal and are delivered by mail only.

Transcripts that are hand carried are identified as “Student Copy” and are not considered official records.

Request for records require a 48-hour notice.

(Refer to Board of Education Policy – “Student Records Section JO.”)