

THE HANDBOOK FOR STUDENTS AND PARENTS

DANIEL HAND HIGH SCHOOL

Madison, Connecticut

2022-2023

Published for the information of
Students, Parents/Guardians, and Faculty



Refer to the Daniel Hand High School website under the General Information link to find the most current handbook information.

Daniel Hand High School
286 Green Hill Road
Madison, CT 06443-2299

Website – www.madison.k12.ct.us

Website – www.danielhand.org

Main Office (203) 245-6350
Athletic Department (203) 245-6366
Attendance Line (203) 245-6355
Guidance and School Counseling Department (203) 245-6360
Health Office (203) 245-6370

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DANIEL HAND HIGH SCHOOL'S

CORE VALUES AND BELIEFS

Our primary purpose is to graduate enthusiastic life-long learners who are responsible global citizens. Daniel Hand High School students, in collaboration with educators, parents/guardians, and the community, will develop as motivated, self-reliant, creative, and ethical individuals who respect differences in others.

Core Values and Beliefs Statement

The Daniel Hand High School community will provide a safe, supportive, and respectful environment for students to develop critical thinking, creative problem solving, and effective communication. We will cultivate a collaborative and inclusive community that values and affirms the diverse contributions, strengths, and talents of all its members. Our expectation is that students will act with respect, courtesy, and empathy. We will provide an environment for students to find learning opportunities in both success and failure and take responsibility for their words and actions. We bear a responsibility to empower all students to become contributing members of a just society. As a learning community, we value compassion, intellectual curiosity, academic and creative risk-taking, and integrity.

Daniel Hand High School Commitments

The school will...

- ❖ provide appropriate facilities, resources, and support services to make learning accessible to all students.

All staff will...

- ❖ encourage students to be proactive in their learning, and will challenge students to meet or exceed standards in all programs.

All students and staff will...

- ❖ reflect on success and failure in order to develop resilience, perseverance, and a growth mindset.
- ❖ benefit from collaboration and partnership with civic, business, higher education, and other community groups and resources.
- ❖ engage in emotionally and intellectually safe learning within a secure school facility.

The school community will...

- ❖ encourage student curiosity, ingenuity, and creativity, thus empowering students to pursue their own intellectual inquiries.
- ❖ foster participation in activities that promote lifelong health and wellness for all staff and students.

SCHOOL PERSONNEL

Administrators

Anthony R. Salutari Jr., *Principal*
Brian M. Bodner, *Assistant Principal*
Melanie A. Whitcher, *Assistant Principal*
Christopher Farrell, *Athletic Director*

Department Coordinators/Leads

Art William Sommer
Career & Technical Education Dan Grenier
English..... Celina DaSilva
Library Media..... Dawn Fiorelli
Mathematics Christine Justice
Music..... John Gage
Physical Education Brian Gouin
Science Paul Mezick
Social Studies..... Peter Nye
Special Education..... Catherine Burland
World Languages Jennifer Aguzzi

Student Services

Coordinator of School Counseling Jennifer Hawley
College and Career Counselor..... Chrissy Coyle
Effective School Solutions (E.S.S.)..... Holley Anderson, Hannah Croce-Reisman
MYFS School Based Clinician Erin Corbett
School Counselors..... Kyle Heins, Jourdan Milardo, Deborah Rossi, Cynthia Skarsten
School Psychologists..... Lindsey Fiondella, Jori Smith
Social Worker..... Sydney Sutcliffe
Speech and Language Pathologist Sarah Slubowski
TESOL Mary Beth Sarr, Mary Merkle-Scotland
Tutoring Center Staff Susan Fishman, Eileen Schurk

Support Staff

Athletics Department Executive Secretary..... Robin Halloran
Attendance Secretary..... Kelsey McIsaac
Bookkeeper Susan Evans
Executive Secretary to the Assistant Principals Kara B. Heller
Executive Secretary to the Principal Carla Marino
Photo Copy Secretary..... Maeve Miller
School Counseling Executive Secretary..... Isabelle Hahn
Secretary to the Coordinators..... Dina Minniti
Security Specialists Jaime Del Mauro, Robert Faulkner, John Pardo
Special Education Secretary..... Deborah Greco
Student Data Processing..... Alison Smalley

Custodial Staff

Head Custodian Austin Gagner
Lead Custodian..... Christopher Falango
Custodial Staff..... Mark Acampora, Rick Cardoza, Anthony Coppola, Max Martinez,
..... Frank Pellegrino, Norbu Wangdu

Health and Athletic Training Office

School Nurse Stephanie Lesnik, R.N.
Health Office Paraprofessional Patricia Drake
Athletic Trainer Terri Ajaski

FACULTY AND STAFF

ART

William Sommer, Coordinator
Katrina Engelhardt
Sarah Raynold
Mary Smith
Clare Stone

BUILDING SUBSTITUTES

Robert Baskin
Jennifer Collins
Joni Gage
John Pascale

CAREER & TECHNICAL EDUCATION (CTE)

Daniel Grenier, Coordinator
Bryan Amenta
Lucien Arsenaault
Erik Becker
Marcie Rocchio
William Schultz
David Tommaso

EFFECTIVE SCHOOL SOLUTIONS (ESS)

Holley Anderson
Hannah Croce-Reisman

ENGLISH

Celina DaSilva, Coordinator
Stephanie Fumiatti, Instructional Coach
Allison McMahon, Reading
Interventionist
Amanda Abbott
Megan Bucknall
Joelle Coretti
Mia Corvino
Denise Earles
Mark Harris
Michael Lajoie
Scott Morrison
Alecia Rubino
Kelly Smith
Joshua Young

FAB LAB

Diana Floyd

LIBRARY MEDIA

Dawn Fiorelli, Coordinator
Michelle Hurteau

TECHNOLOGY

Michael Kiefer
Jake Siciliano

MATHEMATICS

Christine Justice, Coordinator
Justin Kaeser, Instructional Coach
Michelle Bass, Math Interventionist
Timothy Ballantyne
David Buller
Jason Engelhardt
Victoria Fetchel
Sue Groll
John Hajus
Lauren-Anne Konopka
Ella Sayin
Danielle Wandel

MUSIC

John Gage, Lead
Taralyn Bulyk
Ron Soja

PHYSICAL EDUCATION/HEALTH

Brian Gouin, Lead
Jennifer Amasino
Patrick Barnett
Tyler Pucci

SCIENCE

Paul Mezick, Coordinator
Frank Balantic
Elisa Brako
Alina Britchi
Erica Browne
Lisa Ciampi
Michael Docker
Sarah Grissom
Katherine O'Neil
Corey Rice
David Russo
Sarah Tibbetts
Jacob Werman

SOCIAL STUDIES

Peter Nye, Coordinator
Martin Glasser
Julie Johnson
Ashley Joiner
Catherine Kennedy
Susan Leckey
Ben Pelletier
Thomas Quirk
Ronald Spears
Laura Stott
Nicholas Warhola

SPECIAL EDUCATION

Catherine Burland, Coordinator
Ali Cappetta
Kayla Carroll
Patricia Docker
Kimberly Dunn
Kathleen Ericson
Danielle Fragoso
Susan Greenvall
Diana Karsanow
Stephanie Kuczma
Carly McGrady
Kristy Simmons

SPECIAL EDUCATION PARAEDUCATORS

Kimberly Albee
Danielle Amato
Scott Duncanson
Susan Fishman (SAC)
Lynn Hagan
Kristy Hynes (RBT)
Laura McCartney
Robin Melly (Test Center)
Jamie Nocera
Ryan Nuzzo
Eileen Schurk (SAC)
Barbara Simos
Adrian Whaley

WORLD LANGUAGES

Jennifer Aguzzi, Coordinator
David Brine
Gabrielle Butcher
Rosana Casais
Paul Curran
Sasha Gauley
Jonathan Garcia
Mary Merkle-Scotland
Page Pelphrey

ADMINISTRATIVE INTERN

n/a

STUDENT TEACHERS

Mateo Zumpano, Social Studies

STUDENT RIGHTS AND RESPONSIBILITIES

(Madison Board of Education Policy 5090)

The Board of Education believes that students have rights, which should be recognized and respected. It also believes that every right carries with it certain responsibilities.

Students have the right to a quality education and the responsibility to put forth their best efforts during the educational process. Students have the right to expect school personnel to be qualified in providing that education. Students have the responsibility to respect the rights of other students and all persons involved in the educational process.

If all rights and responsibilities of all individuals are clearly understood, the elements of respect and cooperation will result in the harmonious and constructive education of the student.

The school administrators and district administrators have the authority to interpret and apply these policies. Students must obey any such interpretation subject to an appeal.

The Board has the responsibility to afford students the rights that are theirs by virtue of guarantees under the federal and state constitutions and statutes. In connection with rights, there are responsibilities that must be assumed by students.

Among these rights and responsibilities are the following:

1. Civil rights- including the rights to equal educational opportunity and freedom from discrimination; the responsibilities not to discriminate against others;
2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
3. The right to due process of law with respect to suspension, expulsion, and decisions which the student believes injures his or her rights;
4. The right to free inquiry and expression; responsibility to observe reasonable rules regarding these rights; and
5. The right to privacy, which includes privacy in respect to the student's school record

It is the Board's belief that as part of the educational process students should be made aware of their legal rights and of the authority of the Board to make and delegate authority to its staff to make rules regarding the orderly operation of the schools.

Students have the right to be informed of the standards of behavior that are expected of them, and the consequences of misbehavior.

The rights and responsibilities of students, including standards of conduct, will be made available to students and their parents through handbook distributed annually.

For a list of all Board of Education policies, visit
<http://www.madison.k12.ct.us/boe/policyindex.html>

BOARD OF EDUCATION POLICIES

As required by law, the Superintendent is required to inform parents about the following policies from the Board of Education Policy Manual and that they are accessible on the homepage of the Madison Public Schools website (www.madison.k12.ct.us) in the Back to School Information section and under the Board of Education heading.

#0521 and #5020.1	Nondiscrimination
#3541.5	Transportation Safety Complaints
#4010	Prohibition on Recommendations for Psychotropic Drugs
#4112.1	Certification
#4116.1	Sex Discrimination and Sexual Harassment
#5020	Equal Educational Opportunity
#5070	Promotion/Acceleration / Retention
#5080	Student Absences
#5080.1	Tardiness
#5080.2	Truancy
#5090.1.4	Student Misconduct in Schools
#5090.3	General Rules of Student Conduct
#5090.3.3	Student Conduct on School Buses
#5090.3.4	Out of School Misconduct
#5090.4.2.1	Pledge of Allegiance
#5090.7	Drugs, Alcohol, Tobacco, Inhalants, and Performance-Enhancing Substances
#5090.8	Weapons and Dangerous Instruments
#5090.11	Concerns/Issues Procedures
#5100.9.1	Student Recruitment
#5110	Student Discipline
#5110.4	Suspension/Expulsion/Exclusion from School/School Activities
#5120.3	Health Services
#5120.3.1.	Communicable and Infectious Diseases
#5120.3.2	HIV Infection
#5120.3.3	Administering Medications
#5120.4.2.1	Suicide Prevention
#5120.4.2.4	Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment
#5120.4.2.5	Child Abuse
#5120.3.4	Managing Student Food Allergies
#5120.9	Homeless Students
#5128	Rank in Class
#5131.911	Bullying
#5180.1	Records/Confidentiality
#5180.1.1	Directory Information
#5180.4	Using Schools or Students for Publicity Purposes
#6080.1.2	Title I Programs/Parental Involvement
#6080.21.1	English as a Second Language
#6080.24.2	Magnet Schools
#6100.15.2	Use of Internet/Online Services
#6146	Graduation Requirements
#6154	Homework/Make Up Work
#6141.312	Migrant Students
#7120	Hazardous Materials in Schools

CODE OF CONDUCT

The Madison Public Schools' Student Code of Conduct is approved annually by the Board of Education. The Code of Conduct can be accessed on the homepage of the Madison Public Schools website in the Back to School Information section and/or on individual school homepages. We ask that you review this information with your student.

Disciplinary actions are designed to enable the student to see that their behavior has consequences, both positive and negative. It is our hope that disciplinary consequences will help our students grow and mature, as well as become responsible and accountable for their actions. In all instances, our decisions will be driven by the Code of Conduct. The final decision for discipline rests with the Principal and/or Assistant Principals.

A student's disciplinary record will be held in the strictest confidence among their teachers, parents, school counselors, and the administration.

Notice to Parents

Parents often wish to know, *what happened to the other student?* Both state and federal laws prohibit the administration from discussing consequences with victims or victims' parents. Therefore, this question cannot legally be answered due to confidentiality restrictions.

NON-DISCRIMINATION POLICY

The Madison Board of Education complies with all applicable federal, state and local laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities because of national origin, ancestry, alienage, sex, sexual orientation, marital status, age, disability, pregnancy, gender identity or expression, veteran status, subject to the conditions and limitations established by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, or any other basis prohibited by state or federal law is prohibited, whether by students, Board employees or third parties subject to the control of the Board.

Any person wishing to file a complaint regarding discrimination may obtain a copy of the Board's complaint procedures and complaint form, which are included in the Board's Administrative Regulations Regarding Non-Discrimination/Students. These regulations accompany Board Policy #5020.1 and are available online at <https://www.madison.k12.ct.us/board-of-education/policies> or upon request from the Main Office at any district school.

GRIEVANCE PROCEDURE FOR TITLE VI, TITLE IX, AND SECTION 504

Coordinator for Title VI, Title IX, and Section 504
Dr. Elizabeth Battaglia, *Director of Special Education and Student Services*
Central Office
10 Campus Drive
Madison, CT 06443
(203)245-6341
battagliae@madison.k12.ct.us

Any student or employee of the Madison Board of Education, who feels they have been discriminated against on the basis of race, color, national origin, age, sex, or handicap, may contact such coordinator at any time there is a complaint. The coordinators are located in the Board of Education offices. If the coordinator of Title VI and Title IX is unable to resolve the complaint, the grievance will be taken to mediation. The mediation committee consists of the coordinator and three members of the Title IX Committee who will work within the law and with fairness to find facts and resolve the issue. The final level for the grievance will be with the Superintendent of Schools and the Board of Education. Any individual who feels he or she has been discriminated against in violation of Section 504 should immediately contact the Director of Special Education and Student Services. Additionally, such individual may file a complaint with the Boston Regional Office of the Office of Civil Rights at:

Office for Civil Rights/ED
8th Floor
5 Post Office Square, Suite 900
Boston, MA 02109-3921

SAFE SCHOOL CLIMATE PLAN

The Madison Board of Education, and all school boards in Connecticut, has revised its policy on bullying to reflect the expanded definition of bullying as required by Public Act No. 11-232 – An Act Concerning the Strengthening of School Bullying Laws, which went into effect on July 1, 2011. In addition to revising the policy on bullying (Policy #5090.3.6.1.1) which is located on the district's website under the Board of Education heading, the law required school districts to develop, implement, and submit to the State Department of Education a safe school climate plan on or before January 2012. In response to Public Act No 11-232, the Madison Public Schools codified the many programs and practices that have been in place in our schools into an official district safe school climate plan. This new legislation supports and reinforces our school district and community commitment to provide our students with a safe, caring, and successful school experience. The Safe School Climate Plan is posted on the district and school websites.

ANNUAL BULLYING NOTICE

The Madison Board of Education (the “Board”) is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, teen dating violence, harassment and discrimination. In accordance with state law and the Board’s Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior 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 the Board.

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. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior or teen dating violence 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.

For purposes of this policy, “Bullying” means an act that is direct or indirect and severe, persistent or pervasive, which:

1. caused physical or emotional harm to an individual;
2. placed an individual in reasonable fear of physical or emotional harm; or
3. infringes on the rights or opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral 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.

For purposes of this policy, “**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.

For purposes of this policy, “**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.

Consistent with the requirements under state law, the Board authorizes the Superintendent or designee(s), along with the Safe School Climate Coordinator, to be responsible for developing and implementing a Safe School Climate Plan in furtherance of this policy. As provided by state law, such Safe School Climate Plan shall include, but not be limited to provisions which:

1. enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified at the beginning of each school year of the process by which students may make such reports;
2. enable the parents or guardians of students to file written reports of suspected bullying;
3. require school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school climate specialist, or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
4. require the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section and that 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 receive prompt notice that such investigation has commenced;
5. require the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
6. include a prevention and intervention strategy for school employees to deal with bullying and teen dating violence;
7. provide for the inclusion of language in student codes of conduct concerning bullying;
8. require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation described in subdivision (4), above; (A) of the results of such investigation, and (B) verbally or by electronic mail, if such parents' or guardians' electronic mail addresses are known, that such parents or guardians may refer to the plain language explanation of the rights and remedies available under Conn. Gen. Stat. Section 10-4a and 10-4b published on the Internet website of the Board;
9. require each school to invite the parents or guardians of a student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and policies and procedures in place to prevent further acts of bullying;
10. require each school to invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the meeting required in subdivision (9) above, to discuss specific interventions undertaken by the school to prevent further acts of bullying;
11. establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
12. direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

13. prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
14. direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
15. require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;
16. prohibit bullying (A) 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 the Board, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, or (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;
17. require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan;
18. require that all school employees annually complete the training described in Conn. Gen. Stat. §§ 10-220a or 10-222j related to the identification, prevention and response to bullying.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivisions (9) and (10) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

The Board shall submit its Safe School Climate Plan to the State Department of Education for review and approval. Not later than thirty (30) calendar days after approval by the Department, 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.

As required by state law, the Board, after consultation with the Connecticut Department of Education and the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative, shall provide on the Board's website training materials to school administrators regarding the prevention of and intervention in discrimination against and targeted harassment of students based on such students' (1) actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance or mental, physical, developmental or sensory disability, or (2) association with individuals or groups who have or are perceived to have one or more of such characteristics.

As required by state law, the Board shall post on its website the plain language explanation of rights and remedies under Connecticut General Statutes §§ 10-4a and 10-4b, as developed and

provided to the Board by the Connecticut Social and Emotional Learning and School Climate Advisory Collaborative.

Date of Adoption: April 6, 2021

Date Revised: April 5, 2022

PUBLIC SCHOOL CHOICE IN CONNECTICUT

Parents/guardians and students are encouraged to explore other educational opportunities that are offered in the school district locally and regionally. These options may include magnet, charter, lighthouse, and vocational-technical schools, Open Choice and interdistrict programs, and vocational agriculture centers. Contact the School Counseling Department for further information on these School Choice options.

RELEASE OF DIRECTORY INFORMATION TO MILITARY RECRUITERS

The No Child Left Behind Act of 2001 and the National Defense Authorization Act of 2002 require the Madison Public Schools to provide, upon a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings. However, a parent or guardian of a secondary school student or the student himself/herself, if he/she has reached the age of majority ("eligible student") may object to the release this information. Parents, guardians and students who have reached the age of majority who do not want the student's name, address, and telephone number released to military recruiters have the right to request in writing that this information **not** be released. If you do **not** want this information released, please complete the Military Recruiters electronic form on the Madison Public Schools website in the Back to School Information section, and return it to the Office of the Superintendent via e-mail or U.S. Mail on or before October 1st.

ASBESTOS MANAGEMENT PROGRAM

An Asbestos Management Program exists to guarantee that asbestos-containing materials are maintained in a condition in which they do not pose a health hazard. As part of this program, these materials are periodically inspected. Anyone wishing to know more about the Asbestos Management Program or the asbestos-containing materials found in the Madison Public Schools may request to read the Asbestos Management Plan which is on file in the School Facilities Office (203-245-6470).

ACCESS TO PUBLIC RECORDS

Directory information or class lists of student names and/or addresses for recruitment purposes shall not be distributed without the knowledge of the parent or legal guardian of the students or by the student who has attained majority status. *For more detailed information refer to Board of Education policy, #51009.1*

STUDENTS AND MEDIA COVERAGE

We are very proud of the impressive accomplishments of our Madison Public Schools' students and enjoy sharing our pride in the media and on our website. If you do **not** want your child photographed or videotaped for public relations and/or promotional reasons, please complete the Media Coverage Refusal electronic form on the Madison Public Schools website in the Back to School Information section and return it to the Office of the Superintendent via e-mail or U.S. Mail on or before October 1st.

DUE PROCESS PROCEDURES

Student Rights:

Students have the right to have a defined procedure for considering student problems and arriving at decisions. The procedure is called *due process*. It is designed to protect students from the exercise of arbitrary authority.

Student Responsibilities:

Students have the responsibility to be aware of the steps of due process. They should cooperate with school authorities by providing the full information needed to make a prompt and fair decision.

Due Process Procedure:

In disciplinary cases carrying the potential of suspension, students are entitled to a form of due process, which includes the right to:

1. Notification of specific charges and evidence against them.
2. Present their defense in an informal hearing with a building administrator.
3. Receive notice of the decision reached.
4. Appeal a decision containing a substantial error to the principal.

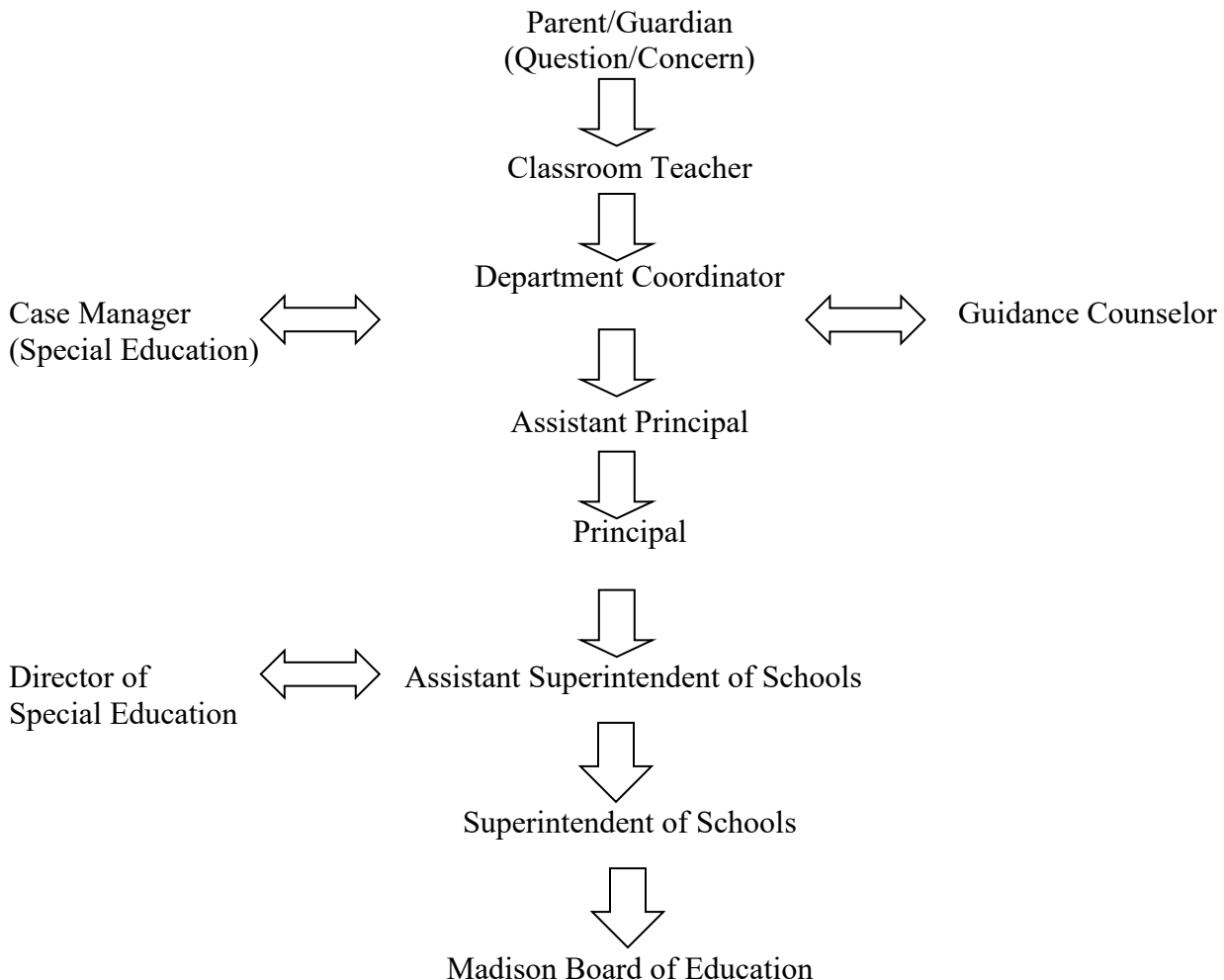
PEST MANAGEMENT/ PESTICIDE APPLICATION NOTICE

Board of Education Policy #7120 on the use of pesticides in school buildings and on school grounds is a common-sense approach rather than routine application. Personnel licensed by the State of Connecticut will apply all pesticides and no pesticides will be applied when school is in session except in emergency situations. Any parent, guardian, or school staff member may register for notice of pesticide application. To register for notice of pesticide application, please go to the Madison Public Schools website in the Back to School Information section, complete the Pesticide Notification Registration electronic form and return it to the Office of the Superintendent via e-mail or U.S. Mail on or before October 1st. The Central Office, Facilities Department and each school maintains a registry of persons requesting notification. Such notice will include the name of the active ingredient of the applied pesticide, the date of the application on the school property, and the name of the person who may be contacted for further information. Notification will be made by either telephone or by e-mail. A record of each pesticide application will be kept in the Facilities Department and the custodian's office.

DANIEL HAND HIGH SCHOOL FLOW CHART

Parent – School Communication Plan:

Daniel Hand High School encourages parents/guardians to take every opportunity to foster positive dialogue with faculty and staff (see flow chart below). In the event a question or concern arises, parents should make their first contact with the classroom teacher. If the situation remains unresolved, the parent should then seek conversation with the department coordinator, guidance counselor, or program manager (for special education students). Should the situation continue to be an issue, the parents should contact school administration (the assistant principal serving as the child's grade administrator and then the principal), followed by central office personnel (Assistant Superintendent or Director of Student Services for special education students and then the Superintendent of Schools). The final step in the district communication process is to the Board of Education where a request for a meeting will be considered only after all the above-mentioned steps have been exhausted.



CAMERAS

Electronic surveillance may occur on any school property or on any transportation vehicle.

ATTENDANCE

The Madison Board of Education recognizes Connecticut State Law 10-198a that requires parents/guardians to cause their children to attend school regularly during the hours and terms the public school is in session. Learning experiences that occur in the classroom are considered to be meaningful and essential components of the learning process. Time lost from class tends to be irretrievable in terms of opportunity for instructional interaction.

The faculty and administration of the Madison Public Schools maintains that attendance to assigned classes is essential, and therefore has established an attendance requirement for all courses offered. A student should not be absent from school without the parents' knowledge and consent. Verification of absences should be communicated by telephone, email, or in writing by parent or guardian. Teachers, administrators, and pupil personal staff members will work together to enhance attendance and motivate a student to attend school on a regular basis.

ABSENCES

Excused Absences

A student's absence from school shall be considered excused if written documentation of the reason for the absence has been submitted within ten school days of the student's return to school or in accordance with Section 10-210 of the Connecticut General Statutes 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; and
- B. For the tenth absence and all absences thereafter, a student's absences from school are considered excused for the following reasons:
 - 1. Student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of 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. Mandated court appearances (additional documentation required);
 - 5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
 - 6. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.
- C. Daniel Hand High School excuses up to three days for college visits per year. You may be asked to bring documentation to verify your visit.

Unexcused Absences

A student's absence from school shall be considered unexcused unless they meet one of the following criteria:

- A. The absence meets the definition of an excused absence (including documentation requirements); or
- B. The absence meets the definition of a disciplinary absence.

Connecticut State Statutes Section 10-198a:

“For the purposes of this section, ‘truant’ means a child age five to eighteen inclusive, who is enrolled in a public or private school and has four unexcused absences from school in any one month or ten unexcused absences from school in any school year CONN. GEN. STAT. §10-198a(a).”

A student may lose credit for a class if the student has accumulated absences in excess of the number allowed by Madison Board of Education Policy.

ACADEMIC CONSEQUENCES/LOSS OF CREDIT

Course Credit will be withheld when a student exceeds:

6 unexcused absences	1 trimester course
12 unexcused absence	2 trimester course
18 unexcused absences	Full year course

All unexcused tardies over 20 minutes will be considered as unexcused absences to class and will count towards loss of credit. Also see the section on Tardy Policy.

EXCESSIVE ABSENCES

Students

- Will forfeit course credit once they have exceeded the number of unexcused absences listed.
- May appeal the loss of credit.
- Will lose credit for failure to comply with any plan put in place as a result of the appeal for reinstatement of credit.

Parents/Guardians

- Must immediately ensure with the main office that any required medical excuses or other documentation have been filed.
- Must fill out an appeal for their child and file the appeal with the attendance secretary upon notification of loss of credit.

School

- Will identify students with poor attendance patterns and refer to:
 - Student's School Counselor
 - Student Support Team (SST) or Planning and Placement Team (PPT)
 - Outside agencies such as the Court (as required by law), and/or Madison Youth Services
- Will notify parents/guardians when a student has exceeded ten absences.
- Will notify parents/guardians if the student exceeds the class absence limit and may be in jeopardy for credit loss.
- Will forward attendance records (as part of official records) to colleges and employers.
- Will comply with the State of Connecticut truancy law and use the State definitions for excused absences.

PRACTICES RELATED TO ATTENDANCE

Attendance Period Two (2)

All students are expected to be at their assigned attendance location at the beginning of period 2 (8:31 a.m.). Failure to report to a period 2 location will be considered a class cut.

Failure to Report to School

Students who are not in school and are identified as truant will be assigned consequences as outlined in the *DHHS Code of Conduct*.

PROCEDURES FOR REPORTING ABSENCES AND IMPACT OF ABSENCES

Students

- Will not be permitted to participate in interscholastic athletic contests, athletic practices, extracurricular activities, or other school-sponsored events on the day they are absent from school.
- Must be present in school for a minimum of four hours in order to be eligible to participate in any athletic or any other school activity. (For weekend events, students must be present in school on Friday for a minimum of four hours.)
- May not participate in sports or other school activities if sent home from the health office due to an illness.

Parents/Guardians

- Must e-mail the Attendance Secretary, Kelsey McIsaac at mcisaack@madison.k12.ct.us or call the attendance line at 203-245-6355 before 9:00 a.m. on the morning of any absence. Provide the student's name, caller's name, and the reason for the absence.
- May email or call in advance of any planned absences (college visit, scheduled doctor's appointment, etc.)

School

- May make an exception to this policy in cases where extenuating circumstances prevail per decision of administration.

FAMILY VACATIONS

Students

- Must make arrangements with teachers regarding lost instruction time/make-up work.

Parents/Guardians

- Should consider the State of Connecticut definitions of excused absences.
- Should carefully consider the negative effects that absence from school may have on their children's total educational progress.
- Must provide written notification to the school principal at least two weeks in advance of vacations occurring while school is in session.

School

- Recommends that family vacations be taken in conjunction with scheduled school vacations.

TARDY POLICY

Tardy is defined as being late to school, class, or activity without permission of school personnel.

Tardy to School/ Tardy to First Time Block Class

All students arriving tardy to school before 7:45 should go directly to class. Students who arrive to school after 7:45 must report to the main office for a pass. Teachers will not admit students to class after 7:45 without an office pass.

Students tardy to school/first time block class are considered tardy, unexcused, unless parents/guardians have contacted school with an explanation that meets the criteria for an excused absence. Reasons such as oversleeping or missing the bus will not be accepted as excused. All unexcused tardies over 20 minutes will be considered as unexcused absences to class and will count towards loss of credit. Refer to the section on Excused Absences and Loss of Credit.

Tardy to Class

Teachers will establish a tardy policy. A student may be assigned a teacher detention for each tardy. Once a student has received three tardies, they will be referred to administration.

Students

- Will be in school on time; failure to report to any class due to unexcused tardiness is considered a class cut.
- Will attend every class on time.
- Will not be excused for excuses such as car problems and oversleeping (except in the event of a power outage) as reasons for being late to school.

School

- Will work together to address the needs of students who are developing a pattern of being tardy.
- Will refer to a school administrator those students who are not making progress towards correcting tardy issues.
- Recognizes any tardy of twenty (20) minutes or more as an unexcused absence.

LATE ADMITTANCE PRIVILEGE

Seniors and juniors who do not have a period 1 class may arrive to school late with prior approval.

All students are expected to be on time for their period 2 class or assigned attendance location. Failure to report to a period 2 location will be considered a class cut.

EARLY DISMISSAL

Students

- Must bring a note from home stating the reason for early dismissal and must present a note to the Attendance Secretary upon entering school.
- Will be issued an early dismissal slip that must be signed by the teacher and returned to the Attendance Secretary before leaving school.

Parents/Guardians

- Should only request early dismissal in cases of pressing family business.
- Should send note to school with student explaining early dismissal request.
- Must call the school on the morning of the dismissal to confirm the note.
- Must call the school at any time to request early dismissal for their children in the event of an emergency situation.

School

- Recognizes any early dismissal of twenty (20) minutes or more as an unexcused absence.

TRIMESTER EARLY DISMISSALS

Juniors and Seniors

Juniors and Seniors may leave school after their last class of the day once they fill out and file a permanent early dismissal form. These forms may be obtained from the main office or on the school website and must be returned to the main office when completed. Trimester early dismissal requests must be approved by an administrator.

ACADEMICS: SCHOOL COUNSELING SERVICES

The Daniel Hand High School counseling program is a student-centered, sequential program that is consistent with the developmental stages of learning. Our services are delivered to students through a counseling and guidance curriculum model which is in alignment with the state and national standards. The school counselors at DHHS have created specific lessons and activities that are delivered through a variety of settings: classroom, group, and individual conferences. We will be continually assessing and evaluating the program, as we further develop and revise our curriculum framework.

The school counseling program is an integral part of the total educational experience, as we provide continuous assistance, support, and meaningful experiences for all students. Our services complement the instructional program by helping students realize their potential and understand their academic and personal strengths and weaknesses, thus empowering them to participate in their own development.

We feel strongly that learning and personal development are lifelong processes with a series of transitions that result from both individual growth and environment changes. Given the challenges faced by our students, the focus of the DHHS school counseling program is to enhance the learning process in three broad areas: Academic Development, Career Development, and Personal/Social Development. The following are more specific program goals we have implemented as outlined in *Best Practices for School Counseling in Connecticut*:

Academic Development

- Assist students as they acquire the attitudes, knowledge and skills that contribute to effective learning
- Encourages students to employ strategies to achieve academic success and prepare students for wide range of post-secondary options
- Help our students understand the relationship of academics to the world of work, and to life at home and in the community

Career Development

- Assist students in acquiring the skills necessary to investigate the world of work in relation to knowledge of self and to make informed career decisions
- Help students employ strategies to achieve future career success and satisfaction
- Promote the understanding of the relationship between personal qualities, education and training, and the world of work

Personal/Social Development

- Help students acquire the attributes, knowledge and interpersonal skills to help them understand and respect their self and others
- Assist students in making decisions, setting goals and taking the necessary action to achieve goals
- Encourage students to understand and utilize safety and survival skills

Some of the services and activities provided by the counseling department include:

1. Planning and implementing orientation and transition programs for new students
2. School counseling and scheduling appropriate academic programs with a focus on a four-year plan
3. Coordination standardized testing programs
4. Providing college and career counseling
5. Organizing and presenting parent/student workshops, assemblies, and presentations on a variety of topics: financial aid, parenting skills, time management, college and career, conflict resolution, decision making skills, study skills and test taking strategies, etc.
6. Arranging student, teacher, parent/guardian, counselor conferences
7. Providing information regarding summer enrichment programs, internships, and job shadowing opportunities
8. Providing group and/or individual counseling for social/emotional or academic difficulties
9. Interpreting school records and standardized test scores
10. Making referrals to special services staff
11. Providing referral services to outside special service agencies

For a more complete list of our services and activities, consult our counseling and guidance website. We encourage our students, parents, and community members to utilize these services.

The DHHS school counselors adhere to the ASCA (American School Counselor Association) ethical standards regarding confidentiality.

Working Papers

Students between the ages of 15-18 may contact the School Counseling Office to secure working papers. Evidence of age and promise of employment must be provided according to state law. Please call for an appointment during the summer months.

Withdrawing from School

Students considering withdrawing from school must meet with their school counselor to discuss the full ramifications of their decision. Should a decision be made to withdraw, they must follow the prescribed procedure. Transcripts and records will not be released for transfer to other schools or employers until all obligations of any nature have been met.

Student Educational Records

School policy protects the student and the student's family from invasion of privacy in the collection, maintenance, and dissemination of information in student's records, and to provide accessibility to information by those legally entitled thereto. The complete Board of Education policy #5180.1 is available from the Principal's Office, the DHHS Library Media Center, the Superintendent's Office and online: www.madison.k12.ct.us.

CAREER AND COLLEGE PLANNING CENTER

To assist you in exploring postsecondary options, College Representatives will visit the DHHS Career Center during the fall. The Center's computer lab is used for Naviance workshops and for extended college/career searches.

COURSE SELECTION AND SCHEDULING CHANGES

During the winter, students select courses for their upcoming academic year. It is necessary that careful thought and consideration be given to the selection of all courses since few schedule change requests will be honored the following fall. When selecting courses, students should keep in mind course requirements, individual interest, and the relation of courses to future goals.

After student schedules are finalized to start the school year, schedule changes and/or course adds and drops will only be approved in the following circumstances:

- Error made by counselor or data processing center
- Placement error made by recommending teacher
- Changes required as a result of failure or summer school results
- Adjustment in the building master schedule impacting student schedules

Extenuating circumstances will be considered by the administration.

Course Drops/Adds: Student Appeal for a Change in Schedule

A student seeking to drop or add a course must see their guidance counselor and complete the *Student Appeal for a Change in Schedule* form found in the School Counseling Office. Students must continue to attend all classes currently on their schedule while the request is being considered. Students are responsible for any make-up work missed as a result of adding a course.

*Deadlines for ADDING a course:

- 1.50 credit courses must be added within the first 30 school days of the course.
- 1.00 credit courses must be added within the first 20 school days of the course.
- 0.50 credit courses must be added within the first 10 school days of the course.

*Requests to add a course after the deadline will be reviewed by the School Counselor, the Coordinator of Guidance and School Counseling and the Principal.

Deadlines for DROPPING a course:

- 1.50 credit courses must be dropped by the Trimester 2 mid-point of the course.
- 1.00 credit courses must be dropped by the end of the first trimester of the course.
- 0.50 credit courses must be dropped by the mid-point of the course.

Please note if DROPPING a course:

- If a student drops a course prior to the withdrawal deadline above, the course will not appear on the student's transcript or permanent record.
- If a student drops a course after the withdrawal deadline above, the course will appear on the student's permanent record and transcript. "WP" will indicate the student was passing at the time of withdrawal, and a "WF" will indicate the student was failing at the time of withdrawal.
- A change in schedule may be made only if there is evidence of earnest and consistent effort on the part of the student to meet all expectations of the course and the terms for an override are met.
- No course drop will be considered unless the student schedule maintains the minimum enrollment requirements. (See Program of Studies Credit Requirements section).
- As a reference, copies of both the *Student Appeal for a Change in Schedule* form and the *Override Request Application* form can be found in the back of the Program of Studies.

Repeating Courses

The following policy applies to courses being repeated due to failure:

Students who repeat a course due to failure will have both courses counted in class rank calculations. Both courses will appear on the students' permanent record card.

Online Courses

Courses taken online may be permitted, but only with prior approval. Generally, online courses are not approved to be taken in lieu of required courses, unless the course is being used for credit recovery. Students seeking approval must submit their proposals to the principal in advance of taking the course. An academic review committee will make a determination if online credits will be reflected in the student's transcript. No more than a total of four credits can be transferred over the course of the high school experience. Courses must be from a college recognized by the U.S. Department of Education and the Council of Higher Education. Credit recovery organizations may include: Area Cooperative Educational Services Summer Academy, Keystone, and Brigham Young University High School.

Below are examples of how courses taken outside of DHHS will impact a student's transcript & GPA.

Course/Program	On Transcript	Towards GPA	Notes
Courses taken at a College or University	No	No	Separate transcript
ECA	Yes	Yes	Offered in our POS
BYU or online courses	No	No	Separate transcript
Keystone or summer school	No	No	Separate report/transcript
Other summer programs	No	No	Enrichment, add to their resume

CREDIT REQUIREMENTS

Requirements for Enrollment (Course Load) and Promotion

A graduate of the Madison Public Schools must have earned a **minimum of twenty-five (25)** credits and must have met the credit distribution requirement. Students must have met performance standards in the following: reading, writing, and mathematics.

Requirements for Enrollment and Promotion and Graduation:

- Students in grades 9, 10, and 11 are required to enroll in six and one-half (6.5) credits each year. They may take up to seven and one-half (7.5) credits if their schedule permits them to do so.
- Students must carry a minimum of four courses a trimester.
- The minimum enrollment requirement for seniors is six (6) credits.
- Students must earn four and one-half (4.5) credits during their senior year in order to be eligible for graduation, regardless of previously earned credits.
- The minimum requirements for promotion are as follows:
 - Grade 10 status, six (6) credits must be earned
 - Grade 11 status, twelve (12) credits must be earned
 - Grade 12 status, eighteen (18) credits must be earned
 - Graduation, twenty-five (25) credits must be earned

Minimum Requirements for Credit Distribution

- STEM Requirements (9.0) credits
 - Math courses: 3.5 credits
 - Science courses: 3.0 credits
 - Any STEM designated courses: 2.5 credits
 - Math, Science and CTE courses as indicated in the Program of Studies
- Humanities Requirements (9.0) credits
 - English courses: 4.5 credits
 - Social Studies courses: 3.5 credits
 - Must include United States History (1.0 credit)
 - Must include Civics and American Government (0.5 credit)
 - Any Humanities designated courses: 1.0 credit
 - Art, English, Social Studies, CTE, and World Language course as indicated in the Program of Studies
- Additional Requirements (7.0 credits)
 - World Language courses: 1.0 credit
 - Physical Education courses: 1.0 credit
 - Health/Wellness courses: 1.0 credit
 - Career and Technical Education (CTE) courses: 1.0 credit
 - Art, Music, or Theater courses: 1.0 credit
 - Mastery Based Diploma: 1.0 credit
 - Must include Personal Finance (0.5) credit
 - Must include Independent Project (0.5) credit
 - Any additional courses/elective(s): 1.0 credit

District Performance Standards for Graduation

Mathematics Standard

Students may meet this standard in one of the following ways:

1. Meeting the state benchmark for the Math SAT.
2. Achieving a combined average in the C range for three or more math courses.
3. Satisfying the requirements as designated on the IEP for qualifying students.

Reading and Writing Standard

Students may meet this standard in one of the following ways:

1. Meeting the state benchmark for the Evidence-Based Reading & Writing (ERW) SAT.
2. Achieving a combined average in the C range for three or more English courses.
3. Producing a portfolio of written work in class that will be evaluated by a panel of teachers related to reading and writing.
4. Satisfying the requirements as designated on the IEP for qualifying students.

Other Graduation Requirements

Students must complete all requirements in order to participate in graduation exercises.

For graduation from Daniel Hand High School, students must:

- Satisfactorily complete a rigorous academic program of study
- Achieve specific academic performance goals in each content area
- Fulfill the legally mandated number and distribution of credits

The detailed requirements and standards for graduation listed above agree with the goals of our schools adopted by the Board of Education. The faculty shall apply measures of achievement to provide evidence that each student has completed these requirements for graduation according to the terms specified above.

Additionally, in recognition of its responsibility for the education of all youths in the school system, including those who drop out of school, the Board of Education shall provide alternative programs that will enable them to acquire a high school or vocational school diploma.

GRADING

Notification Guidelines and Report Cards

Effective communication is a key ingredient to success in school. The responsibility for this communication must be shared by school personnel, the student, and their parents/guardians. To this end, parents/guardians and students have access to Infinite Campus, the district's online student system, with access to grades and attendance. Teachers will update grades at the mid-point in each trimester for parent and student review. Grades are posted in Infinite Campus and report cards are issued at the end of each trimester.

Incompletes

All incomplete grades must be made up within two weeks of the close of the marking period. An I.E.P. or 504 plan could alter this timeline.

Grading Scale

Letter grades are reported on report cards and transcripts. The minimum passing grade at DHHS is 65 (D).

Letter Grade System

A+ = 97-100	B+ = 87-89	C+ = 77-79	D = 65-69
A = 93-96	B = 83-86	C = 73-76	F = 64
A- = 90-92	B- = 80-82	C- = 70-72	

GRADE POINT AVERAGE (GPA)

Both a Weighted GPA and an Unweighted GPA will be calculated each trimester and reported on the transcript. Our school profile, which is submitted to colleges and universities annually, will have a detailed explanation of our grading system, including Weighted GPA and Unweighted GPA. (The profile is available from the DHHS website).

Please visit www.danielhand.org/guidance for examples of how to calculate Weighted and Unweighted Grade Point Averages.

Unweighted Grade Point Average (GPA)

Unweighted GPA is calculated using all courses (grades 9-12) without regard to level. No additional weighting or points are added for Honors or Advanced Placement courses. A four-point scale (4.0) is used.

GPA System

A+ = 4.33	B+ = 3.33	C+ = 2.33	D = 1.00
A = 4.00	B = 3.00	C = 2.00	F = 0.00
A- = 3.67	B- = 2.67	C- = 1.67	

Weighted Grade Point Average (GPA)

Weighted GPA is calculated using courses taken in grades 10-12. Freshman courses are not included. The philosophy of DHHS is that freshman year is a transition during which there is significant social, emotional, and academic growth. Weighted GPA is determined by the grade earned and the level designation of the course. A four-point scale (4.0) is used.

GPA by Level

Letter Grade	Level 1	Level 2	Level 3
A+	5.33	4.33	3.33
A	5.00	4.00	3.00
A-	4.67	3.67	2.67
B+	4.33	3.33	2.33
B	4.00	3.00	2.00
B-	3.67	2.67	1.67
C+	3.33	2.33	1.33
C	3.00	2.00	1.00
C-	2.67	1.67	0.67
D	2.00	1.00	0.33
F	0.00	0.00	0.00

RANK IN CLASS

Rank in class is calculated using the Weighted GPA. The class rank, or decile, for a graduating student will not be officially reported on the student's academic transcript. Daniel Hand High School will calculate rank for the purpose of determining which students are eligible for Senior Honors and for some scholarships and awards.

Senior Honors are defined as the top ten ranking positions in the class for honors recognition and shall include the class valedictorian, salutatorian, class essayist, and senior scholars. If Daniel Hand High School has more than one student qualifying for top honors, the students tying for valedictorian honors will be named co-valedictorians. The next recipient will be named salutatorian followed by the class essayist. Final Senior Honors Rank will be based upon six trimesters, beginning sophomore year, plus the first and second trimesters of the student's senior year. An official Senior Honors Rank will be provided to candidates during the third trimester of their senior year.

For students who have not been at Daniel Hand long enough for a Senior Honors Rank calculation, a Rank in Class is calculated for the purpose of determining eligibility for some scholarships and awards. Transfer students should see their guidance counselor for additional information.

Rank in class is governed under Board of Education policy #5128. If a situation exists which is not covered by this policy, it will be reviewed on a case by case basis by the School Counseling Department and the building principal.

HONOR ROLL

The purpose of the honor roll at DHHS is to recognize strong academic performance and to encourage all students to maintain consistently high performance in all subjects. All courses will be included in the honors calculations. No student may maintain honor status with *any* grade lower than a C+. The following standards have been established based on the trimester grades.

High Honors: Unweighted GPA of 3.83 or higher

Honors: Unweighted GPA of 3.16 to 3.82

ACADEMICS: STUDENT SUPPORT TEAM (SST)

Many students become temporarily at risk for academic and behavior problems during their high school years. However, sometimes students consistently demonstrate a lack of academic, social, and emotional skills that do not allow them to be successful high school students. A Student Support Team has been developed to address these students' problems.

The DHHS Student Support Team is a school-based, problem-solving team whose purpose is to assist teachers with intervention-action plans to improve students' academic and social functioning by utilizing available resources. Academic concerns will be addressed through an action plan including Scientific Research Based Interventions (SRBI). The referring person's involvement begins with the referral and continues during the Student Support Team (SST) process, as determined by the team.

Members of the Student Support Team (SST):

The DHHS Student Support Team is composed of core members including the assistant principals, school counselors, school psychologist, school social worker and Madison Youth & Family Services social worker. The team will involve, as needed, the referring teacher, interventionists, special education coordinator, school nurse and the family to work toward resolution of the problem.

Vision

The effective operation of the Student Support Team at DHHS will result in the significant improvement in a student's academic and social functioning and enhance teacher morale and the overall school climate.

Mission

The mission of the DHHS Student Support Team is to improve students' academic and social functioning through early identification, accurate assessment of a range of problems, proactive efforts to assist students and increased involvement of parents, teachers, and the community.

Goals

1. To promote early identification of, and assistance for, students whose personal problems interfere with school performance
2. To establish an easy, accessible, visible system within school that views student behavioral problems and academic difficulties as symptoms of student distress including a possible substance abuse problem
3. To provide information and to teach coping skills to all students in order to prevent future problems
4. To increase student awareness of resources that are available within the school and to promote a school atmosphere in which “it’s okay to seek help”
5. To increase staff awareness of the type and extent of problems faced by adolescents today
6. To increase staff awareness of resources in the school and to increase staff referrals to these resources for specific behavioral or academic problems
7. To increase communication between school and parents regarding student problems
8. To provide parents with information regarding school and community resources for students and families
9. To increase the interaction between school and community in order to provide additional resources for youth within the community

Who should be Referred/Referral Process

Students who exhibit behaviors of concern should be referred to SST. Behaviors of concern may include, but are not limited to, poor attendance, low academic performance, behavior problems, discipline, changes in behavior or performance, and personal problems. Students reentering the high school from outside placement with behaviors of concern should also be referred to the team. Students struggling academically are referred to SST to initiate the SRBI process. At the end of this SRBI process, a student may be referred to special education.

Any parent, student, teacher, or staff member who is concerned about a student may make a referral to the student’s school counselor.

Student Support Team Actions

Some of the following actions may be used to promote early identification and coordinate appropriate interventions:

- Gather information concerning the reported problem
- Discuss the information and develop an action plan, including SRBI interventions where appropriate
- Provide feedback to the referring party
- Refer the student to other professionals within the school community
- Monitor the student’s behavior through assigned support staff
- Arrange for after-school support for the student
- Notify parent of the referral
- Advise students and families of the availability of community resources

Special Education Referral Process

Please refer to the district website for policies and procedures related to Special Education.

ACADEMICS: OTHER

INTEGRITY AND ETHICS

Daniel Hand High School strives to be an ethical academic community. Members of an ethical academic community are concerned with what is right and wrong, and not merely with what is legal, socially accepted, or tolerated. Consequently, ethical students should be guided by the principles from which rules are derived and not by rules alone. Chief among these principles is integrity: a sense of moral wholeness, the source of which is honesty and respect. Honesty within the academic community includes accepting responsibility not only for one's own actions, but also for the actions of others when such actions adversely affect the rest of the community. Likewise, respect for self and others require students to protect not only their own welfare and property but also that of others. Encouraging, tolerating, and participating in dishonest, disrespectful behaviors such as plagiarism, cheating, and other forms of academic misconduct are actions which breach the integrity of the entire group.

Plagiarism

Plagiarism is defined as intentionally or unintentionally presenting another's work as your own. Any source material (electronic, written, verbal) accessed to complete an assignment must be cited. Plagiarism includes, but is not limited to the following:

- Copying verbatim or blending source material with your own without proper attribution
- Paraphrasing source material or borrowing ideas, terms, or concepts without acknowledging the source
- Inventing sources or false attributions for sources
- Supplying/selling/sharing your work with another or purchasing/copying another's work

Cheating

Cheating is defined as copying all or part of an assignment or assessment or allowing another to copy your work. It is also doing someone's work or having someone else do your work. Cheating includes, but is not limited to the following:

- Using unauthorized materials, devices, or assistance of any kind to complete your work or assessment, including on-line translators
- Collaborating on a task without the teacher's authorization
- Providing or receiving information so as to give/gain an unfair advantage
- Aiding another in cheating

Other Academic Misconduct

Other forms of serious academic misconduct include but are not limited to:

- Altering grades
- Stealing or obtaining test/assessment materials or answers
- Submitting the same (or nearly the same) work for more than one class without disclosure or approval
- Falsifying information on school related documents and forms

NATIONAL HONOR SOCIETY

The National Honor Society is open to select students at Daniel Hand High School who meet very high criteria in terms of scholarship, service, leadership, and character. Students who meet the academic criteria (a Weighted GPA of 4.0 or higher) are invited to seek membership in the spring of their junior year. Each of these students is asked to write an essay that sets forth their qualifications for membership and to document service and leadership on an activity chart. The committee relies heavily upon the essay and chart to learn about service and leadership activities; their completeness and accuracy are essential. Students also submit two advisor references. In addition, all faculty members are surveyed concerning the candidates.

The following criteria are used by the faculty and administration for evaluation:

A. Service

1. Willingness to render any service to the school or community when called upon
2. Willingness to do committee or staff work
3. Readiness to show courtesy by assisting visitors, teachers, and students

B. Leadership

1. Demonstrate leadership in classroom or organizational work
2. Demonstrate leadership in promoting school activities
3. Successfully holds school offices or positions of responsibility
4. Is thoroughly dependable in any responsibility he or she accepts
5. Demonstrates initiative in carrying out any responsibility without prodding from the teacher
6. Exemplifies the qualities and attitude which are silent but positive influences on others

C. Character

1. Promptly meets pledges and responsibilities to school and teacher
2. Demonstrate highest standards of honesty and reliability
3. Consistently exemplifies desirable qualities of personality, cheerfulness, friendliness
4. Cooperates by complying with school regulations as evidenced by an administrative review of disciplinary records
5. Upholds principles of morality and ethics

After all of this data is collected, the selection committee (comprised of five faculty members and the non-voting advisor) discusses each application and nominates members for induction. A second selection process occurs during the first trimester of the senior year. At this point, the committee will reevaluate candidates deferred from the initial selection if they still meet the academic criteria. In accordance with National Honor Society guidelines, there is no appeals process; the committee's decision is final. If a member of the National Honor Society no longer upholds the standards (Scholarship, Service, Leadership, Character) which were the basis for selection, the faculty council may take action to determine continued membership.

The National Honor Society meets several times during the school year. Members are asked to perform service to the school through a tutorial program through the Guidance Department.

ADDITIONAL ACADEMIC INFORMATION

Homework

All high school students should be assigned homework. In designing homework assignments, teachers need to consider time requirements for both short-term everyday types of assignments as well as for ongoing long-term assignments. Students in grades 9-12 should spend an average of 30 minutes on homework and/or class preparation per subject on a nightly basis unless otherwise noted in the Program of Studies.

Make-Up Work

Students who have been absent are required to consult their classroom teachers about work missed as a result of the absence. Students will have make-up work completed in the time specified by the classroom teachers. If absent on one day, the student is responsible for the work previously assigned and due on the day he/she returns (unless excused by the teacher). Students who have been absent from classes because of cutting, truancy, or unexcused tardies will be allowed to make up work but may not receive credit. This policy does not apply to students returning from suspension. Students should consult with classroom teachers regarding make-up work prior to absences related to field trips.

Major Tests*

1. No student will be required to take more than two major tests on a given day.
2. Whenever a student is assigned a third major test on a given day, they will notify the teacher assigning the third test at the time it is assigned. Otherwise, they will be required to take a third test.
3. Students who comply with #2 above will make up the third test usually within two (2) days or at the teacher's discretion or receive a failing grade on the test.
4. All students are encouraged to speak with their teachers if they have any concerns about assessments.

*Major tests are those designed to last a full class or cover a major segment of course work.

Trimester Exams

If a student is ill and will miss or be late to a scheduled exam or a make-up exam, a parent **MUST** call the school on the morning of the scheduled exam. Failure to call the school will almost certainly result in denial of permission to take a make-up exam.

Exceptions to this policy can only be made by the Principal. Make-up examinations are given to students who are unable to attend the regularly scheduled exam period for reasons of illness or other extenuating circumstances. All other reasons for taking a make-up exam in lieu of the regularly scheduled exam **MUST** be discussed with the teacher involved **PRIOR TO THE DATE OF THE EXAM**.

Final Exam Exemption Policy for Seniors

This exemption applies to final exams only, not to trimester exams. The senior final exam exemption requires a cumulative final average of an 89.5 or higher.

This exemption applies for all senior courses with the following exceptions; an exam, paper, or project is required for these classes or departments:

Art	All Art courses require a final exam/project
Career & Technical Education	UConn/ECE Individual and Family Development Personal Finance
English	UConn/ECE AP English Creative Writing
Mathematics	UConn/ECE AP Calculus I (AB) UConn/ECE AP Calculus I+II (BC) UConn/ECE AP Statistics UConn/ECE Discrete Math AP Computer Science (A)
Music	Piano 1 Piano 2 Music Theory 1+2
Physical Education	No Exemptions
Science/Health	UConn/ECE AP Chemistry UConn/ECE AP Physics (1) UConn/ECE AP Physics (C) AP Biology
Social Studies	AP Macroeconomics AP Psychology AP European History
Special Education	No Exemptions
World Languages	UConn/ECE Mandarin Chinese 4 UConn/ECE Spanish 6 Honors UConn/ECE Spanish Cinema and Conversation UConn/ECE AP Latin 4 UConn/ECE AP French 5 AP Spanish 5

Requests for Early Examinations

The administration strongly discourages parents from requesting early examinations for students. Such requests, in the interest of examination security, require teachers to make up a separate exam. Should unique circumstances exist requiring a change of a student's examination schedule, parents should submit a written request to the Principal at least three weeks prior to the scheduled exams. The teacher and the Principal will determine whether an exam will be given early or after the conclusion of the term.

Physical Education Requirements

Freshmen and sophomores will be taught the fundamentals of individual and team sports. Juniors and seniors will be offered a program in sports that has carryover value in later life.

All students are required to be properly attired according to dress regulations as established by the Physical Education Department. Only valid medical excuses will be honored as an exemption from active participation in physical education classes. Any student who seeks a medical exemption must obtain a form from the school nurse. This form must be completed by the student's family physician. Requests for medical exemptions do not carry over from one year to the next. They must be filed annually.

GENERAL INFORMATION

Advisory

Certified staff advise student groups of approximately fifteen students throughout their time in high school. This group meets weekly with the goals of developing trusting relationships among students and staff, and supporting students with meaningful, immersive activities related to social growth and mental health. Advisory is student-directed and student-driven.

PAW (Partnership for Advisement and What's happening)

All certified staff is assigned a PAW group. This staff member advises a group of about a dozen students throughout their time in high school. Various information and timely topics are addressed during PAW, which meets approximately once a month.

Textbooks, Educational Materials and Equipment

Some educational materials, including textbooks and equipment, are loaned to students. Teachers will record each student's name, book or item number, and condition upon distribution of materials. Students are responsible for the items loaned to them. Students must pay for lost items before they are provided with a replacement. Students who fail to fulfill obligations for lost or damaged materials will not receive final report cards or schedules for the following school year.

Lost Books

Inquiries may be made to the security specialists or in the main office. If a student does not find the book within a week, they will be required to purchase a new one from the department coordinator.

NETWORK USE AGREEMENT

To log onto a computer at DHHS for the first time, a student's ID number (found on their schedule) should be used as both user ID and the password. In order for a student to use the computers and on-line services at Daniel Hand High School, a network use agreement form must be completed and signed by the student and their parent/guardian. The user agreement specifies student responsibilities when using computers, the Internet, and other types of technology.

BYOD (BRING YOUR OWN DEVICE)

Students bring mobile learning devices to school at their own risk. Daniel Hand High School is not responsible for lost, damaged, or stolen devices. The Daniel Hand administration expects that mobile learning devices (cell phone, tablets, laptops, etc.) are used responsibly and with respect toward fellow members of the Daniel Hand community. Mobile learning devices should remain silent throughout the school day and are subject to the Network Use Agreement.

Mobile learning devices will be allowed during class time when approved by the teacher for educational purposes. The Library Media Center and study halls are considered academic environments. Students should not be playing games.

Mobile learning devices will be allowed during non-class times. Locations include the dining and assembly hall, senior commons, etc. Mobile learning devices must be used within current school regulations (academic integrity/cheating; disrespectful language, gestures, bullying, gambling, etc.) Students should not use mobile learning devices in hallways.

HEALTH AND ATHLETIC TRAINING OFFICE

Location

The Health and Athletic Training Office is located in the corridor across from the Main Office in the East Building.

Emergencies

If an emergency should arise and the nurse or the athletic trainer is not available, students should go to the Main Office.

Staff

The Health and Athletic Training Office is staffed by a registered nurse, a school health paraprofessional, and a certified athletic trainer, who is available during after school hours.

Services

The Health and Athletic Training Office staff provides health and emergency services for the students and staff of Daniel Hand. If possible, students should visit the office in between classes and during their study hall or unassigned period. They are responsible for securing a pass from their teacher if they visit the office during class time. The health office will maintain a log of student visits in their individual health record in the MPS computer-based system.

The staff of the Health and Athletic Training Office, in addition to supplying health and emergency services, also coordinates the athletic medicine program. This program includes prevention, treatment, and rehabilitation of athletic injuries by a certified athletic trainer.

Sick Guidelines

Any student who exhibits any of the following symptoms, should remain home and not return to school until they are symptom free and without the aid of medicine for a minimum of 24 hours. Please communicate with your child's medical provider for specific advice and possible treatment plan.

- Fever over 100°F; recorded by a thermometer
- Severe cough
- Undiagnosed rash
- Vomiting
- Diarrhea
- Yellow/green mucus discharge from nose
- Severe earache
- Conjunctivitis
- Active infestation of head lice
- Communicable illness

Reporting Injuries

Students must immediately report any injury suffered in school to their teacher or staff member supervising the activity.

Health Records

Immunizations and health records are mandated by state law for enrollment in public schools. A student may not be enrolled without a complete record of immunizations.

Medical Releases

If a student requires a medical excuse from participation in physical activities, he/she should submit a medical note to the Health Office. The medical note is put in the student's health record. The Physical Education Department and the Guidance Office are notified that medical releases are on record. A medical release excuse *does not carry over* from one year to the next. It must be completed annually or as needed. It is each student's responsibility to report as scheduled to class.

Physical Exams

1. Madison Board of Education policy and Connecticut State Law, Section 10-205-C, require a physical examination for all tenth-grade students. Examinations must be completed between June 1 of grade nine and the remainder of the tenth-grade school year. If the assessment (original or faxed from the provider's office fax) is not forwarded to the school before the following school year begins, the student will not be permitted to enter the eleventh grade.
2. All students participating in interscholastic athletics must have a (yearly) physical exam assessment every thirteen months (original or faxed from the provider's office fax) and a complete sports packet found at the following link. All physical exams are to be submitted to the Health Office.
3. All newly enrolled students from out of state are mandated by the State of Connecticut to have a physical examination within the last 12 months before attending school, by an U.S. licensed MD, DO, APRN or PA.
4. Families who experience difficulty with this requirement for financial reasons should consult the school nurse or social worker.

Administration of Medication

1. No medications are to be carried on a student's person or kept in lockers, with the exception of approved asthma and anaphylaxis medication. This includes over-the-counter as well as prescription medication, including vitamins and similar supplements. Medications to be taken by a student in school must be given to the nurse by a responsible adult with a written authorization as described below in a properly labeled container or sealed over-the-counter container. Failure to comply with this requirement may result in disciplinary consequences as defined in the *DHHS Code of Conduct*.
2. Connecticut State Law and Regulations require a physician's written order and parent/guardian authorization for the administering of medicine. Forms for authorization for the administering of medicine are available from the school Health Office.
3. The Health Office does maintain a supply of Acetaminophen. Acetaminophen may be dispensed to a student only after the school has received written authorization from a parent or guardian. This authorization form is distributed the first week of school and is valid for that school year.
4. The emergency information/census form is sent home at the beginning of the school year. It should be reviewed by a parent/guardian, revised as needed, signed and returned within the first week of school.

Epinephrine

The State of CT Public Act 14-176 requires schools to notify parent/guardians that a trained staff member may administer Epinephrine (EpiPen or generic) in an emergency situation if your child is having a severe allergic reaction. This applies to a child who has not been diagnosed with a severe allergy and does not have the medicine prescribed. You may choose to notify the school RN that you do not want this to occur for your child in writing each school year. For more information please visit:

LIBRARY MEDIA CENTER

Hours:

Monday – Thursday

7:00 a.m. - 4:00 p.m.

Friday

7:00 a.m. - 3:00 p.m.

The primary purpose of the Library Media Center (LMC) is to support Daniel Hand High School's teaching and research.

Patron Code of Conduct

- Reasonable quiet is expected. Patrons shall conduct conversations in a manner that does not disturb other patrons.
- A maximum of six students from each study hall may go to the LMC. Students who show the study hall teacher an assignment that requires LMC materials will have priority on the LMC list. Students who do not report to the LMC are cutting class and will be written up by the study hall teacher. These students will also be prohibited from using the LMC for a week or more. All students except juniors and seniors must stay in the LMC for the entire period.
- Students must sign in at the circulation desk when they arrive and stay until the bell at the end of the period. Students may sign out to the lavatory and return in a timely manner.
- With the permission of the LMC staff, students may use the small group rooms. Office and storage areas are off limits to students.
- No food or drink, besides water, is allowed in the LMC at any time.
- Patrons shall not use audio equipment that can be heard by others. All audio should be at a low enough volume so that the student can still hear announcements from the librarians.
- Students will be prohibited from using the LMC for a week or more for improper behavior or failure to follow the LMC or school guidelines. In addition, students may be assigned office detention or assigned to a study hall (if exempt) for the penalty period.
- Patrons who vandalize, steal or destroy library materials, equipment or building components will forfeit all library privileges as well as serve consequences per the *DHHS Code of Conduct*.

Circulation

- All materials must be checked out at the Circulation Desk. Books may be borrowed for two weeks and renewed after that. Books that have been put on reserve by a teacher may be used in the LMC or checked out at the end of the school day and returned in the morning.

DINING AND ASSEMBLY HALL

The Dining and Assembly Hall is one the busiest areas within our school. A high quality of service and cleanliness can only be maintained with the cooperation of all students in order to ensure a safe and secure environment.

Students:

- Will eat their lunches exclusively in the designated areas
- Must clean their table areas after eating
- Should remain in the dining hall until the end of the lunch period
- Should keep all food and/or beverages within the dining hall area unless other arrangements have been approved by teachers or administrators
- Who do not have a lunch period may take lunch from the dining hall to class with a special pass from Guidance
- Should deposit trays, utensils, and trash in appropriate collection areas
- Will address staff, teachers, and fellow students courteously
- Will not bring book bags into serving line
- Should sit appropriately at tables without overcrowding
- Must notify staff of accidental food spills
- Should maintain a reasonable noise level
- Must obtain permission from staff to visit lavatory
- Must refrain from soliciting money or food for any reason
- Will return through the cafeteria to report to next period class
- Must refrain from playing cards, or throwing snow balls, frisbees, and similar items even in the courtyard

School:

- Will remove students who do not display proper maturity in the dining hall
- Will revoke privileges for any student who does not adhere to dining hall expectations

Lunch Charging

In accordance with Board of Education Policy #3542 (which may be viewed on the District website), the District strongly discourages the charging of meals, but understands that an occasional emergency may occur. In the event a student has no money, or their account balance is insufficient, the student will be allowed to charge up to two (2) reimbursable meals. No snack or a-la-carte items shall be charged. Parents shall be notified of any negative balance and asked for prompt payment. Once a student has reached their charging limit (the value of two reimbursable meals), they will be offered an alternate meal. The District shall determine the alternate meal to be offered.

HALLWAYS, STAIRWELLS, AND RAMP AREAS

While at school, students are expected to follow appropriate standards of behavior in hallways, stairwells and ramp areas.

Students:

- Will use appropriate language and behavior
- Will walk on the right side of the hallway, stairs, or ramp
- Should use railings (when available)
- Will move to their destination in a timely and safe manner (no loitering)
- Will move quietly to their destination so that they do not disrupt classroom activities
- Will not use electronic devices during passing times

School:

- Will discipline any student (up to and including suspension), who does not meet the student expectations listed above.

PHYSICAL EDUCATION, ATHLETIC, AND SCHOOL LOCKERS

Lockers are the property of the school and are subject to school administration inspection in the case of an emergency or suspicion of illegal or illicit material or violation of school policy. Each student has access to a locker for their use. Students are responsible for the maintenance of the lockers, both inside and out.

Students:

- Must keep their lockers clean at all times (including graffiti)
- Should store only items necessary for school (no valuable personal items)
- Should store items only in the locker assigned to them
- Should keep their locker secured when not in use

School:

- Will discipline anyone found tampering with, damaging, or violating school policy for locker use

STUDY HALLS

All freshmen and sophomores will be required to attend assigned study halls. Students who wish to use the Library Media Center (LMC) during assigned study hall periods will obtain a library pass from their study hall teacher. Upon entering the LMC students must present the pass to the library staff and sign in at the Circulation desk. Students will be expected to remain in the LMC for the entire period. Juniors and seniors will not be assigned to study halls.

Any student may meet with a teacher, counselor, or administrator during a study period providing they have made an appointment for such a meeting. Freshmen and sophomores must show passes to the study hall proctor. Students are encouraged to visit the math Learning Lab if their schedule allows.

SATURDAY DETENTION REGULATIONS

8:00 A.M. – 12:00 NOON

- Saturday detentions will be held in the Dining and Assembly Hall. Students will enter through the west parking lot doors. Please note, if there is a location change it will be posted.
- All students serving detention must arrive prior to 8:00 a.m. Tardy students will be turned away and the detention will be considered a cut.
- No bus transportation is provided. Transportation is the student's responsibility.
- Students are to bring their own school work. No student will be allowed to leave the detention room to go to his/her locker for books. Mobile learning devices may be used for academic purposes only.
- Students will be assigned seats by the detention monitor.
- While serving a detention, there will be no eating, throwing items, sleeping, disturbing others, drinking, or talking.
- The use of electronic devices will only be allowed for legitimate and approved educational purposes. Students must receive approval from the detention monitor.
- Violation of rules will result in additional disciplinary consequences. A student who is removed from detention by the monitor will be given additional disciplinary consequences and receive no credit for the time served.

It is expected that all students will serve their assigned detentions. In the event of a serious illness, death in the family, religious reasons, or other extenuating circumstances prior administrative approval is required to reschedule the detention. Employment is not an excused reason for missing detention.

SAFETY PROCEDURES

School Closings

Information regarding school closings will be broadcast in the following ways:

1. District eNotify and district website www.madison.k12.ct.us.
2. Television stations WTNH (Channel 8 or Comcast 19) and METV (Comcast) and the following radio stations will broadcast closings between 6:45 a.m. and 7:00 a.m.: WELI (960 AM), WKSS (95.7 FM), WHCN (106 FM), WNHC (1340 AM), WLIS (1420 AM), WPLR (99.1 FM).
3. There will be times when school openings will be delayed. Notification will be released by methods mentioned above.

Parents and students should not call the police department or the fire department for information on school closings. Lines to these departments must remain open for emergency calls.

Access to DHHS

During school hours, visitors must enter the building via the main entrance and report to the security desk for check in. Visitors must identify themselves in view of the camera in order to enter the school building starting at 7:25 a.m.

Fire Drill Procedures

Each teacher will instruct the class in procedures for exiting from the classrooms in the event of a fire alarm. Students are required to leave the building in a prompt, orderly manner. All books must be left in the classroom. Students are not permitted to go to their lockers to get coats or personal belongings. All students are expected to return directly to class upon completion of the drill.

Lock Down Procedures

Each teacher will instruct his/her class in the safety procedures for a lock down. Students who find themselves in the hallway or lavatory will be directed to an appropriate location. All students are expected to follow the directions given by any staff member.

OUTSTANDING OBLIGATIONS

Students must pay all financial obligations, including but not limited to, lost/damaged textbooks, Chromebooks, equipment, athletic equipment, parking fines, negative lunch balances, and fees. Students who fail to fulfill any financial obligations will not receive their final report cards, cap, gown, tickets for graduation, as well as their diploma.

VISITORS

All visitors must check in at the Security desk upon entering the building. Students are generally not allowed to have guests. On rare occasions, if an exception is made, permission must be obtained from a school administrator no less than three (3) days in advance of the scheduled visit. The school administrator reserves the right to restrict the number of visitors at any time during the school day or the school year.

PARKING

Driving to school and parking on school property are privileges extended only to seniors in good standing on a first-come, first-served basis. Parking on school property without the appropriate permit or in a reserved space, handicapped space, or other designated “no parking” area, or while expelled or serving out-of-school suspension is prohibited. Seniors must comply with all regulations outlined in the parking permit forms (see also the *DHHS Code of Conduct*). Driving privileges may be lost without benefit of refund for parking. All student drivers may have to wait for the busses to depart after school and should plan accordingly. Please note that students are not allowed to park at Polson Middle School, Jeffrey Elementary School, or Bauer Park during school hours.

FIELD TRIPS

Field trips are enriching educational experiences. Classroom learning is also an important educational experience, and it is necessary to balance one against the other. Students planning to attend a field trip must secure a field trip permission form from the teacher supervising the trip and have it signed at least 24 hours in advance by the teachers of the classes they will be missing. Students also must have a parent/guardian sign the field trip permission form and submit it before being permitted to participate in the trip. There may be additional requirements for overnight field trips.

Field trips: Guidelines and limits

- 6 days per student per year (2 per trimester)
- Student is responsible for the work covered during the missed classes.
- Students should consult with classroom teachers regarding make-up work prior to absences related to field trips.

The Administration reserves the right to prohibit any student from participating in a field trip for any of the following reasons:

- Excessive class cuts or tardies
- Other disciplinary infractions as determined by administration
- Restrictions may be placed upon a student's participation as warranted. The building principal will make that judgment based upon the student's welfare or that of other students participating in student travel.

STUDENT ACTIVITIES

Students are provided with a variety of social, recreational, and educational activities throughout the course of the school year. The types of activities offered depend upon student interest and staff availability. The various clubs and student organizations will take the lead in developing, planning, and implementing a variety of extracurricular activities. The formation of new clubs requires the approval of the school administration. A faculty advisor is also required for each school club. Participation in all extracurricular activities, athletic or non-athletic, is deemed a privilege and is reserved for those students who are in good standing academically and behaviorally.

Students who are placed on academic probation are in danger of losing their eligibility for participation and must take steps to improve academic performance to maintain eligibility. A student is placed on probation when he/she has failed two or more courses and has a grade point average below C-. Excessive unexcused absences, suspensions, or other inappropriate patterns of behavior will also result in probation. Failure to demonstrate improved behavior to the satisfaction of the Administration will result in forfeiture of activity privilege(s). *Also see the section on Interscholastic Athletics.*

THROWING OF SNOWBALLS, FRISBEES, AND OTHER ITEMS

Students who throw snowballs, rocks, food, milk, bottles, etc. will be disciplined by the administration according to the *DHHS Code of Conduct*. Throwing of Frisbees, footballs, etc. in and around the building during school hours may result in confiscation and disciplinary action.

SOCIAL AND RECREATIONAL ACTIVITIES

The school plans to provide the student body with a variety of social and recreational activities throughout the school year. The number and type of activities will depend upon student interest and effort in the promotional, planning, and supervisory phases of these functions.

School sponsored dances are for members of the student body. Student participation in any and all events sponsored by the school is subject to administrative approval.

DRESS CODE

In order to maintain an environment conducive to the educational process, the Madison Board of Education prohibits the following from wear during the academic school day, deemed disruptive to the educational environment:

- a. Coats, jackets or other attire normally worn as outerwear.
- b. Head coverings. Approved coverings worn as part of a student's religious practice or belief, or as required or permitted in conjunction with school district health and safety protocols, shall not be prohibited under this policy.
- c. Sunglasses unless required pursuant to a documented medical issue.
- d. Attire or accessories that may present a safety hazard to the student, other students or staff.
- e. Attire or accessories that contain vulgarity or that contain overly offensive or disruptive writing or pictures.
- f. Attire or accessories depicting or suggesting violence so as to disrupt the educational environment or that provokes others to act violently or causes others to be intimidated by fear of violence or that constitute "fighting words," including but not limited to attire or accessories depicting the Confederate flag and/or the Nazi swastika.
- g. Attire or accessories that depict logo or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.
- h. Shirts and/or blouses that reveal the abdomen or chest, see-through clothing, shorts, miniskirts, or pants that reveal undergarments.

Backpacks and/or book bags are permitted to be carried between classes, but shall not obstruct safe passage in the classroom or in the corridors.

Students who fail to comply with Board policy and regulations concerning student dress will be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline.

(BOE Policy 5090.3.1)

STUDENT FEES

- Class dues
- Cap and gown
- Field trips
- Miscellaneous, as quoted in the Program of Studies
- Athletic registration fee
- Parking

THE STUDENT COUNCIL

The Student Council of Daniel Hand High School is a representative body of students. Each member represents his or her class and serves as a liaison between the students of that class and council. The constitutionally established purposes of the council include prompting the general welfare of the school, foster school spirit, and building stronger ties between students and faculty. It also serves as a forum for student grievances and is one avenue through which student ideas are channeled. As a general representative assembly, the Student Council conducts its meetings according to Robert's Rules of Order.

THE LEADERSHIP TEAM

This group is comprised of the officers of each class, officers of the Student Council and their advisors, student representatives to the Board of Education, and editors of the *Hand Print*. Regular meetings will be held with the school administration to foster school-wide communication and to promote school improvement.

EXPECTATIONS FOR STUDENT LEADERS

Effective leadership is demonstrated through positive attitudes and actions. DHHS students who are in or aspire to hold leadership positions, including but not limited to class officers, DHHS Student Council members, athletic team captains, National Honor Society inductees/members, are expected to demonstrate exemplary conduct and attitude.

In addition to the *DHHS Code of Conduct* for students, all school leaders must also adhere to the following:

1. **Grades** – All leaders must maintain a C average. If the average is not maintained, the student will be placed on probation for the following marking period and removed the following trimester if grades do not improve.
2. **Integrity/Ethics** – Students risk removal from the position for encouraging, tolerating, and participating in dishonest, disrespectful behavior such as plagiarizing, cheating, and all other forms of academic misconduct.
3. **School policies** – Students risk removal from the position for disciplinary actions or attendance issues at the discretion of the administration.
4. **Suspensions or violation of substance abuse policy** – Suspensions will be reviewed on a case by case basis; however, suspensions and violations of substance abuse policy will result in the forfeiture of the student's position and renders the student ineligible to be considered for or hold a leadership position
5. **Attendance** – Leaders are expected to attend all meetings of their organization. Continued poor attendance will eventually result in removal from the position. Each organization will develop an attendance policy at the start of the school year.

CLASS OFFICER APPLICATION

Holding a class office as a member is a demanding and time-consuming job. The student must be responsible, supportive, and willing to spend time after school preparing for the class events and activities. All candidates must meet the following criteria to run for an elected position:

1. Students shall exhibit exemplary behavior and citizenship, including strong ethics and integrity in all areas.
2. Students must have an overall "C" average. (2.0 on the Honor Roll Scale)
3. Students must not have excessive absences.
4. Students must obtain the recommendations and signatures of five current teachers.
5. Students who are running for a second, third, or fourth term must obtain a recommendation and signature of one class advisor to verify that you are currently an active class officer.
6. Students must complete an essay expressing his/her qualifications and reasons why they would like to hold a position as Class Officer.
7. Students must have administrative approval.

INTERSCHOLASTIC ATHLETICS

The Administration wholeheartedly supports the interscholastic athletic program at Daniel Hand High School. The school encourages each and every student, parent, and faculty member to attend the various athletic events that take place each year. Nothing is more gratifying to students participating in athletic events than the encouragement of a large contingent of fans from their school and hometown. All Daniel Hand High students are expected to treat visiting teams and fans in a courteous, respectful manner. Behavior at athletic events is a reflection upon students, their school, and their families. All school rules regarding student behavior are in effect at athletic events.

There is a published athletic handbook that provides detailed information for athletic programs. Copies can be accessed on the Athletics page of the DHHS website.

Academic Guidelines for CIAC Eligibility

A student-athlete cannot at any time represent a school unless he/she is enrolled in at least four Carnegie units/courses or its equivalent.

During the school year, a student must pass at least four Carnegie units/courses in the trimester immediately preceding the athletic season. For example, to be eligible for fall sports a student must have received credit toward graduation for four Carnegie units/courses of study for which he/she has not previously received during the proceeding spring trimester.

Students receiving an incomplete grade for any course will have ten days to submit the necessary course work to receive a completed grade. If after this ten day period, the course work has not been submitted, the student shall be deemed to have failed the course.

Freshmen may compete in the FIRST trimester regardless of marks received in eighth grade. For participation in winter sports, first trimester grades will determine eligibility as outlined above.

Academic Guidelines for NCAA Eligibility

Eligibility for NCAA Division I and Division II athletics, consists of a several requirements including completing the required core courses, obtaining the minimum score(s) on standardized tests and maintaining a minimum grade point average. An overview of these requirements is provided below. Please refer to the Program of Studies and/or the Athletic Handbook for the full eligibility guidelines.

DIVISION I

Core Courses – 16 Total

- 4 years of English
- 3 years of Mathematics (Algebra I or higher)
- 2 years of Natural/Physical Science (1 year of lab)
- 1 year of additional English, Mathematics or Natural/Physical Science
- 2 years of Social Science
- 4 years of additional courses (from any area above; World Language; comparative Religion/Philosophy)

Test Scores

- Sliding scale is used to match test scores and core GPA.

Grade-Point Average (GPA)

- NCAA GPA is calculated using NCAA core courses only.
- GPA required to receive athletic aid and/or practice is 2.000 – 2.299.
- GPA required to be eligible for competition is 2.300.
- Corresponding test score requirements are listed on the NCAA Eligibility Center's website www.eligibilitycenter.org.

DIVISION II

Core Courses – 16 Total

- 3 years of English
- 2 years of Mathematics (Algebra I or higher)
- 2 years of Natural/Physical Science (1 year of lab)
- 3 year of additional English, Mathematics or Natural/Physical Science
- 2 years of Social Science
- 4 years of additional courses (from any area above; World Language; comparative Religion/Philosophy)

Test Scores

- Minimum SAT score of 820
 - Only critical reading and math sections.
- Minimum ACT score of 68
 - Sum of the following sections: English, Mathematics, Reading and Science

Grade-Point Average (GPA)

- NCAA GPA is calculated using NCAA core courses only.
- GPA requirement is a minimum of 2.000.

DHHS Student and Parent Notification of Ineligibility

The academic success of our students is our primary purpose. Extracurricular activities, although secondary, are a very important part of our overall educational program. It is expected that all students will maintain passing grades and that they and their parents will be kept current on academic progress.

At the mid-point in a trimester, if a student is receiving grades in the D and F range their guidance counselor will contact the student and his/her parents for discussion on strategies for academic improvement.

At the mid-point in a trimester, the athletic director will be notified of the student athletes whose grades are in the D and F range which may lead to athletic ineligibility. The athletic director and coach will contact the student in an effort to support and encourage the student in making strides to improve his/her academic standing.

Prior to report card distribution a student athlete's grades will be reviewed by the guidance department and the athletic director. Any students who are deemed academically ineligible as well as their parents will be notified by guidance. Guidance will put in place supports for academic improvement as needed, and the athletic director will work with the student in developing a plan whereby the student can still feel connected to the athletic community.

SCHOOL CALENDAR 2022-2023

TRIMESTER AND EXAM DATES

Trimester 1: August 29 – December 2

- Mid-point: October 14
- Exams: November 30, December 1, 2

Trimester 2: December 5 – March 8

- Mid-point: January 23
- Exams: March 6, 7, 8

Trimester 3: March 9 – June 12

- Mid-point: April 28
- Exams: June 7, 8, 9
- Make-up Exams: June 12

Last Day of School: June 12

*Please note that all dates are tentative due to the possibility of school cancellations.

CLASS OFFICERS 2022-2023

Class of 2023

Audrey Anselmo
Alvaro Correa
Anna Flanagan
Lily Fried
Walsh Gobleck
Michelle Jiang
Edward Jobson
Kiran Pathy
Dakota Rourke, *Ad Hoc*
Rebecca Wahl, *Ad Hoc*

Class of 2024

Dillon DiProspero
Gus Hodge
Matthew Kasper
Kelly Kilbourn
Elliott Lee
Edward Rizzo III
Jack Tompkins
Madeline Wines

Class of 2025

Aden Chorney
Nora Hughes
Justin Li
William McGuire
Adam Signorello
Lily Vest
Aedan Virgulto
Oliver Wilker

Class of 2026

Jolie Aarsen
Grace Ackerman
Jane Barrett
Ellie Flynn
Liza Jobson
Christopher Lee
Ella Schroeder
Ella Speerli
Kayla Warnke

Faculty Advisors

Mrs. McGrady
Mrs. Simmons

Faculty Advisors

Ms. Butcher
Mr. Kaeser

Faculty Advisors

Ms. Carroll
Mrs. Dunn

Faculty Advisors

Ms. Gauley
Mr. Garcia

BOARD OF EDUCATION STUDENT REPRESENTATIVES 2022-2023

Lucy Fritzinger, *Class of 2023*
Eli Ackerman, *Class of 2024*

DANIEL HAND HIGH SCHOOL SCHEDULES

Daily Time Schedule

<i>Warning Bell at 7:20 am</i>		
Period	Time	Lunch Waves
1	7:25 am – 8:27 am (62 minutes)	-
2	8:31 am – 9:36 am (65 minutes)	<i>Daily Announcements</i> <i>First 3 minutes of Period 2</i>
3	9:40 am – 10:42 am (62 minutes)	-
4	10:46 am – 11:48 am (62 minutes)	3B – 10:11 am – 10:42 am 4A – 10:46 am – 11:17 am 4B – 11:17 am – 11:48 am
5	11:52 am – 12:54 pm (62 minutes)	5A – 11:52 am – 12:23 pm 5B – 12:23 pm – 12:54 pm
6	12:58 pm – 2:00 pm (62 minutes)	-

Early Dismissal Schedule – Holiday & Inclement Weather

	Rings	Rings
Warning Bell	7:20 a.m.	
Period 1	7:25 a.m.	8:02 a.m.
Period 2	8:06 a.m.	8:43 a.m.
Period 3A	8:47 a.m.	9:06 a.m.
Period 3B	9:06 a.m.	9:25 a.m.
Period 4A	9:29 a.m.	9:48 a.m.
Period 4B	9:48 a.m.	10:07 a.m.
Period 5A	10:11 a.m.	10:30 a.m.
Period 5B	10:30 a.m.	10:49 a.m.
Period 6	10:53 a.m.	11:30 a.m.

Two-Hour Delayed Opening Schedule

	Rings	Rings
Warning Bell	9:20 a.m.	
Period 1	9:25 a.m.	10:07 a.m.
Period 2	10:11 a.m.	10:53 a.m.
Period 3A	10:57 a.m.	11:18 a.m.
Period 3B	11:18 a.m.	11:39 a.m.
Period 4A	11:43 a.m.	12:04 p.m.
Period 4B	12:04 p.m.	12:25 p.m.
Period 5A	12:29 p.m.	12:50 p.m.
Period 5B	12:50 p.m.	1:11 p.m.
Period 6	1:15 p.m.	2:00 p.m.