

MARK T. SHEEHAN HIGH SCHOOL
WALLINGFORD, CT 06492
2015 - 2016
Handbook & Organizer

BOARD OF EDUCATION

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**WALLINGFORD
PUBLIC SCHOOLS
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Mr. Shawn Parkhurst,
Assistant Superintendent of Curriculum
and Instruction
Ms. Cindy Lavalette,
Assistant Superintendent for Personnel

**MARK T. SHEEHAN
HIGH SCHOOL
ADMINISTRATION**

Ms. Rosemary Duthie,
Principal
Mr. Gregory J. Dirkson,
Assistant Principal
Mr. Justin Marciano,
Assistant Principal

Core Values and Beliefs Statement

Mark T. Sheehan High School provides a challenging and supportive environment that inspires students to be critical thinkers, effective communicators, and responsible, contributing members of a dynamic global society.

We value Titan PRIDE

Personal Responsibility ❖ Respect ❖ Integrity ❖ Dedication ❖ Engagement

21st Century Expectations for Student Learning

Academic Expectations

- Communicate effectively orally, in writing, and using media tools.
- Solve problems using critical, creative, and innovative thinking.
- Apply content knowledge and skills to new situations.
- Access, analyze, and evaluate information using print, non-print, and digital sources.

Social Expectations

- Work collaboratively while respecting divergent viewpoints.
- Demonstrate respect for oneself and others.
- Act responsibly while demonstrating integrity and ethical behavior.
- Recognize and value the importance of wellness and physical fitness.
- Demonstrate attitudes and habits that are valued in the classroom and workplace.

Civic Expectation

- Understand that each individual plays an important role in maintaining and improving the quality of life for all members of the community.

We believe that . . .

- Student learning is at the center of every decision considered by the WPS.
- Student learning is a shared responsibility among the school system, families, and the community.
- In order to take their place in society, learners need to master both academic and social skills through the instruction and curriculum they receive.
- Knowing how individuals learn—developmentally, socially, and culturally—drives instruction and curriculum.
- Learning is nurtured in safe, healthy, environmentally sensitive facilities.
- Financial accountability and transparency are essential in utilizing the educational resources entrusted to WPS by the community.

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PRINCIPAL'S MESSAGE

Welcome to Mark T. Sheehan High School. Please take time to carefully read this Student-Parent Handbook. It contains general information regarding school rules, policies and procedures that govern school life. As a comprehensive high school, Sheehan offers a range of courses to meet your every academic need and personal interest. The faculty is firmly committed to providing students a positive climate conducive to learning. Seize every opportunity for learning that is available to you. Be an active participant in a school-sponsored activity. You will meet new friends and be part of the most exciting aspect of Sheehan – our Great Spirit! We are proud of all our accomplishments, but we are only as good as you make us. Every person makes a difference. Strive for academic excellence; become part of an organization, and make Sheehan a better place!

Rosemary Duthie

MARK T. SHEEHAN, M.D.

Mark T. Sheehan was born in Pittsfield, Massachusetts, on February 22, 1885. He came to Wallingford with his parents when he was five years old and attended local schools and Holy Cross College, and graduated from Yale Medical School in 1910.

Dr. Sheehan became the health officer of the Borough of Wallingford in 1919. Beginning in 1960, he served as assistant health director. His affiliations included county, state and the National American Medical Associations, and the Meriden-Wallingford Hospital.

Dr. Mark T. Sheehan selflessly devoted his life to the Wallingford community. To this end he made countless contributions through his work in public health as well as in his private practice. Known and loved by many in Wallingford, he was honored for his dedication to humanity during Wallingford's tercentenary celebration in 1970, when this high school was named for him. On Sunday, October 17, 1971, Mark T. Sheehan was dedicated in his honor.

MARK T. SHEEHAN HIGH SCHOOL HONOR CODE

In the tradition of Dr. Mark T. Sheehan, a man of unquestionable honesty and integrity, we believe that it is incumbent upon each Mark T. Sheehan High School student to conduct himself or herself at all times with the same integrity. A Sheehan student should always be considerate of the rights of other students to learn. He or she should also be considerate of the right and duty of teachers to instruct in a productive environment. Violation of any of the following standards could result in disciplinary action as well as adversely affect recommendations for job placement, college acceptance and National Honor membership.

1. Plagiarism – presenting as one's own work material or ideas taken in part or in full from some other source, be it a published work (including a computer program), a person, or another student's work.
2. Using unauthorized notes or other aids or copying from or being influenced by another student's work during a test or quiz.
3. Giving unauthorized aid to another student: allowing another student to copy or use one's test, quiz, paper, or homework.

**Mark T. Sheehan High School
Our Staff**

Administration

Ms. Rosemary Duthie, Principal
Mr. Gregory J. Dirkson, Assistant
Principal
Mr. Justin Marciano, Assistant Principal

Art and Music

Ms. Paige Sperry, Chairperson
Ms. Gretchen Buys
Mr. David Giardina
Mr. Steven Goodrich
Ms. Christina Krasniqi
Ms. Amy Rogers

Athletic Director

Mr. Christopher Dailey

Career Center Coordinator

Ms. Kimberly McLaughlin

Career and Technology Education

Mr. Nicholas Brown
Ms. Nancy Houston
Mr. Joshua Lambert
Mr. Alan Oblon
Ms. Denise Payton (split with Lyman
Hall & EEP)
Ms. Johann Rene

English

Mr. Peter Wiesen, Chairperson
Ms. Amy Brazauski, Intern
Ms. Cynthia Frank
Ms. Melissa Harkins
Ms. Laura Maiocco
Ms. Kristi Maler
Ms. Lisa Miller
Ms. Jennifer Procko
Ms. Laurie Saia
Mr. Nicholas Silano, Intern
Mr. Jason Sorensen
Ms. Linda Ventura-Clements

ELL

Ms. Glorianne Rusate

Library Media Center

Mr. Nicholas Ives

Mathematics

Mr. Patrick Hubeny, Chairperson
Mr. Kevin Ainsworth
Mr. Jason Bouffard
Ms. Michele Dwyer
Ms. Amanda Gillis
Mr. Dominick Lombardozzi
Ms. Rachel Mane
Ms. Tricia Perrone
Mr. Louis Petrucci
Ms. Christine Ritchie

Physical Education and Health

Mr. John Ferrazzi, Chairperson
Ms. Cheryl Colwick
Mr. Frank Mohr
Mr. Michael Tyrrell
Ms. Melissa Zigmont

Reading

Ms. Beth Rondo

School Counseling

Ms. Michelle Catucci, Chairperson
Ms. Maura Distante
Ms. Wendy Eaton-Soto
Ms. Erica Forselius
Ms. Judy Acosta, Psychologist
Ms. Terri Dietlmeier, Psychologist
Ms. Donna Laich, Psychologist
Ms. Betty Butkus, Social Worker

Science

Ms. Kelly Watrous, Chairperson
Ms. Louise Chapman
Mr. Nicholas Chelmu
Ms. Sandra Hudson
Ms. Alyssa Krasnecky, Intern
Ms. Kimberly Luxeder
Ms. Grace McCarthy
Ms. Carrie Palange
Mr. Mark Smolley
Ms. Suzanne Whitehead
Mr. Daniel Wostbrock

Social Studies

Ms. Heather Brinton, Chairperson
Mr. Matthew Altieri
Mr. Michael Brezicki

Social Studies cont.

Ms. Jamie Canny
Mr. John Conte
Ms. Jean Mellor
Ms. Melanie Montagnon
Ms. Jennifer Seroski
Ms. Heather Smolley
Mr. David Tristine

World Language

Ms. Keri Biron
Ms. Christina Brozyna
Ms. Jennifer Churma
Ms. Vicenta Coppola
Mr. Peter Fleischmann
Ms. Susan Hudson
Ms. Raffaelina Lonetti

School Nurse

Ms. Diane Gibson, R.N.
Ms. Susan Losi, C.N.A.

Special Education

Ms. Christine Takores, Chairperson
Mr. Christopher Calbo
Mr. William Davis
Mr. Keith Petrosky
Ms. Erica Ward
Ms. Michelle DelGrego, Speech
Pathologist
Mr. Paul Meiners, Integration Associate

Secretarial Staff

Ms. Carla DiVirgilio
Ms. Karen Fragola
Ms. Heather Fries
Ms. Regina Grant
Ms. Karen Kesilewski
Ms. Jaime Smith
Ms. Alfonsina (Tina) Tancredi
Ms. Sandy Inserra (split with Lyman Hall
for Career Center Coordinator)
Vacancy (part-time)

Custodial Staff

Mr. Brett Ostapowicz, Head Custodian
Mr. Brian Chapman
Mr. Thomas Ruggiero

Paraprofessionals

Ms. Lisa Burns
Mr. Richard DelCervo (ISS)
Ms. Grace DiGennaro
Ms. Deborah Fitch
Ms. Marie George
Ms. Debra McLaughlin-Malicki
Ms. Eunice (Mickey) McGuire
Ms. Deborah Quinn
Ms. Immacolata (Tina) Solnick
Ms. Colleen Vandal

Security

Mr. Joseph Amarone
Vacancy

GUIDANCE COUNSELOR STUDENT ASSIGNMENTS

Counselor	Grade	Students
Erica Forselius.....	9	A - Fa
	10	A - D
	11	A - D
	12	A--E
Ms. Eaton-Soto.....	9	Fe--Ma
	10	E--L
	11	E--McI
	12	F--Mid

GUIDANCE COUNSELOR STUDENT ASSIGNMENTS cont.

Ms. Distanto:	9	Mc--Rod
	10	M--R
	11	McP--Sp
	12	Mil--So
Ms. Catucci	9	Ros--Z
	10	S--Z
	11	St--Z
	12	St--Z

TEACHER STUDENT ASSISTANCE TEAM

The Teacher Student Assistance Team is Sheehan High School’s version of the Early Intervention Project. The team consists of the school psychologist, school social worker, school nurse, administrators, teachers, and guidance counselors. The team is committed to the early identification and management of students who are struggling academically, socially or behaviorally.

Teachers may refer any student about whom they are concerned, grades 9-12, and will notify the parents of the referral of their son/daughter to the team. The team discusses the referral and brainstorms possible solutions to the problem. Frequently the student is invited to a meeting and given the opportunity to discuss his/her view of the problem. Parents are invited to meet with the team if that is deemed appropriate and/or necessary.

A plan of action is developed and implemented over a specified time period. The team meets again after a prescribed interval to review the plan’s success or failure and to make new recommendations if necessary.

CLASS OFFICERS – 2015-2016

Student Council

President.....Isabelle Fazzina
 Vice President....Tess DiDomenico
 Treasurer.....Meaghan Burns
 Corres Secretary....Rajan Doering
 Recording Sec.....Shannon Bradley

Class of 2017

President..... Tom Neal
 Vice-President..... Carly Chulock
 Secretary.....Katie Schlick
 TreasurerHannah Culagh
 Activities Chair Matt Naser

Class of 2016

President.....Fardin Salam
 Vice-PresidentMel Crescenti
 Secretary.....Matthew Esposito
 Treasurer.....Naha Chowdhury
 Activities Chair Isabelle Fazzina

Class of 2018

President.....Alex Ficorilli
 Vice-President Elisa Tolentino
 Secretary.....Patrick Chistensen
 TreasurerCamdyn Pegg
 Activities ChairWendy Santillan

**MARKING PERIOD CALENDAR
2015-2016 SCHOOL YEAR**

FIRST SEMESTER

Q1: 43 days
 Start August 31, 2015
Confer: Oct. 8, 2015 (evening)
 End Nov. 4, 2015
Q2: 44 days + 4 exam days
 Start Nov. 5, 2015
Confer: Dec. 9, 2015 (evening)
 End Jan. 20, 2016
E1: Jan. 21—Jan. 26, 2016

SECOND SEMESTER

Q3: 45 days
 Start Jan. 27, 2016
 End March 31, 2016
Q4: 43 days + 4 exam days
 Start April 1, 2016
Confer: April 7, 2016 (afternoon)
 End June 8, 2016
E2: Seniors June 7-10, 2016
 Grades 9-11 June 9-14, 2016
(subject to revision for snow days)

VACATIONS AND HOLIDAYS

Monday, September 7, 2015 Labor Day
 Monday, October 12, 2015 Columbus Day (Observed)
 Mon. & Tues., Nov. 3 & 4, 2015 Teacher In-Service
 Tuesday, November 11, 2015 Veteran’s Day
 Thurs. & Fri., Nov. 26 & 27, 2015 Thanksgiving Holiday
 Thursday, Dec. 24, 2015-Friday, Jan. 1, 2016 Holiday Recess
 Monday, January 18, 2016 Martin Luther King Day
 Monday, February 15, 2016 Presidents’ Day
 Friday, March 25, 2016 Good Friday
 Mon., April 11, 2016-Friday, April 15, 2016 Spring Recess
 Monday, May 30, 2016 Memorial Day (Observed)

First and last day of school for **TEACHERS**-8/27/15, 6/15/16
 First and last day of school for students-8/31/15, 6/15/16
 Teacher in-service days –8/26/14, 10/13/14, 11/3/14, 11/4/14
 After School PD for Teachers—10/16/14, 1/15/15, 2/19/15 & 4/30/15
 Student Early Release—9/25/14, 10/23/14, 12/4/14, 3/19/15, 5/7/15
 Shortened Session –11/26/14, 12/23/14, 2/13/15, & 6/12/15—(if final day of school)
 Shortened Session – 4/7/16, afternoon conference, all levels

The first seven make-up days will be added to the end of the school year. Additional days will be deducted from spring break, beginning with Friday, 4/15 and working backwards.

CLUBS AND ACTIVITIES

Art Club Advisor – Ms. Buys
The mission of the art club is to help develop student’s skills in expressing themselves through various art forms.

Choral Club Director Advisor – Ms. Sperry
The mission of the Choral Club is to develop student’s singing skills by exploring a challenging repertoire of music.

Computer Club Advisor – Mr. Ives
The mission of the Computer Club is to bring together students that share a common interest for the purpose of exploring computer related technologies through various projects.

C.R.E.W. Advisor—Mr. Tyrrell
The mission of **Community Revitalization Effort of Wallingford** is to provide an avenue in which students can give back to the community by assisting in various rebuilding and renewal efforts around the country.

Debate Club..... Advisor – Ms. Smolley
The mission of the Debate Club is to develop students’ abilities to think precisely, to reason effectively, to analyze an argument and its underlying premises accurately and to speak clearly and persuasively.

Dramatic Arts Society Director — Fall Drama: Ms. Maring
..... Director — Spring Musical: Ms. Sperry
The mission of Sheehan’s drama program is to provide students with an opportunity to explore all aspects of theater, including acting, dance, and musical performance; stage management and directing, and stagecraft design and production (sets, props, lighting, sound, costume, and makeup). Annual shows include a fall drama and a spring musical.

Drama Club..... Advisor – Ms. Ventura-Clements
The mission of the Drama Club is to serve as a liaison between the school’s drama classes (Introduction to Theater and Dramatic Arts) and the Dramatic Arts Society’s fall drama and spring musical productions. The Drama Club assists with duties such as theatrical publicity/promotion, house management, merchandising, fundraising, and box office ticket sales.

Environmental Action Club Advisor – Ms. Laich
The mission of the Environmental Action Club is to create awareness of current environmental issues and to educate the Sheehan community on the current environmental crisis. The EAC seeks to instill an appreciation of our beautiful planet and a lifelong commitment to the preservation of the natural world.

French Club Advisor – Ms. Sue Hudson
The mission of the French Club is to increase and celebrate students’ awareness, understanding and appreciation of French culture.

Future Educators Club Advisor – Mr. Ainsworth
The mission of the Future Educators Club is to assist students considering a career in education to explore the nature and rewards of teaching in our society.

Gay-Straight Alliance..... Advisor – Ms. Perrone
The mission of the Gay-Straight Alliance is to foster understanding and mutual respect among students of different gender orientations.

German Club Advisor – Mr. Fleischmann
The mission of the German Club is to increase and celebrate students’ awareness, understanding and appreciation of German culture.

Human Relations Club..... Advisor – Ms. Forselius
The mission of the Human Relations Club is to promote tolerance, understanding, community, goodwill, and respect among Sheehan students.

Interact Advisor—Mr. Ainsworth
The mission of Interact is to work with the Rotary Club to support student efforts to engage in community service.

Italian Club Advisor – Ms. Lonetti
The mission of the Italian Club is to increase and celebrate students’ awareness, understanding and appreciation of Italian culture.

Math Team..... Advisor – Mr. Hubeny
The mission of the Math Team is to enhance students’ mathematical skills through competition with similarly interested students from different schools.

Mock Trial Advisor – Mr. Brezicki

National Honor Society Advisor—Mr. Ives
The mission of the National Honor Society is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in students.

Philosophy Club..... Advisor – Mr. Ives
The mission of the Philosophy Club is to explore different modes of thought and ways of understanding the human condition.

School Newspaper (“Titan Times”) Advisor – Nick Ives
The mission of the school newspaper is to develop students’ writing skills and capacities for objective analysis and independent thought. The school newspaper publishes news, editorials, book/movie/music reviews as well as other pieces.

Spanish Club..... Advisor – Ms. V. Coppola
The mission of the Spanish Club is to increase and celebrate students’ awareness, understanding and appreciation of Spanish culture.

Ski Club..... Advisor – Ms. McCarthy
The mission of the Ski Club is to support students who share a common interest in skiing and winter sports.

Student Council Advisor – Dominick Lombardoizzi
..... Asst. Advisor—Mr. Smolley

The mission of the Student Council is to promote school spirit and the strengthening of the school community through the planning of school activities, including social events, community service activities, and the awarding of annual scholarships. The student council acts as a liaison among students, staff, administration, and the Board of Education. Elections to student council are held in September, and anyone can run. Five officers are elected in the spring for the following school year. The president also serves as student representative to the Board of Education.

Students against Destructive Decisions Advisor – Ms. Luxeder

The mission of S.A.D.D. is to educate students and the community about the dangers of driving drunk and other unhealthy decisions.

Tri-M Honor Society Advisor – Ms. Sperry

The mission of the Tri-M honor society is to promote the development of students’ musical abilities, academic excellence, school involvement, and community service.

Visions – Literary Magazine Advisors – Ms. Buys and Ms. Maiocco

The mission of the Visions Literary Magazine is to foster the development of student creativity in writing and art by providing a forum in which budding authors and artists can share their work.

Varsity Club Advisor – Mr. Dailey

The mission of the Varsity Club is to develop students’ leadership skills and to promote good sportsmanship and school spirit. Any student may join, regardless of whether the student participates in school athletics.

Weight-Lifting Club Advisor – Mr. Ferrazzi

The mission of the weight lifting club is to promote healthy living through exercise. There are two facets to the weight lifting program: 1) bulk and strength, 2) quickness and speed.

Yearbook (Reflections) Advisor – Mr. Goodrich

The mission Reflections is to compile and publish material that can serve as a record of the year’s activities at Sheehan and as a tribute to the senior class.

INTERSCHOLASTIC ATHLETIC PROGRAM

The athletics offered at Mark T. Sheehan High School are:

Baseball (Boys)..... Matt Altieri, Head Coach	Cross-Country (All)..... Carrie Palange
Basketball (Boys)..... Joe Gaetano, Head Coach (Girls)..... Mike Busillo, Head Coach	Field Hockey (Girls) Avian Palermo, Head Coach
Cheerleading ... Arielle Fischer, Head Coach	Football John Ferrazzi, Head Coach
	Golf Kevin Ainsworth

Ice Hockey Dave Festa, Head Coach
Indoor Track
 (All) Charles Farley, Head Coach
Soccer
 (Boys) Luis Rodriguez, Head Coach
 (Girls) Rob Huelsman, Head Coach
Softball
 (Girls) Jocelyn Chang, Head Coach
Swimming
 (Girls) Daniel Wostbrock
 (Boys) Keith Cargan

Tennis
 (Girls) Doug Simes
 (Boys) Jamie Canny
Track & Field
 (All) Charles Farley, Head Coach
Volleyball
 (Girls) Grace McCarthy, Head Coach
Lacrosse
 (Boys) Dan Wostbrock, Head Coach
 (Girls) Charissa Zbikowski, Head Coach

RIGHTS AND RESPONSIBILITIES

The Sheehan community, consisting of students, faculty, staff, administrators and parents, has established the following principles to guide the daily conduct of all its members. These rights and responsibilities ensure an environment conducive to student learning.

1. All members of the Sheehan community are entitled to a safe, drug free environment.
2. The Sheehan faculty, staff and administration, in cooperation with parents, are committed to promoting the right of students to learn and acquire the necessary knowledge to achieve their full potential.
3. All members of the Sheehan community are committed to demonstrating respect for one another and tolerance of different points of view.
4. All members of the Sheehan community are committed to working to their full potential and engaging in behaviors that support the learning process.
5. All members of the Sheehan community are committed to upholding the established standards of the school community.

SENIOR COURT PRIVILEGES

The area known as Senior Court comprises **Cafeteria A** and the **Exterior Courtyard**, which is defined by yellow painted boundary lines. The area to the west of the fence, which extends from the exterior cafeteria wall to the curbing, is out of bounds. The sidewalk and boundaries to the south of the yellow painted lines are out of bounds. Students using the exterior courtyard during the lunch waves must stay within the white-painted boundary lines. The driveways, parking lot, and cafeteria loading dock are out of bounds. Students found in these areas will be subject to office discipline. Also, students must keep a distance from and in no way disturb the classrooms that are adjacent to the courtyard. Students should enter and exit the exterior courtyard only through the door adjacent to the cafeteria lobby. Court privileges are **not** in effect during the lunch period. Senior study is assigned to rooms designated by the study hall teacher during the lunch period. **Note: the administration reserves the right to close the exterior courtyard because of inclement weather or failure to observe courtyard regulations.**

STUDENT PARKING

The privilege of parking on school grounds is extended to those students who fully adhere to all vehicular traffic laws and school regulations. Any student found in violation of safety or parking regulations will be denied vehicular access to school grounds and will be subject to other disciplinary actions. All students bringing automobiles to school must obtain identification tags from the main office and park in designated areas. Students are not permitted to park in areas reserved for staff. Parking in places along the back of the building stretching along E wing, in the front of the building directly across from the main entrance and to the side of the building outside the Art/Music/LMC/IT area are also off-limits for students. Other approved parking spaces are identified on material distributed by the assigned secretary when students request their parking permits. Improperly parked cars may be towed at the owner's expense. Students are not allowed to visit their cars during school hours. In case of an emergency, they will be escorted to their cars by an administrator or his/her designee. **NOTE: To improve safety and security at Sheehan, the parking lot is now designated as one-way driving with directional arrows and signs promoting the proper flow of traffic. Students found violating these traffic rules will face appropriate school discipline including possible loss of driving/parking privileges and/or suspension.**

LOCKERS

Students are assigned lockers with individual combinations at the beginning of each school year. It is important that students not share combinations and/or lockers. The school district is not responsible for valuables lost or stolen from student lockers anywhere in the building. The school administration reserves the right to inspect a student's locker in order to maintain the integrity and security of the school environment.

LUNCH WAVE ASSIGNMENTS

Students will be informed of their lunch wave assignments prior to the first day of school.

MARK T. SHEEHAN HIGH TELEPHONE NUMBER 203-294-5900

Student attendance is vital. Parents are urged to call this number by 10:00 a.m. to explain absence or tardiness.

MARK T. SHEEHAN HIGH SCHOOL BELL SCHEDULES

Please note that if school is cancelled for any reason, the day that was missed will be run when school resumes, i.e., if school is cancelled on an “A” day, school will resume on an “A” day.

DAILY SCHEDULE

A DAY	Warning Bell 7:25	B DAY
Period	TIME	Period
1	7:30 – 8:54	1
2	8:59 – 10:27 (Includes 4 minutes for announcements)	2
3	10:32 – 12:26 Lunch wave I 10:27 – 10:57 Class 11:02 – 12:26 Class 10:32 – 11:56 Lunch wave II 11:56 – 12:26	3
4	12:31 – 1:55	4
Detention	2:05-2:50	Detention

90 MINUTE DELAYED OPENING

A DAY	Warning Bell 8:55	B DAY
Period	TIME	Period
1	9:00 – 10:01	1
2	10:06 – 11:12 (Includes 5 minutes for announcements)	2
3	11:17– 12:49 Lunch wave I 11:12 – 11:43 Class 11:48 – 12:49 Class 11:17 – 12:18 Lunch wave II 12:18 – 12:49	3
4	12:54 – 1:55	4
Detention	2:05-2:50	Detention

Assembly Schedule

A DAY	Warning Bell 7:25	B DAY
Period	TIME	Period
1	7:30 – 8:34	1
2 — Assembly Period *additional time allotted to passing /seating / returning to class	8:39 – 11:07* Assembly Session A 8:53 – 9:53 Assembly Session B 10:07 – 11:07 (Includes 4 minutes for announcements)	2 — Assembly Period *additional time allotted to passing /seating / returning to class
3	11:12 – 12:44 Lunch wave I 11:07 – 11:37 Class 11:42 – 12:46 Class 11:12– 12:16 Lunch wave II 12:16 – 12:46	3

4	12:51 – 1:55	4
Detention	2:05- 2:50	Detention

HALF-DAY SCHEDULE EARLY DISMISSAL

A DAY	Warning Bell 7:25	B DAY
Period	TIME	Period
1	7:30 – 8:31	1
2	8:36 – 9:42 (Includes 5 minutes for announcements)	2
3	9:47 – 10:48	3
4	10:53 – 11:55	4

ADVISORY SCHEDULE

A DAY	Warning Bell 7:25	B DAY
Period	TIME	Period
1	7:30—8:45	1
2	8:50 – 10:10 (Includes 4 minutes for announcements)	2
Advisory	10:15—10:45	Advisory
3	10:45 – 12:35 Lunch wave I 10:45 – 11:15 Class 11:20 – 12:35 Class 10:50 – 12:05 Lunch wave II 12:05 – 12:35	3
4	12:40 – 1:55	4
Detention	2:05-2:50	Detention

SCHOOL POLICIES

ACCIDENTS, ILLNESS, INSURANCE AND HEALTH

Students who become ill or are injured in school are to report to their teacher who will in turn send the student to the nurse or to the office. If the nurse is not in the health room, the student is to go directly to the office. **Students may go to the nurse between classes only in an emergency. They should not attempt to treat themselves, go to a lavatory, or leave school without permission. Students who claim illness as a reason for missing a class but who do not report to the nurse's office will be issued a class cut and face appropriate disciplinary action.**

Accident insurance is available to all students on a group fee basis. Information regarding specific coverage is published in September. As a service to parents and students, the school nurse will supply claim forms and directions for completing these forms for students who are insured. However, all business pertaining to claims must be conducted directly with the insurance agent as indicated on the claim form and other materials received by the student and/or parent. This group insurance is not

compulsory for all students, but parents are urged to obtain the protection offered in order to avoid the risk of paying medical expenses incurred by an accident.

It is the policy of the Wallingford Board of Education, in compliance with the State of Connecticut regulations, that each child must have a complete physical examination including hematocrit, urinalysis, vision, and hearing screening, scoliosis screening, height and weight, pulse and blood pressure, in the period June 1, 2014 to June 30, 2015 of their 10th grade year. If you cannot afford an exam by a private physician, you may request one by the School Medical Advisor. The request must be in writing and received by the school principal no later than April 1st.

ADD/DROP POLICY

Students will be allowed to change their schedules prior to the beginning of the school year as long as by doing so they do not drop below the minimum credit requirements. Students will be allowed to change their second semester schedules during the first semester as long as the change does not require a change in a full year course placement. Courses *are not normally* dropped once they have started.

ADMINISTRATION OF MEDICINES TO STUDENTS

In accordance with Connecticut General Statute Section 10-212a, the Wallingford Board of Education authorizes school nurses or, in their absence, any other nurse licensed pursuant to the provisions of Chapter 378, the principal or trained teacher of a school to administer (under the general supervision of a qualified school nurse) medicinal preparations, including such controlled drugs as the Commissioner of Health Services may, by regulation, designate to any student at such school pursuant to the written order of a physician, dentist, advanced practice registered nurse (APRN), or physician assistant (PA) licensed to practice in this or another state and the written authorization of a parent or guardian of such child. This shall include the administration of oral, topical, or inhalant medications.

Inhalant medications prescribed by a physician, APRN, or PA which are used for the treatment of asthmatic conditions may be self-administered by students provided that written authorization from the student's physician and parent/guardian has been received and reviewed by the authorized school nurse. Injectable medications may be administered to a student with a medically diagnosed condition which may require prompt treatment to protect the student against serious harm or death.

Injectable medications may be administered only by a school nurse, a principal, or a certified teacher who has received training in giving injections.

Students may self-administer only those injectable medications contained in "epi-pens" to ward against immediate threat posed by insect bites or severe food allergies provided such medications are prescribed by the student's physician, APRN, or PA and that authorization for self-medication has been provided by the physician and parent/guardian and has been received and reviewed by the school nurse.

The administration of aspirin, ibuprofen, or an aspirin substitute containing acetaminophen shall be administered to students pursuant to the conditions outlined above for the administration of medicinal preparations including controlled drugs. No such nurse, principal, or teacher shall be liable to such student, parent or guardian of such student for civil damages for any personal injuries which result from acts or

omissions of such nurse, principal, or teacher in administering such preparations which may constitute ordinary negligence. This immunity shall not apply to acts or omissions constituting gross, willful, or wanton negligence.

While members of the school staff are authorized to administer medicinal preparations as described, parents/guardians and physicians, APRN's, and PA's are urged to make every effort to arrange the schedule for administering such medications at times other than during school hours. Trained staff members of the Wallingford public schools shall be called upon to administer medicinal preparations only for emergency situations and for treatment of chronic illness. It should be noted that Wallingford employs school nurses as defined in Connecticut General Statutes, Section 10-212. Licensed Practical Nurses will not be employed.

The Wallingford Board of Education does not sanction self-medication of students except as noted above.

Policy Approved: 06/20/94

Policy Revised: 02/27/95, 04/24/95

Policy Reviewed: 06/02/97, 06/07/99, 05/07/01, and 02/03/03

A Medication Authorization Form is required **each** time any medication is to be administered in school. This form is required by the State of Connecticut and the Wallingford Board of Education, should your child require medication for the upcoming year.

- **The Form:**
 - **Must** be signed by the authorized prescriber who orders the medication.
 - **Must** be signed by the parent.

- **The Medication:**
 - **State law requires that** medication **MUST** be brought in by a parent or other responsible adult over the age of 18, and given directly to the nurse.
 - This person must remain to count the medication and to sign the Medication Administration Sheet verifying the medication count.
 - The medication **must** be in a pharmacy bottle, properly labeled if it is a prescription.
 - Samples **must** be labeled by the authorized prescriber who orders the medication.
 - If it is an over-the-counter medication (i.e. Tylenol, Tums, cough drops, etc.) the medication **must** be brought in the original unopened container.
 - Any medication remaining **must** be picked up by a parent or other responsible adult by the last day of school or within one week when a medication is discontinued
 - Students are permitted to carry on their person and self-medicate asthma inhalers and Epi-pens provided the appropriate medication

authorization forms are on file in the nurse's office and the student has demonstrated the ability to self-medicate correctly.

- Students may self-administer insulin through injection or insulin pump provided the appropriate medication authorization forms are on file in the nurse's office.

ALTERNATE METHODS FOR EARNING CREDIT

Students who would like to explore alternate methods for earning credit are asked to see their guidance counselor. Opportunities are offered in the following programs:

- Education Center for the Arts
- Independent Study
- Occupational Experience for Vocational students
- University of Connecticut
- Credit Recovery (Approved on a case by case basis).

ATHLETIC ELIGIBILITY

Students who participate in interscholastic varsity or junior varsity athletics must maintain an average of "C-" or better and have no failing grades in any courses. During the school year, quarterly course averages as reported on report cards will be used to determine eligibility. To be eligible for fall sports a student must have earned final course grades of "C-" or better with no failures for the prior year. (Credit earned in an approved summer school program may be used for the purpose of eligibility). All other CIAC requirements are also in effect. A physical examination is required of all students who participate in interscholastic athletics.

A student is ineligible 1) If the student is not taking at least four (4) Carnegie Units of work; 2) if the student is nineteen (19) years of age before July 1; 3) if the student has changed schools without a change of residence; 4) if the student has played the same sport for more than three (3) seasons in Grades 10, 11, 12; 5) if the student plays or practices with an outside team in the same sport while a member of the school team; 6) if the student receives payment under an assumed name on an outside team; 7) if the student receives payment for participation in any athletic activity.

STUDENTS

JED

ATTENDANCE: ABSENCES AND TARDIES

I. Absences:

The Board of Education deems it essential that students attend school on a regular basis in order to maintain continuity of the educational process and to foster the habits of regular attendance, dependability, and responsibility. Connecticut state law requires parents/guardians to cause their children to attend school regularly, and the Board believes a student should not be absent from school without the parent/guardian's knowledge and consent.

The statutory responsibility for regular attendance rests with the students' parents/guardians or with the students themselves when they become of legal age. However, the school shall institute all necessary measures to encourage and

ensure the regular attendance of all students, including means of checking on absentees and reporting absences to parents/guardians.

II. Tardies:

The Board of Education also believes that patterns of punctuality and adherence to schedules must also be developed in students. Therefore, tardiness to school and/or class will result in disciplinary action.

Policy Approved: 4/8/85

Policy Revised: 6/22/92, 6/21/99

ABSENCES and TARDIES/REGULATIONS

JED-R

I) EXCUSED VERSUS UNEXCUSED ABSENCES

A) Definitions

- 1) **Excused and Unexcused:** A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school for at least half of the regular school day. A student who is serving an out of school suspension or expulsion should be considered absent. An absence in the following categories may be considered excused if the reason for the absence is validated. All other absences shall be considered “unexcused.”
 - (a) Illness or injury
 - (b) Serious illness in the family that necessitates the student’s absence from school
 - (c) Death in the family
 - (d) Prearranged appointments with physicians and/or dentists
 - (e) Observance of religious holidays
 - (f) College visitations (at the high school level)
 - (g) Validated court appointments
 - (h) School sponsored activities
 - (i) Failure of sending towns to provide transportation for non-resident students enrolled in Wallingford schools
 - (j) Family vacations or trips totaling no more than five school days in a school year; absences beyond the total of five school days will be considered “unexcused.”
 - (k) Family emergencies or other exceptional circumstances as approved by the principal
 - (l) Suspension
- 2) **Class Cut:** If a student misses a class and is in school, such absence will be considered a class cut, unless such class absence has been authorized by a school official.
 - (a) A class cut will be considered an “unexcused absence” and will count toward the potential loss of credit at the high school level.
 - (b) Excessive unexcused absences may result in court action under the truancy law (see policy JEDA).
- 3) **Family Vacation and Trips**
 - (a) Parents should be strongly encouraged to schedule family vacations and trips when school is not in session.
 - (b) Students will be held responsible for the material missed during such absence.

- (c) Parents should be strongly encouraged to notify the school in writing of a pending absence due to a family vacation or trip.

B) Notification and Validation of Absences

- 1) Parents/Guardians will be expected to call their child's school to notify the administration that their child will be absent on that day. If the parent/guardian of an absent student does not contact the school regarding the absence, the school shall make a reasonable effort to notify the parent/guardian by telephone that the student is absent. The school shall maintain a record of the contact or the attempt to contact. If telephone contact is not made, the parent shall be notified of the absence in writing.
- 2) The building administration shall determine whether absences are excused or unexcused. Parent verification of an absence does not necessarily mean that an absence will be determined to be excused.
- 3) Doctor's verification may be required for absences due to illness of four or more consecutive days or when there are frequent absences due to illness.

II) LOSS OF CREDIT AT THE HIGH SCHOOL LEVEL DUE TO ATTENDANCE PROBLEMS

- A) Twelve Absences:** Students at the high school level who are absent more than six times (excused and/or unexcused) in a .5 credit course (i.e., a half year course), more than twelve times (excused and/or unexcused) in a 1.0 credit course (i.e., a full year course), more than 18 times in a course that is a 1.5 credit course, or more than 24 times in a course that is a 2.0 credit course will lose credit for that course. Absences due to suspension from school, participation in an authorized school activity, observance of religious holidays, or as a result of the failure of sending towns to provide transportation for nonresident students enrolled in Wallingford schools shall not be counted toward the loss of credit. Similarly, absences necessitated as a result of a chronic medical condition or absences resulting from a major medical procedure will not be counted toward the loss of credit limit provided that a written excuse from a physician or dentist is received. Such excuses should be received within ten school days after the student returns to school.
- B) Unexcused Absences:** Students will lose credit in a course upon the fourth unexcused absence in a full year course or the third unexcused absence in a half-year course.
- C) Warnings of Loss of Credit:** Parents will be informed in writing when their son/daughter's attendance is such that it suggests that he/she might be in danger of losing credit. Such notification will occur upon the sixth absence and upon each unexcused absence in a full year course. For half-year courses, the notification shall be made upon the third excused absence and each unexcused absence.
- D) Credit Review:** The building administration will conduct a credit review for each student who might lose credit in a course as a result of excessive absence. Such review shall occur before the credit is removed.
- E) Appeals:** A student who had lost credit due to violations of the attendance policy may appeal this decision using the procedure below.

- 1) The appeal must be made in writing and presented to the assistant principal assigned to the student within five school days after being notified in writing of the loss of credit. Such appeals will be conducted at the end of the semester in which the course is completed.
- 2) Appeals must be based on unusual mitigating circumstances. If the mitigating circumstances are of a medical nature, the student must provide a written explanation of the circumstances from a physician.
- 3) The appeals board will consist of one administrator, a guidance counselor, and a teacher. The administrator shall notify the student and the student's parents of the date of the appeal meeting.
- 4) The decision of the appeals board shall be rendered in writing within three school days of the appeal meeting.
- 5) The decision of the appeals board may be appealed to the building principal. The appeal shall be made in writing and shall explain the unusual mitigating circumstances that the student believes justify the reinstatement of the credit. The decision of the principal shall be final.

F) Impact of Loss of Credit

- 1) Grades earned by students in courses for which they lose credit due to excessive absence will be recorded on their permanent record card.
- 2) Grades earned by students in courses for which they lose credit due to excessive absence will be included in the calculation of quality point average.

III) ABSENCES AND PARTICIPATION IN SCHOOL ACTIVITIES

Students who are absent from school will not be permitted to participate in interscholastic athletic contests, athletic practices, extracurricular activities, or other school-sponsored activities on the day of the absence. However, building principals may make exceptions to this regulation due to extraordinary, mitigating circumstances, and such exceptions must be in writing.

Regulation Approved: 6/10/91

Regulation Revised: 6/21/99, 6/17/02, 1/21/03, 5/19/08, and 10/20/08

MAKE-UP WORK

Students who have been absent from school are encouraged to consult with their teachers about missed work. Students will be allowed to make up work missed as a result of ANY excused absences from class. Note: it is the *student's responsibility* to consult with teachers concerning assignments required and due dates.

SUMMER SCHOOL TO MAKE UP WITHHELD CREDIT

Any student having credit withheld because of Attendance Rule JBDC-4 may earn withheld credit by attendance at the Wallingford Summer School **or** at another summer school approved by the school principal. Having passed summer school requirements, the student will have the credit awarded in that course from which it was withheld only in that September which follows the school year in which credit was withheld. It should be noted that a student's letter grade and quality point average are not changed or affected even though credit has been withheld because of excessive absence.

DISTRICT MISSION STATEMENT AND INSTRUCTIONAL GOALS

I) District Mission Statement

The Wallingford Public Schools, in partnership with families and community, provide challenging educational opportunities in a caring, respectful, visionary environment that empowers all students to demonstrate high achievement and to lead meaningful lives in a diverse society.

II) Instructional Goals

A) Partnership- The Wallingford Public Schools will:

- 1) Foster dialogue and activities between families, schools and community.
- 2) Collaborate with businesses, governmental agencies, civic groups and community services.

B) Environment- The Wallingford Public Schools will:

- 1) Foster a learning environment for all students that develop good character, high standards of conduct, and respect for all individuals.
- 2) Provide equitable learning opportunities to challenge the interests, needs and abilities of all students.
- 3) Develop effective learning habits and strong motivation for lifelong learning within our students.

C) Achievement- The Wallingford Public Schools will:

- 1) Implement a comprehensive curriculum that allows students to acquire and integrate the essential content, skills and concepts in mathematics, language arts, natural sciences and the arts.
- 2) Provide a strong program that develops students' problem solving and decision making skills.
- 3) Promote the use of technology as a communications and research tool.
- 4) Promote and recognize high student achievement.

D) Society- The Wallingford Public Schools will:

- 1) Prepare our students to lead productive lives as citizens, family members, parents, workers and consumers in our global society.
- 2) Provide for the social and physical development of all students.
- 3) Promote understanding of the rights and responsibilities of citizens relative to each other, society as a whole and the environment.

Policy Approved 2/17/98

Policy Revised 3/15/04

DEAR PARENTS:

The Wallingford Public Schools will not tolerate instances in which students are harassed for any reason. We detest, in particular, harassment that is based on gender, race, ethnic origin, or religious belief. The school system's administration will always act rapidly and appropriately when it has evidence that such harassment has occurred.

I hope that your children will never experience harassment in our schools. Nevertheless, if your children experience harassment, I ask you to have them report it to one of their teachers or to the administration of the school. All allegations of

harassment will be investigated quickly and thoroughly and if, as a result of such an investigation, the administration concludes that any allegations are sustained by the available evidence, the administration will take action immediately.

We cannot address incidents of harassment unless we know about them. We need to know about such incidents because we want to take corrective action when they occur. The vast majority of our students would never harass anyone. Those few, however, who might exhibit this type of behavior, need to be identified and corrected. Please help us know about instances in which harassment takes place. Thank you.

Sincerely,

Dr. Salvatore Menzo, Superintendent of Schools
Compliance Representative: Ms. Rosemary Duthie, 294-5905

**STUDENTS
BULLYING**

5131.911

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

Definitions

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

- A.** causes physical or emotional harm to such student or damage to such student’s property,
- B.** places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C.** creates a hostile environment at school for such student, infringes on the rights of such student at school, or
- D.** substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or 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. (*The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.*)

“Cyber Bullying” 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.

“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

“Electronic communication” means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system.

“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate;

“Outside of the school setting” means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

Examples of bullying include, but are not limited to:

1. physical violence and attacks,
2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs,
3. threats and intimidation,
4. extortion or stealing of money and/or possessions,
5. exclusion from peer groups within the school,
6. the misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyber bullying”),
7. targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical

appearance; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

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

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of a school, are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

A comprehensive program, to improve the school climate, involving everyone in the schools and the community, to address bullying at all school levels is essential to reducing incidences of bullying. Such a program must involve interventions at all levels, school wide, classroom and individual.

The District's program: *(Also outlined in the section pertaining to the "Safe School Climate Plan.")*

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying in its schools;
2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians;
3. Requires 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 an oral report;
4. Requires 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 report;
5. Requires 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. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
7. Provides for the inclusion of language in student codes of conduct concerning bullying;
8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight

hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying;

9. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the 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 to prevent further acts of bullying;
10. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and make such list publicly available; and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
11. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
12. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;
14. Requires 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;
15. Prohibits 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 local or regional board of education, 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, (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;
16. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan, and
17. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include

identifying and responding to bullying and preventing and responding to youth suicide;

Note: *Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.*

The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.

18. Requires students and the parents/guardians of students to be notified annually of the process by which they may make reports of bullying;
19. As required, but not later than January 1, 2015, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, and cooperative assistance; and
20. Requires that not later than thirty calendar days after approval by the Board, the safe school climate plan shall be made available on the Board's and each individual school in the District's Internet website and such plan is to be included in the District's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

The Board expects prompt and reasonable investigations of alleged acts of bullying. The safe school climate specialist of each school is responsible for handling all complaints of alleged bullying. The safe climate specialist shall investigate or supervise the investigation of all reports of bully promptly.

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Policy Adopted: 01/21/03

Policy Revised: 08/21/06, 07/21/0/, 12/12/11

Wallingford Public Schools

Title IX, Title VI, and 504 Coordinators and Safe School Climate Specialists

Title IX Coordinator:

Cindy G. Lavalette

Assistant Superintendent of Personnel

43 Hall Ave., 2nd floor

Wallingford, CT 06492

203-949-6508

Title VI Coordinator, 504 Coordinator, and Safe School Climate Coordinator:

Rob Mancusi

Pupil Personnel Services Director

415 Church St.

Wallingford, CT 06492

203-294-5946

Safe School Climate Specialists:

Mark T. Sheehan High School:

Rosemary Duthie, Principal
203-294-5905

Lyman Hall High School:

Joseph Corso, Principal
203-294-5352

Moran Middle School:

Julie Foss, Assistant Principal
203-741-2900

Dag Hammarskjold Middle School:

Nicholas DaPonte, Assistant Principal
203-294-3700

Cook Hill Elementary School:

Kristine Friend, Principal
203-284-5400

EC Stevens Elementary School:

Nicholas Brophy, Principal
203-294-3750

Highland Elementary School:

Victoria Reed, Principal
203-294-3970

Moses Y. Beach Elementary School:

Robert Arciero, Principal
203-294-3940

Parker Farms Elementary School:

Richard Napoli, Principal
203-294-6200

Pond Hill Elementary School:

Danielle Bellizzi, Principal
203-294-6230

Rock Hill Elementary School:

Carrie LaTorre, Principal
203-294-6260

Yalesville Elementary School:

Deborah Dayo, Principal
203-284-6900

ARTS Academy:

Audrey Burke, Special Education
Coordinator
203-284-5969
Rob Mancusi, Title VI Coordinator
203-294-5946

Harvest Park:

Rob Mancusi, Title VI Coordinator
203-294-5946

Integrated Preschool:

Donna Curtis, Special Education
Coordinator
203-284-5949
Rob Mancusi, Title VI Coordinator
203-294-5946

Adult Education:

Paul F. Flinter, Director
203-294-3905

**Education Enhancement Program
(EEP)/Alternative Education:**

Doreen Dressel, Lead teacher
203-294-3932

UPDATED: 1-30-15

STUDENTS

5131.911a

Bullying

Prevention and Intervention Strategy

The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of positive behavioral interventions and supports process or another evidence-based model approach for safe school

climate or for the prevention of bullying identified by the Department of Education.

2. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.
4. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully, parents and school employees and interventions with the bullied child, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

District Safe School Climate Coordinator

For the school year commencing July 1, 2014, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.

The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the school year to discuss bullying issues in the District and make recommended changes to the District's safe school climate plan.

Safe School Climate Specialist

For the school year commencing July 1, 2014, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.

The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

Safe School Climate Committee

For the school year commencing July 1, 2014, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and

fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.

The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and amend school policies relating to bullying;
4. Review and make recommendation to the District Safe School Climate Coordinator regarding the District's Safe Climate Plan based on issues and experiences specific to the school;
5. Educate students, school employees and parents and guardians of students on issues relating to bullying;
6. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
7. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 above and from any other committee activities that may compromise student confidentiality.

Safe School Climate Plan

The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall:

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 annually of the process by which they 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;
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;
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. The required notification and invitation 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;
- 9.** Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the 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 student's safety and to prevent further acts of bullying;
- 10.** 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;
- 11.** 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;
- 12.** Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- 13.** Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying;
- 14.** 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;
- 15.** 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 the Board 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, (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;
- 16.** Require, at the beginning of each school year, each school to provide all employees with a written or electronic copy of the school

- district's Safe School Climate Plan; and
17. Require that all school employees annually complete the training described in C.G.S. 10- 220a, as amended.

Safe School Climate Assessment

The Board requires each school in the District, on and after July1, 2015, and biennially thereafter, to complete an assessment using school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to C.G.S. 10-222h, as amended by PA 11-232. The Board will collect the school climate assessments of each District school and submit them to the Department of Education.

Note: The Department of Education, within available appropriations, is required by the amended C.G.S. 10-222h, to approve in collaboration with the Connecticut Association of Schools (CAS), and disseminate to all public schools grade-level appropriate school climate assessment instruments, including surveys, to be used by Boards of Education for the purpose of collecting information pertaining to a district's "prevention and intervention strategy" in order to enable the Department to monitor bullying efforts over time and to compare each district's progress to state trends.

A safe school climate resource network is to be established by the Department of Education, in consultation with the State Education Resource Center, the Governor's Prevention Partnership and the Commission on Children, within available appropriations, for the identification, prevention, and education of school bullying in the state. This network will make available to all schools information, training opportunities and resource materials to improve school climate to diminish bullying.

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. [In designing administrative regulations, the Superintendent should consult with the greater school community, including students.] In addition, the Superintendent shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks. [Alternate language: this policy shall be included in all student and faculty handbooks and shall be disseminated to the public in a manner to be determined by the Superintendent.]

This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.

(cf. [0521](#) Nondiscrimination)

(cf. [4131](#) Staff Development)

(cf. [5114](#) – Suspension and Expulsion/Due Process)

(cf. [5131](#) – Conduct)

(cf. [5131.21](#) – Violent and Aggressive Behavior)

(cf. [5131.8](#) – Out-of-School Misconduct)

(cf. 5131.912 – Aggressive Behavior) (cf. 5131.913 – Cyber bullying)

(cf. [5131.91](#) – Hazing)

(cf. 5144 – Discipline/Punishment) (cf. 5145.4 – Nondiscrimination)

(cf. [5145.5](#) - Sexual Harassment)

(cf. [5145.51](#) – Peer Sexual Harassment)

(cf. 6121 – Nondiscrimination)

(cf. [5145.1](#) – Equal Educational Opportunity)

Regulation Adopted: 01/21/03

Regulation Revised: 08/21/06, 07/21/08 and 12/12/11

BULLYING REPORTING FORM

Persons wishing to file a report of bullying should complete a Report of Suspected Bullying Behaviors form, which is available in the main and guidance offices. The form is replicated below for reference.

Name of Person Completing Report: _____

Date: _____

Target(s) of Behaviors: _____

Relationship of Reporter to Target (self, parent, teacher, peer, etc.): _____

Complaint Filed

Against: _____

Date(s) of Incident(s): _____

Location(s): _____ Time: _____

Specify your complaint by stating the problem as you see it. Describe the incident, participants, background to the incident, and any attempts you have made to resolve the problem. Please note relevant dates, times and places.

Indicate if there are witnesses who can provide more information regarding your complaint. If the witnesses are not school district staff or students, please provide contact information.

Name	Address	Telephone Number
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Have there been previous incidents (circle one)? Yes No
If "Yes", to whom was it reported and when?

Were these incidents reported to school employees (circle one) Yes No
If "Yes" to whom was it reported and when?

Was the report verbal or written?

Proposed Solution:

Indicate your opinion on how this problem might be resolved in the school setting. Be as specific as possible. Your opinion will be considered and may/may not be incorporated into a student safety support plan if acts of bullying are verified in this instance.

I certify that the above information and events are accurately depicted to the best of my knowledge.

Signature of Complaint Date Submitted

Received By Date Received

End of Complaint Report

STUDENTS

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Suspension and Expulsion

I. Removal of Student from Class by School Personnel

- A. Cause for Removal:** The Board of Education authorizes teachers to remove any student who deliberately causes a serious disruption of the educational process within the classroom.
- B. Duration of Removal:** Such removal may not exceed ninety minutes and the pupil so removed must be sent to a designated area. No pupil is to be removed from class more than twice in one week or six times in one year unless such pupil is referred to the building principal or his/her designee for an informal hearing.
- C. Notification to Administrator:** Any teacher who removes a student from class is to immediately notify the administration of his/her action and the reasons therefore.
- D. Notification to Parents:** Parents of students who are removed from class will be notified by phone and letter.

II. SUSPENSION OF STUDENT

- A. Conduct Leading to Suspension:** An authorized member of the administrative staff may suspend from school privileges any student whose conduct on school grounds or at a school-sponsored activity:
 - 1.** Endangers persons or property, or

2. Is seriously disruptive of the educational process, or
3. Violates a publicized policy of the Board of Education.

Further, an authorized member of the administrative staff may suspend from school privileges any student whose conduct off school grounds is violative of such policy and is so seriously disruptive of the educational process.

The suspension may be in the form of in-school suspension or out-of-school suspension. Effective July 1, 2009, suspensions pursuant to this policy shall be in-school suspensions, unless during the informal hearing the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension. An in-school suspension may be served in the school that the pupil attends, or in any school building under the jurisdiction of the Board of Education, as determined by the administration.

B. Length of Suspension: An in-school suspension means an exclusion from regular classroom activity (but not exclusion from school) for no more than 5 consecutive school days (effective July 1, 2009 10 consecutive school days), provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No pupil shall be placed in in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

An out-of-school suspension means an exclusion from school privileges for no more than ten consecutive days for any one incident and such suspension which is not completed by the end of a school year may not be carried over into the next school year. No student shall be placed in out-of-school suspension more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless the student is granted a formal hearing.

C. Grounds for Suspension: If occurring on or off school property, on school transportation, or at any school-sponsored activity shall include, but not limited to one or more of the following types of conduct:

1. Intentionally causing or attempting to cause damage to school or private property.
2. Stealing or attempting to steal school or private property.
3. Intentionally causing or attempting to cause physical injury to another person except in self-defense.
4. Unauthorized possession, distribution, sale, or consumption of any alcoholic beverages, drugs, drug paraphernalia, hallucinogens, stimulants, depressants, painkillers, or controlled substance of any kind, including but not limited to, marijuana, cocaine, all narcotic substances, or dangerous drugs, including controlled substances as defined in Connecticut General Statutes section 21a-240.
5. Violating the Board's use of tobacco policy.

6. Intentionally or repeatedly defying the valid authority of supervisors, teachers, or administrators.
7. Using obscene or profane language or gestures.
8. Participating in any unauthorized walk out from or sit-in within a classroom or school building.
9. Blackmailing, harassing, striking, assaulting, bullying, threatening, or intimidating school staff or other students, or any other persons.
10. Being absent from school and/or class when such absence is unauthorized.
11. Knowingly using or copying the academic work of another and presenting it as his/her own without proper attribution.
12. Falsification of school records.
13. Violating the acceptable uses of the Internet and the district's Intranet as delineated in the regulations (IHAJA-R) for the Board policy on "Electronic Information Resources."
14. Exhibiting any conduct deemed detrimental to the health, safety, and welfare of the students and/or staff as determined by the Board of Education.
15. Actions which require the evacuation of the building, such as a false alarm or bomb threat.
16. Possession of any kind of weapon such as a pistol, knife, blackjack, etc., or weapon facsimile.
17. Making or using audio, video, digital or any other recordings of school activities to mock, harass, embarrass, defame or humiliate others. This prohibition includes but is not restricted to recording devices such as cameras, cell phones, audio and video equipment, electromagnetic, photo electronic, photo optical or other comparable systems.
18. Violation of any other Board policy or administrative rule or regulation dealing with student conduct, and violation of any federal or state law which would indicate that the violation presents a danger to any person in the school community or to school property.

D. Modification of Suspension: For any student who is suspended for the first time pursuant to this policy and who has never been expelled pursuant to Connecticut General Statutes Section 10-233d, the administration may shorten the length of or waive the suspension period if the pupil successfully completes an administration specified program and meets any other conditions required by the administration. Such administration specified program shall not require the pupil or the parent or guardian of the pupil to pay for participation in the program.

E. Record of Suspension: Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative education record. Such notice shall be expunged from the record if the student graduates from high school or in the case of a suspension of a pupil for which the length of the suspension

period is shortened or the suspension period is waived pursuant to subsection D. above, such notice shall be expunged from the cumulative educational record (1) if the student graduates from high school, or (2) if the administration chooses, at the time the student completes the administration specified program and meets any other conditions required by the administration pursuant to said subsection D, whichever is earlier.

- F. Referral to Planning and Placement Team:** For children who experience multiple in-school or out-of-school suspensions, a referral will be made to the Planning and Placement Team (PPT) to consider whether evaluations should be conducted to determine the child's eligibility for special education.

III. EXPULSION OF STUDENT

- A. Conduct Leading to Expulsion:** The Board of Education may expel for up to one calendar year any student whose conduct on school property, on school transportation vehicles, or at any school-sponsored activity:

1. Endangers persons or property, or
2. Is seriously disruptive of the educational process, or
3. Violates a publicized policy of the Board of Education.

The Board also may expel a student for up to one calendar year for conduct off school property if such conduct is seriously disruptive of the education process and is violative of a publicized Board policy.

B. Mandatory Expulsion

- 1. Weapons On School Grounds:** It shall be a policy of the Board of Education to expel for one calendar year any student found to be in possession of any of the following while on school property, on school transportation vehicles, or at any school-sponsored activity:

- a. A firearm means, (1) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, (3) a muffler or silencer, or (4) any destructive device (which means any explosive, incendiary, poisonous gas, bomb, rocket, missile, mine, grenade, or similar device, or any weapon, other than a shotgun or shotgun shell particularly suited for sporting purposes, that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore more than ½ inches in diameter. (See, 18 USC 921.)
- b. Martial arts weapons. (See Connecticut General Statutes §53a-3.)
- c. A deadly weapon which according to state statute means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. (See Connecticut General Statutes §53a-3.)
- d. A dangerous instrument, which according to state statute means any instrument, article or substance which, under the

circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a vehicle. (See Connecticut General Statutes §53a-3.)

However, the Board of Education or the hearing board may modify the period of expulsion for a pupil on a case by case basis and as provided for in subsection H. below of this section.

2. **Weapons off School Grounds:** It shall be a policy of the Board of Education to expel for one calendar year a student found to be in either of the following:
 - a. In possession of a firearm off school grounds for which the student does not have a permit to carry said firearm. (See Connecticut General Statutes §29-35.)
 - b. Off school grounds, having possessed and used a firearm, martial arts weapon, deadly weapon, or dangerous instrument in the commission of a crime. (See Connecticut General Statutes §952.)

However, the Board of Education may modify the period of expulsion for a pupil on a case by case basis and as provided for in subsection H. below of this section.

3. **Selling or Distributing a Controlled Substance, On or Off School Grounds:** It shall be a policy of the Board of Education to expel for one calendar year a student who sells or distributes a controlled substance while on school grounds or off school grounds if the manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering, or administering of the controlled substance is subject to criminal penalties under section 21a-277 and 21a-278 of the Connecticut General Statutes. A controlled substance is defined in section 21a-240(a) of the Connecticut General Statutes and includes drugs, substances, or immediate precursors listed in schedules I to V, inclusive of the Connecticut controlled substance scheduling regulations.

However, the Board of Education may modify the period of expulsion for a pupil on a case by case basis and as provided for in subsection H. below of this section.

- C. **Other Grounds for Expulsion:** If occurring on or off school property, on school transportation vehicles, or at any school-sponsored activities, the Board may consider, but is not limited to, the following conduct as grounds for expulsion:
 1. Intentionally causing or attempting to cause damage to school or private property.
 2. Stealing or attempting to steal school or private property.
 3. Intentionally causing or attempting to cause physical injury to another person except in self-defense.
 4. Unauthorized possession, distribution, sale, or consumption of any alcoholic beverages, drugs, drug paraphernalia, hallucinogens,

stimulants, depressants, painkillers, or controlled substance of any kind, including but not limited to, marijuana, cocaine, all narcotic substances, or dangerous drugs, or a facsimile of any such drugs, including controlled substances as defined in Connecticut General Statutes section 21a-240.

5. Repeatedly or intentionally defying the valid authority of teachers, administrators, or other adult supervisors.
 6. Using obscene or profane language or gestures.
 7. Participating in any unauthorized walk - out from or a sit - in within a classroom or school building.
 8. Blackmailing, harassing, striking, assaulting, bullying, threatening, or intimidating school staff or other students, or any other person.
 9. Exhibiting any conduct deemed detrimental to the health, safety and welfare of the students and/or staff as determined by the Board of Education.
 10. Intentionally disrupting the district computer network or intentionally introducing viruses into a school computer and/or the network.
 11. Knowingly using or copying the academic work of another and presenting it as his/her own without proper attribution.
 12. Falsification of school records.
 13. Violating the acceptable uses of the Internet and the district's Intranet as delineated in the regulations (IHAJA-R) for the Board policy on "Electronic Information Resources."
 14. Actions which require the evacuation of the building, such as a fire alarm or a bomb threat.
 15. Possession of any kind of weapon such as a pistol, knife, blackjack, etc. or weapon facsimile.
 16. Making or using audio, video, digital or any other recordings of school activities to mock, harass, embarrass, defame or humiliate others. This prohibition includes but is not restricted to recording devices such as cameras, cell phones, audio and video equipment, electromagnetic, photo electronic, photo optical or other comparable systems.
 17. Violation of any other Board policy or administrative rule or regulation dealing with student conduct, and violation of any federal or state law which would indicate that the violation presents a danger to any person in the school community or to school property.
- D. Special Education Students:** Any student who is identified as eligible for services under the IDEA or for accommodations under Section 504 of the Rehabilitation Act of 1973 who is found to have engaged in conduct that is grounds for expulsion must be referred to a planning and placement team to determine whether the disabling or handicapping condition was a cause of the conduct. If such is the case, the planning and placement team will modify the individualized education plan or the 504 plan of the student in order to prevent reoccurrence of such behavior and to ensure the safety of other children in the school. If such is not the case, the normal procedures governing expulsion shall apply. Any

special education student or 504 students expelled for a misconduct not caused by the student's disability must be offered an alternative educational opportunity consistent with the student's needs during the period of expulsion.

E. Alternative Educational Opportunity

1. Students Under Age 16: Any student under sixteen years of age who is expelled shall be offered an alternative educational opportunity during the period of expulsion according to the terms of the law. The parent(s) or guardian(s) of such student has the legal right to reject such a program without being subject to the state truancy law.

2. Students Between the Ages of 16 and 18: Any student between the ages of 16 and 18, not previously expelled, who wishes to continue his/her education shall be offered an alternative educational opportunity if he/she complies with conditions established by the Board. Students age 16 or older may be placed in an adult education program as an alternative educational opportunity. Notwithstanding, if a student has been expelled for conduct endangering persons which includes (a) carrying on or introducing on to school property, on school transportation, or at a school-sponsored activity a firearm, martial arts weapon, deadly weapon, or dangerous instrument, (b) offering for sale or distribution on school property, on school transportation or at a school sponsored activity a controlled substance as defined in the Connecticut General Statutes Section 21a-240(9), the Board is not obligated to provide an alternative educational opportunity.

F. Meeting to Consider Expulsion: A student may be expelled after a hearing at which three or more members of the Board of Education are present provided that at least a majority of those present at the expulsion hearing vote for expulsion and provided that at least three affirmative votes for expulsion are cast.

G. Expulsion in an Emergency Situation: A student may be expelled by the superintendent before a formal hearing is conducted by the Board of Education provided that an emergency exists, but in this case the hearing shall be held as soon after the expulsion as possible.

H. Modification of Expulsion: For any student expelled for the first time pursuant to this policy and who has never been suspended pursuant to Connecticut General Statutes Section 10-233c, the Board of Education may shorten the length of or waive the expulsion period if the pupil successfully completes a Board specified program and meets any other conditions required by the Board of Education. Such Board specified program shall not require the pupil or the parent or guardian of the pupil to pay for participation in the program.

I. Record of Expulsion: Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative education record. Such notice shall be expunged from the record if the student graduates from high school,

except in the case of a student for which the length of the expulsion period is shortened or the expulsion period is waived pursuant to subsection H. above, in which case such notice shall be expunged from the cumulative educational record (A) if the student graduates from high school, or (B) if the Board of Education so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board of Education pursuant to subsection H., whichever is earlier. Notwithstanding, if a student is expelled for possession of a firearm or deadly weapon, the notice of expulsion will remain on the student's record permanently.

J. Expulsion Decisions from Other Districts: The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such board of education held a hearing pursuant to C.G.S. 10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of the Wallingford Board of Education. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with the provisions of this policy.

K. Withdrawal from School: Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, notice of the pending expulsion hearing shall be included on the student's cumulative educational record and the Board shall complete the expulsion hearing and render a decision.

IV. SUSPENSION OR EXPULSION FOR OUT OF SCHOOL CONDUCT:

Students may be suspended or expelled for conduct occurring off school property and/or during non-school time provided that the conduct is disruptive of the educational process and is a violation of a publicized policy. Further, the administration may suspend or recommend expulsion for a student if there is likelihood that after the occurrence of an out of school misconduct, the return to school of the student guilty of the misconduct would contribute to a disruptive effect on the educational process, interrupting or impeding the day-to-day operation of the school.

A. Conduct Disruptive of the Educational Process: Conduct may be considered disruptive of the educational process if it interrupts or severely impedes the day-to-day operations of a school by threatening:

1. The school's orderly operations.
2. The safety of the school property.
3. The welfare of the persons who work or study there.

B. Considerations for Determining Conduct Disruptive of the Educational Process:

In making the determination that out of school conduct is disruptive of the educational process, the administration and Board of Education may consider, but such consideration is not limited to, the following:

1. Whether the incident occurred within close proximity of a school.

2. Whether other students from the school were involved or whether there was any gang involvement.
3. Whether the conduct involved violence, threats of violence, or the unlawful use of a weapon (as defined in section 29-38 of the Connecticut General Statutes), and whether any injuries occurred.
4. Whether the conduct involved the possession, use, sale or distribution of illegal drugs or alcohol.

V. APPLICATION FOR READMISSION

An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education and the Board may condition such readmission on specified criteria. The Board, however, is not obligated to consider an application for readmission.

VI. ANNUAL NOTIFICATION

Students and parents/guardians shall be informed of this policy annually.

VII. IMPARTIAL HEARING BOARD

The Board may delegate its responsibilities under this policy and the relevant state statutes to an impartial hearing Board, in accordance with C.G.S-233d (b).

Policy Approved: 04/08/85

Policy Revised: 11/21/94, 11/27/95, 04/15/96, 07/28/97, 01/20/98, 05/18/99, 10/18/99, 12/18/00, 07/21/08 and 02/25/09

Suspension and Expulsion—Regulations

JGD-R

I. PROCEDURES GOVERNING SUSPENSION

- A. Informal Hearing:** Unless an emergency situation requiring the pupil's immediate removal exists, no student shall be suspended prior to having an informal hearing before the administrator at which the student is informed as to the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
- B. Parent Notification:** The administrator shall make every attempt to notify the parent or guardian of the student about the suspension and state the cause(s) leading to the suspension and offer to discuss the suspension. The administrator shall make every attempt to make this initial notification by telephone.
Whether or not telephone contact is made with the parent or guardian, the administrator shall forward a letter to such parent or guardian to the last address reported on school records (or to a newer address if known) within one school day of the suspension action and offer the parent or guardian an opportunity for a conference to discuss same.
- C. Notification to Superintendent:** Notice of the original suspension shall be transmitted by the administrator to the superintendent of schools not later than twenty-four hours after the commencement of the suspension.

- D. Notification to Students 18 Years Old or Older:** If a student is eighteen years of age or older, any notice required by this policy shall be given to the student.
- E. Completion of Missed School Work:** Textbooks and homework are to be provided each pupil for the duration of the suspension period and the student shall be allowed to complete any class work, including examinations, without penalty, which he/she missed while under suspension.
- F. Limitation of Suspension:** In cases where the student has already been, or such suspension will result in the student's being suspended more than ten times or fifty days in a school year, or in circumstances under which the student will be prevented from completing a normal course of study as a result of the suspension, the student shall, prior to suspension, be granted a formal hearing before the Board of Education as provided in the "Procedures Governing Expulsion" which follow.

II. PROCEDURES GOVERNING EXPULSION

A. Request for Expulsion

- 1. A principal may request expulsion of a student in a case where the principal has cause to believe the student's conduct merits expulsion under this policy.
- 2. Requests for expulsion are to be directed to the Board of Education through the Superintendent of Schools.

B. Superintendent's Inquiry: Upon receipt of an expulsion request, the superintendent shall commence an inquiry as soon as possible. If, after the inquiry, the superintendent or his/her designee determines that a student ought to be expelled, he/she shall forward such request to the Board of Education promptly upon completion of the inquiry.

C. Board of Education Hearing: Except in an emergency situation requiring the student's immediate removal, the Board of Education shall, prior to expelling the student, conduct a hearing to be governed by the following procedures:

- 1. The student and his/her parent(s) or guardian(s) must be given reasonable notice prior to the date of the hearing.
- 2. The notice shall contain:
 - a. The date, time, and place of the scheduled hearing.
 - b. A short and plain statement of the basis for the recommendation that the student be expelled.
 - c. A copy of the Board of Education's policies and regulations applicable to the issues in the hearing.
 - d. A statement that the Board is not required to offer an alternative educational opportunity to any student between 16 and 18 years of age who has been expelled previously or who is expelled for conduct endangering persons which involved (a) carrying on or introducing on to school property, on school transportation, or at a school-sponsored activity, a firearm, deadly weapon, a martial arts weapon, or a dangerous instrument or (b) offering for sale or distribution on school property or at a school - sponsored activity a controlled substance, as defined in the Connecticut General Statutes.

- e. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services.
3. At the hearing, the student shall have the right to testify and produce witnesses and other evidence in his/her defense. The student shall have the right to demand that any witnesses against him/her appear in person to answer his/her questions. In exceptional circumstances, the Board may refuse to allow a witness against the suspended student to appear when the Board believes that fear on the part of the witness would prevent the giving of accurate testimony. In such cases, a verbatim statement of the witness's testimony must be given to the student. A witness's unsubstantiated desire to remain anonymous is not such an exceptional circumstance as to justify dispensing with confrontation and questioning by the student.
 4. A student may be represented by any third party of his/her choice, including an attorney.
 5. A student is entitled to the services of a translator, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) do(es) not speak the English language.
 6. The Board shall keep a verbatim record of the hearing, and the student or such student's parent or guardian shall be entitled to a copy of that record at his/her own expense.
 7. The Board shall, within a reasonable amount of time, report its final decision in writing to the student, stating the reasons on which the decision is based, and the penalty to be imposed. Said decision shall be based solely on evidence derived at the hearing.
 8. Except under unusual circumstances, within twenty - four hours after its decision, the Board shall notify the parent(s) or guardian(s) of any minor pupil of such action.
 9. The Board of Education shall mail a copy of its decision to the State Board of Education within five (5) days of the effective date of such action and submit such other information on expulsion decisions as required by law.
 10. Whenever an emergency exists, the hearing provided for above shall be held as soon as possible after the expulsion.
 11. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the Wallingford Police Department.
- D. Rehabilitation Program:** If the Board expels a student for the sale or distribution of a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention, or job training, or any combination thereof, and shall inform the agency of its action. The Board shall give the name of the student and a summary of the Board's action in referring a student to the Commissioner of Education within thirty days after the student is expelled.

Regulation Approved: 04/08/85

Regulation Revised: 11/21/94, 7/21/08

Reporting of Child Abuse and Neglect**REPORTS OF SUSPECTED ABUSE OR NEGLECT OF CHILDREN**

Conn. Gen. Stat. Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe that a child has been abused or neglected to report such abuse and/or neglect. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, in accordance with the procedures set forth below.

1. Scope of Policy

This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, but to ALL EMPLOYEES of the Board of Education.

2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his well-being, or (d) has been abused.

"School employee" (A) A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or who is working in a Board elementary, middle or high school; or (B) any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the Wallingford Public Schools, pursuant to a contract with the Board.

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 to report suspected abuse and/or neglect of children. The term "statutory mandated reporter" includes all school employees, as defined above.

3. What Must Be Reported

A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that a child under the age of eighteen:

- a) Has been abused or neglected;
- b) Has had no accidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her; or
- c) Is placed at imminent risk of serious harm.

4. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

When an employee of the Board of Education who is a statutory mandated reporter and who, in the ordinary course of the person's employment, has

reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken.

- a) The employee shall make an oral report as soon as practicable, but not later than twelve hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency.
- b) The employee shall also make an oral report as soon as practicable to the Superintendent or the Superintendent's designee.
- c) In cases involving suspected or believed abuse or neglect by a school employee, the Superintendent or his/her designee shall immediately notify the child's parent or guardian that such a report has been made.
- d) Not later than forty-eight hours after making an oral report, the employee shall submit a written report to the Commissioner of Children and Families or the Commissioner's designee containing all of the required information.
- e) The employee shall immediately submit a copy of the written report to the Superintendent or the Superintendent's designee.
- f) If the report concerns suspected abuse or neglect by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Commissioner of Children and Families (or his/her designee) shall submit a copy of the written report to the Commissioner of Education (or his/her designee).

5. Reporting Procedures for Employees Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as defined above.

- a) When an employee who is not a statutory mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken.
 - (1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Superintendent of Schools or his/her designee, to be followed by an immediate written report to the Superintendent or his/her designee.
 - (2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, he/she shall cause reports to be made in accordance with the procedures set forth for statutory mandated reporters.
- b) Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse and/or neglect from reporting the same directly to the Commissioner of Children and Families.

6. Special Reporting Procedures Concerning Suspected Abuse or Neglect of Intellectually Disabled Persons

In addition to the reporting procedures set forth above, Connecticut General Statutes require that certain school personnel, including teachers, licensed nurses, psychologists and social workers, report any suspected abuse or neglect of intellectually disabled persons over the age of 18. It is policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to comply with the following procedures in connection with the suspected abuse or neglect, as defined below, of any mentally retarded person over the age of 18.

a) Definitions. For the purposes of this policy:

“Abuse” means the willful infliction of physical pain or injury or willful deprivation by a caretaker of services which are necessary to the person’s health or safety.

“Neglect” means a situation where an intellectually disabled person either is living alone or is not able to provide for him/herself the services which are necessary to maintain his/her physical and mental health, or is not receiving such necessary services from the caretaker.

b) Reporting Procedures:

If an employee has reasonable cause to suspect that an intellectually disabled person has been abused or neglected, he/she shall, within five calendar days, make an oral report to the Director of the Office of Protection and Advocacy for Persons with Disabilities, to be followed by a written report within five additional calendar days, or shall immediately notify the Superintendent in order for the Superintendent to make such oral and written reports to the Office of Protection and Advocacy. In the event that an employee makes a report to the Office of Protection and Advocacy, the employee shall immediately notify the Superintendent.

7. Contents of Reports

Any oral or written report made pursuant to this policy shall contain the following information, if known:

- a) The names and addresses of the child and his/her parents or other person responsible for his/her care;
- b) The age of the child;
- c) The gender of the child;
- d) The nature and extent of the child's injury or injuries, maltreatment or neglect;
- e) The approximate date and time the injury or injuries, maltreatment or neglect occurred;
- f) Information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;
- g) The circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- h) The name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect;
- i) The reasons such person or persons are suspected of causing such injury or injuries, maltreatment or neglect;
- j) any information concerning any prior cases in which such person or persons have been suspected of causing an injury, maltreatment or neglect of a child; and

k) Whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

8. Investigation of the Report

a) The Superintendent or his/her designee shall thoroughly investigate reports of suspected abuse and neglect if/when such report involves an employee of the Board of Education or other individual under the control of the Board, provided such investigation does not impede an investigation by the Department of Children and Families (“DCF”). In all other cases, the Department of Children and Families (“DCF”) shall be responsible for conducting the investigation with the cooperation and collaboration of the Board, as appropriate.

b) Recognizing that DCF is the lead agency for the investigation of child abuse and neglect reports, the Superintendent's investigation shall permit and give priority to any investigation conducted by the Commissioner of Children and Families or the appropriate local law enforcement agency. The Superintendent shall conduct the district's investigation and take any disciplinary action, consistent with state law, upon notice from the Commissioner of Children and Families or the appropriate local law enforcement agency that the district's investigation will not interfere with the investigation of the Commissioner of Children and Families or the local law enforcement agency.

c) The Superintendent shall coordinate investigatory activities in order to minimize the number of interviews of any child and share information with other persons authorized to conduct an investigation of child abuse or neglect, as appropriate.

d) Any person reporting child abuse or neglect, or having any information relevant to alleged abuse or neglect, shall provide the Superintendent with all information related to the investigation that is in the possession or control of such person, except as expressly prohibited by state or federal law.

e) When the school district is conducting an investigation involving suspected abuse or neglect by an employee of the Board or other individual under the control of the Board, the Superintendent's investigation shall include an opportunity for the individual suspected of abuse or neglect to be heard with respect to the allegations contained within the report. During the course of such investigation, the Superintendent may suspend a Board employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation. If the individual is one who provides services to or on behalf of students enrolled in the Wallingford Public Schools, pursuant to a contract with the Board of Education, the Superintendent may suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the Wallingford Public Schools, pending the outcome of the investigation.

9. Evidence of Abuse or Neglect by a School Employee Holding a Certificate, Authorization or Permit Issued by the State Department of Education

a) If, upon completion of the investigation by the Commissioner of Children and Families (“Commissioner”), the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that a child has been abused or neglected by a school employee, as defined above, who has been entrusted with the care of a child and who holds a

certificate, permit or authorization issued by the State Board of Education; or has recommended that such employee be placed on the Department of Children and Families child abuse and neglect registry, the Superintendent shall request (and the law provides) that DCF notify the Superintendent not later than five (5) working days after such finding, and provide the Superintendent with records, whether or not created by DCF, concerning such investigation. The Superintendent shall suspend such school employee. Such suspension shall be with pay and shall not result in the diminution or termination of benefits to such employee.

b) Not later than seventy-two (72) hours after such suspension, the Superintendent shall notify the Board of Education and the Commissioner of Education, or the Commissioner of Education's representative, of the reasons for and conditions of the suspension. The Superintendent shall disclose such records to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization.

c) The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the Superintendent and/or Board of Education acts pursuant to the provisions of Conn. Gen. Stat. §10-151. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two hours after such termination or resignation.

d) The suspension of a school employee employed in a position requiring an authorization or permit shall remain in effect until the Superintendent and/or Board of Education acts pursuant to any applicable termination provisions. If the contract of employment of a school employee holding an authorization or permit from the State Department of Education is terminated, or such school employee resigns such employment, the Superintendent shall notify the Commissioner of Education, or the Commissioner of Education's representative, within seventy-two hours after such termination or resignation.

e) Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused or neglected by a school employee.

10. Evidence of Abuse or Neglect by Any Other Employee or Independent contractor of the Board of Education

a) If the investigation by the Superintendent and/or the Commissioner of Children Families produces evidence that a child has been abused or neglected by any school employee, as defined above, or any other employee of the Board of Education or individual under the control of the Board, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.

b) If the individual is one who provides services to or on behalf of students enrolled in the Wallingford Public Schools, pursuant to a contract

with the Board of Education, the Superintendent shall permanently suspend the provision of such services, and direct the individual to refrain from any contact with students enrolled in the Wallingford Public Schools.

c) Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the local law enforcement agency, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused or neglected by any employee of the Board of Education.

11. **Delegation of Authority by Superintendent**

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

12. **Disciplinary Action for Failure to Follow Policy**

Except as provided in Section 13 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

13. **Non-discrimination Policy/Prohibition Against Retaliation**

The Board of Education expressly prohibits retaliation against individuals reporting child abuse or neglect and shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.

14. **Distribution of Policy**

This policy shall be distributed annually to all school employees employed by the Board. The Board shall document that all such school employees have received this written policy and completed the training and refresher training programs required by in Section 15, below.

15. **Training**

a) All school employees, as defined above, hired by the Board on or after July 1, 2011, shall be required to complete an educational training program for the accurate and prompt identification and reporting of child abuse and neglect. Such training program shall be developed and approved by the Commissioner of Children and Families.

b) On or before July 1, 2015, all school employees, as defined above, hired by the Board before July 1, 2011, shall complete the refresher training program developed and approved by the Commissioner of Children and Families.

c) All school employees, as defined above, shall retake a refresher training course developed and approved by the Commissioner of Children and Families at least once every three years.

16. **Records**

a) The Board shall maintain in a central location all records of allegations, investigations and reports that a child has been abused or neglected by a school employee, as defined above, employed by the Board, and conducted in accordance with this policy. Such records shall include any reports made to the Department of Children and Families. The State Department of Education shall have access to such records upon request.

b) Notwithstanding the provisions of Connecticut General Statutes § 10-151c, the Board shall provide the Commissioner of Children and Families, upon request and for the purposes of an investigation by the Commissioner of Children and Families of suspected child abuse or neglect by a teacher employed by the Board, any records maintained or kept on file by the Board. Such records shall include, but not be limited to, supervisory records, reports of competence, personal character and efficiency maintained in such teacher's personnel file with reference to evaluation of performance as a professional employee of the Board, and records of the personal misconduct of such teacher. For purposes of this section, "teacher" includes each certified professional employee below the rank of superintendent employed by the Board in a position requiring a certificate issued by the State of Board of Education.

Policy Adopted: 05/07/90

Policy Revised: 02/27/12

CIVIL DEFENSE INFORMATION

In the event of natural or man-made disaster of any type affecting the Town of Wallingford or State of Connecticut, it is imperative that maximal survival of all pupils and school personnel at the high school occurs. Toward this end, the Town of Wallingford has developed an All-Hazards Plan which provides multiple levels of intervention depending on the nature and severity of the disaster or perceived threat. These are:

Level I: Monitor

Either no immediate danger/emergency exists, but the potential is present, or a minor incident occurs that appears to be of short duration, or a situation of limited scope occurs that can be managed by appropriate administration.

Level II: Standby

There is a real potential danger and district personnel must be prepared to act, or a situation has potential for expanding beyond a limited area or may continue for an extended duration or may require resources in excess of those available at the school to resolve.

Level III: Emergency

Students, faculty or staff are in danger; facilities are at risk. Immediate action is necessary. The incident is occurring on district property or is off-site but close enough to a school facility to affect students and staff, or the incident involves students or school personnel. The situation requires the coordination of district resources or coordination with outside agencies.

Copies of the All Hazards Plan are available upon request.

COMMUNITY SERVICE

Each student must complete thirty hours of voluntary community service to qualify for graduation. These hours may be attained through service to a variety of non-profit groups, community organizations, and/or school activities. To be considered for community service hours, activities must in no way be related to assignments in any credit bearing courses. In addition, students will not be able to use volunteer hours that are required by an outside organization.

Community service forms are available in the guidance office and must be approved by a member of the guidance department or the administration in advance

of the activity. The completed form must then be signed by an appropriate official of the sponsoring group or activity, who must in no way be related to the student. Students are also required to write one paragraph stating what they have learned from their specific volunteer experience.

The thirty hours of community service may be accrued any time after graduation from eighth grade. Community service hours must be completed by May 1 of the senior year to meet this graduation requirement. Students transferring to Sheehan High School will have their community service hour's requirement pro-rated. For example, a student entering Sheehan in grade 11 would only have to complete fifteen hours of volunteer time, instead of thirty.

DANCE REGULATIONS

Each person attending a dance must be registered in advance. Tickets are not sold at the door. Students are required to be in school on the day of a dance. The following represent other important regulations.

1. Once students leave a dance, they may not return. Students not participating in the dance will be put off the grounds by the police officer on duty.
2. Students may not go to the parking lot and return to the dance unless a faculty member accompanies them.
3. Students should inform their parents of the time the dance ends so that parents can pick them up promptly.
4. A high school student may bring only one guest to a dance. The guest must come and leave the dance at the same time as the host, who is responsible for the behavior of the guest.
5. Regular school dress is acceptable except for proms and semi-formal dances. Male students attending proms may remove their vests and coats but are not allowed to remove their shirts regardless of whether they are wearing an undershirt. Students who fail to comply may be removed from the dance and face additional discipline for insubordination. Footwear is required at all times.
6. The site of the dance must remain at least partially illuminated during all dances.
7. Any type of dance, which in the judgment of the advisor is not acceptable, will be prohibited.
8. Time of dance – 8:00 p.m. to 11:00 p.m. or as determined by the administration.

DETENTION

A student may be detained outside of school hours on one or more days for violation of the code of conduct. Teachers may keep students after school immediately on the day of an offense, without giving prior notice, but must allow students to contact their parents to arrange transportation.

DISCIPLINE AND STUDENT RESPONSIBILITIES

All members of the high school community must strive to create an atmosphere that is conducive to high quality teaching and learning. To develop the proper educational climate the following list of student responsibilities is provided.

1. All students are expected to be in attendance to school at 7:30 a.m. or whenever school starts, except juniors or seniors with approved late arrival privileges.

2. Any student reporting tardy to school prior to 7:45 a.m. must report directly to his/her first block class. After 7:45 a.m. students **must** report to the main office prior to reporting to class. Students who arrive late to school and who miss half or more of a class as a result will be deemed to have cut the class unless such late arrival is excused by documentation from a medical provider, DMV or court appointment, etc. The administration will make the final determination as to whether the absence will be determined to be a class cut.

3. Students must attend all assigned classes, study halls included. Students who do not attend one or more classes and who do not have a school employee to vouch for their whereabouts will be determined to have left school grounds without permission and will face appropriate disciplinary action.

4. Students must be in their assigned classes at the designated time. Unexcused tardiness of 25 minutes or more by students who are already in attendance for the day will be considered a class cut.

5. Students using the buses are to adhere to the established guidelines provided by the Board of Education.

6. Dress Code: Students shall dress and govern themselves at all times in keeping with good taste. Extremes in dress or grooming which may be disruptive to the school's operation, the educational process, and or the safety, health and welfare of students shall be avoided. Specifically, clothing which is overly revealing (i.e., showing the midriff or buttocks) or which promotes messages of drug/alcohol use or violence are not permitted. Tube tops and halter tops for girls are also not permitted.

7. Students must not loiter in corridors. Loitering impedes traffic and, therefore, is prohibited. Also, kissing, hugging, etc. are considered inappropriate school behavior.

8. Students must be on their best behavior in the cafeteria. Please discard trash and disposable trays in the appropriate receptacles. Be sure to recycle all bottles/cans. Food and beverage may be brought out to the exterior courtyard through the exterior doors in Café A only, if weather permits.

9. Students will only be dismissed from school by virtue of a confirmed written or telephone excuse from a parent or guardian and with authorization of the administration for the following reasons:

- a. Illness
- b. Family emergencies
- c. Medical and dental appointments
- d. Such other reasons as approved by the administration

Students who are dismissed from school before the end of the school day will not be permitted to return to school on that same day unless the dismissal is for a medical or dental appointment or a court appearance and such appointment is validated in writing by the doctor/dentist or a court official.

10. The above students and those dismissed by the school nurse must sign out of the office before leaving school.

11. Use of Electronic Devices (Cellular Telephones, iPods/MP3 Other Media/Gaming Devices, etc.)

CELLULAR TELEPHONES – Students may possess cellular telephones while they are in school, but the telephones should be stored out of sight during the school day and not be a distraction of any kind to other students and/or staff. The students may use their cellular telephones only during their assigned lunch period in the exterior courtyard. A staff member can ask for a student's phone, should it be

deemed a distraction with or without warning. Refusing to give up a phone will result in disciplinary consequences (see below).

IPODS/MP3/OTHER MEDIA OR GAMING DEVICES – Students are not permitted to have or use these devices except during study hall (and only with permission of the instructor) and during their assigned lunch wave.

VIOLATIONS -- Students found to be using electronic devices in violation of school rules will have those devices confiscated by school staff. Please note the following procedures:

FIRST OFFENSE: The device will be confiscated and turned into the main office. Students may retrieve the device at the end of the school day (or when the student is leaving school for the day, whichever comes first). A letter will be sent home warning parents of the problem and possible future consequences.

SECOND OFFENSE – The device will be confiscated and turned into the office, where it will be held until a parent or guardian comes to pick it up on behalf of the student. A second warning letter is also sent home.

THIRD OFFENSE – The device will be confiscated and turned into the main office, where it will be held until a parent or guardian comes to pick it up on behalf of the student. The student will be assigned three office detentions.

FOURTH OFFENSE/BEYOND – The student will be suspended, the specifics of the situation determining the nature and length of the suspension.

INSUBORDINATION/DISRESPECT – At Sheehan, students are expected to follow the directions of the adults supervising them. Students who refuse to give an electronic device to a staff member confiscating it or who are disrespectful or aggressive in their manner when responding to those staff requests can expect additional disciplinary consequences up to and including out of school suspension and loss of other school privileges. *At no time can the possession of any electronic device be allowed to disrupt the educational process: behavior contributing toward this problem will not be tolerated. In addition, the school is not responsible for the loss or theft of such devices.*

12. As noted earlier in this handbook, students are expected to understand their personal responsibility in contributing to a democratic society. Among other things, this means they need to understand how their behavior affects others in the community. In particular, students need to understand that spreading gossip or telling tales about the alleged actions or statements of others or engaging in bullying or harassing behavior or watching amused as others do so is likely to lead to disharmony and conflict. With this in mind, students are warned that *engaging in any behavior that helps to cause or promote conflict among students will not be tolerated*, and students may be disciplined for such behavior, as is appropriate for the circumstances.

Behavioral Expectations

TITAN PBIS Advisory Matrix	Classrooms, Auditorium, Media Center, Guidance
Personal Responsibility (Account for your decisions)	<ul style="list-style-type: none"> ● Arrive on time ● Be prepared to learn ● Actively listen
Respect (Show consideration)	<ul style="list-style-type: none"> ● Demonstrate common courtesy ● Be mindful of others' space and personal property ● Demonstrate care for school and personal property
Integrity (Be honest, demonstrate strong moral character)	<ul style="list-style-type: none"> ● Own your work ● Be honest ● Honor diversity
Dedication (Commit to the purpose)	<ul style="list-style-type: none"> ● Fulfill your responsibilities ● Demonstrate pride in the Sheehan community ● Be an active member of the Sheehan community
Engagement (Participate and contribute)	<ul style="list-style-type: none"> ● Actively participate ● Focus

DISCIPLINE GUIDELINES FOR STUDENTS

Students are expected to behave in a mature and responsible manner at all times when in school. When student behavior is inappropriate, the following statements will serve as discipline guidelines:

Problems related to the classroom (e.g. tardiness, conduct, quality or quantity of work), will be handled by the individual classroom teacher. Should the problem become one of more than usual importance, the teacher will inform and confer with the guidance counselor and/or administration. Where health problems are or may be involved, the teacher should consult with the school nurse.

Where high school policy is involved or the teacher feels need of assistance from the administration, student problems will be discussed with the school administration, as well as a member of the counseling department, to ensure that the course of action decided upon is consistent with the welfare of the individual student and the high school.

Disciplinary Procedures

The disciplinary options on the following page have been drafted as guidelines for specific disciplinary problems. These are not all inclusive, however, the intent is to provide students and parents with information on how some disciplinary concerns may be remedied by the

Administration. Notice of suspension of students is forwarded to the CT State Dept. of Education. When and where applicable, law enforcement agencies may become involved.

Infraction	1st Offense Consequence	2nd Offense Consequence	3rd Offense Consequence	Additional Discipline
<i>Tardy to Class</i>	Teacher Detention & Teacher Calls Home	Teacher Detention & Teacher Calls Home	1 or more Office Detention	Additional Detentions & In School Suspension
<i>Cutting Class</i>	Teacher Calls Home & Teacher detention	2 Office detentions	1 or more day(s) In School Susp.	3 Days In School Susp.
<i>Refusal to serve Teacher Detention</i>	Teacher calls home and reschedules detention	Teacher office referral. 1 or more days office detention	In School Suspension. Administration notifies parent	
<i>Failure to serve office detention</i>	Assigned two Detentions.	One or more days In school Suspension.	Two or more days In school Susp.	Multiple In or Out of School Suspensions.
<i>Failure to Dress for PE</i>	Teacher Detention and Parent Contact	2 or more Office Detentions	1 or more days In School Suspension	Additional In-School Suspension
<i>Misuse of Electronic Devices</i>	Device taken & returned to student at the end of the day	Device taken & returned to parent at the end of the day	Device taken & returned to parent at the end of the day. 2 or more days of office detention	Parent Conference
<i>Insubordination</i>	1-3 days of In School Suspension	2-5 days of In School Suspension	1-10 days of Out of School Suspension	
<i>Fighting</i>	5 days out of School suspension	10-day out of school suspension	10-day out of school suspension, possible expulsion	Expulsion due to multiple suspensions
<i>Plagiarism/Cheating</i>	1 Day In School Suspension or more depending on severity and a 0 on the assignment. Alternative assignment provided at teacher and assistant principal discretion.			
<i>Leaving School Grounds</i>	1 or more days In School Suspension	2 or more days In School Suspension	Minimum of 2 days In School Suspension.	Additional ISS or OSS

Additional Examples of Prohibited Conduct

Other disciplinary problems will be reviewed on their own merit and appropriate action taken to find a solution to the problem. The following items are examples only, not a comprehensive list:

1. Presence in unsupervised areas of the school campus;
2. Distribution of pamphlets, leaflets, buttons, insignias, etc. without the permission of school Administration;
3. Demonstrations by individuals or groups causing disruption to the school process or purpose;
4. Turning in false fire, bomb, or disaster alarms;
5. Placing of signs and slogans on school property without the permission of school authorities;
6. Forgery of school-related documents;
7. Gambling;
8. Inappropriate display of affection on school grounds and/or engaging in sexual acts on school premises or activities;

9. Fireworks of any kind are not allowed on school property or at school-sponsored activities;
10. Delivery of goods or services to Sheehan without prearranged administrative approval is not permitted;
11. Sleeping in class;
12. The use of squirt guns, water balloons, or other water devices, or other inappropriate use of liquids is prohibited and will result in disciplinary action;
13. Out of class without proper permission;
14. Hand-Held Lasers and other electronic devices may not be brought to school or used at school extracurricular activities.

Electronic Information Resources (Internet & Intranet) in LMC & Computer Labs

INSTRUCTION 6141.321

Responsible Use for Students

Computers, computer networks, electronic devices, Internet access, and e-mail are effective and important technological resources. The Board of Education provides computers, a computer network, including Internet access and an e-mail system, as well as any electronic devices that access the network, including but not limited to, PDAs, Smartphones, mobile or handheld electronic devices, (referred to collectively as "the computer systems"), in order to enhance both the educational opportunities for our students and the business operations of the district.

I. Appropriate Use

These computer systems are business and educational tools. As such, they are made available to students for education related uses. The Administration shall develop regulations setting forth procedures to be used by the Administration in an effort to ensure that such computer systems are used for appropriate education related purposes.

II. Monitoring Computer Activity

It is important that students and parents understand that the district, as the owner of the computer systems, reserves the right to monitor and review the use of these computer systems. The district intends to monitor and review in a limited fashion, but will do so as needed to ensure that the systems are being used for district-related educational purposes. Typical examples include when there is reason to suspect inappropriate conduct or there is a problem with the computer systems needing correction. Further, the system administrator and others managing the computer systems can access or monitor activity on the systems despite the use of passwords by individual users, and can bypass such passwords. In addition, review of emails, messages or information stored on the computer systems, which can be forensically retrieved, includes those messages and/or electronic data sent, posted and/or retrieved using social networking sites, including, but not limited to, Twitter, Facebook, LinkedIn, YouTube, and MySpace.

III. Incidental Personal Use

Incidental personal use of the computer systems may be permitted solely for the purpose of e-mail transmissions and access to the Internet on a limited,

occasional basis. Such incidental personal use of the computer systems, however, is subject to all rules, including monitoring of all such use, as the Superintendent may establish through regulation. Moreover, any such incidental personal use shall not interfere in any manner with school responsibilities. Students should not have any expectation of personal privacy in the use of the computer system or other electronic devices that access the computer system. Use of the computer system represents a student's acknowledgement that the student has read and understands this policy and any applicable regulations in their entirety, including the provisions regarding monitoring and review of computer activity.

IV. Internet Safety

The Board will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. Additionally, the Board will implement a technology protection measure to block or filter internet access to visual depictions that contain obscene material, contain child pornography, or are harmful to minors and ensure that such filtering technology is operative during computer use by minor students.

Policy Adopted: 03/11/13

INSTRUCTION 6141.321a—Regulations Regarding Responsible Use

I. Introduction

Computers, computer networks, electronic devices, Internet access, and electronic mail are effective and important technological resources. The Board of Education has installed computers, a computer network, including Internet access and an e-mail system, and may provide electronic devices that access the system, including, but not limited to, PDAs, Smartphones, mobile or handheld electronic devices, to enhance the educational and business operations of the district. In this regulation, the computers, computer network, electronic devices, Internet access and e-mail system are referred to collectively as "the computer systems." These computer systems are business and educational tools. As such, they are being made available to students of the district for district-related educational and business purposes. The Board will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. Additionally, the Board will implement a technology protection measure to block or filter Internet access to visual depictions that contain obscene material, contain child pornography, or are harmful to minors and ensure that such filtering technology is operative during computer use by minor students. All users of the computer systems must restrict themselves to appropriate district-related educational and business purposes. Incidental personal use of the computer systems may be permitted solely for the purpose of e-mail transmissions and similar communications, including access to the Internet on a limited, occasional basis. Such incidental personal use of the computer systems is subject to all rules, including monitoring of all such use, set out in these regulations. Moreover, any such incidental personal use shall not interfere in any manner with school responsibilities. These computer systems are expensive to install, own and maintain. As the property of the district these computer systems must be carefully

handled and their integrity reserved for the benefit of all. Unfortunately, these computer systems can be misused in a variety of ways, some of which are innocent and others deliberate. In order to maximize the benefits of these technologies to the district and all our students, the regulations set forth below shall govern all use of these computer systems. Please be advised that access to the computer systems is a privilege, and not a right. Violations may lead to withdrawal of the access privilege and/or disciplinary measures in accordance with the Board's student discipline policy.

II. Monitoring

It is important for all users of these computer systems to understand that the Board of Education, as the owner of the computer systems, reserves the right to monitor the use of the computer systems to ensure that they are being used in accordance with these regulations. The Board of Education intends to monitor in a limited fashion, but will do so as needed to ensure that the systems are being used appropriately for district-related educational purposes and to maximize utilization of the systems for such educational purposes. Typical examples include when there is reason to suspect inappropriate conduct or there is a problem with the computer systems needing correction. Further, the system administrator and others managing the computer systems can access or monitor activity on the systems despite the use of passwords by individual users, and can bypass such passwords. In addition, review of emails, messages or information stored on the computer systems, which can be forensically retrieved, includes those messages and/or electronic data sent, posted and/or retrieved using social networking sites, including, but not limited to, Twitter, Facebook, LinkedIn, YouTube, and MySpace.

III. Why Monitor

The computer systems are expensive for the Board to install, operate and maintain. For that reason alone it is necessary to prevent misuse of the computer systems. However, there are other equally important reasons why the Board intends to monitor the use of these computer systems, reasons that support its efforts to maintain a comfortable and pleasant work environment for all employees. These computer systems can be used for improper, and even illegal, purposes. Experience by other operators of such computer systems has shown that they can be used for such wrongful purposes as sexual harassment, intimidation of others, threatening others, breaches of confidentiality, copyright infringement and the like. Monitoring will also allow the Board to continually reassess the utility of the computer systems, and whenever appropriate, make such changes to the computer systems as it deems fit. Thus, the Board monitoring should serve to increase the value of the system to the district on an ongoing basis.

IV. Privacy Issues

The Board reserves the right to conduct monitoring of these computer systems and can do so despite the assignment to individual students of passwords for system security. Any password systems implemented by the district are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user. The system's security aspects, message delete

function and personal passwords can be bypassed for monitoring purposes. Therefore, students must be aware that they should not have any expectation of personal privacy in the use of these computer systems. This provision applies to any and all uses of the district's computer systems and electronic devices that access same, including any incidental personal use permitted in accordance with these regulations. Use of the computer system represents an employee's acknowledgement that the student has read and understands these regulations and any applicable policy in their entirety, including the provisions regarding monitoring and review of computer activity.

V. Prohibited Uses

Inappropriate use of district computer systems is expressly prohibited, including, but not limited to, the following:

1. Sending any form of solicitation not directly related to the business of the Board of Education or approved by the Superintendent;
2. Sending any form of slanderous, harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
3. Gaining or seeking to gain unauthorized access to computer systems;
4. Downloading or modifying computer software of the district in violation of the district's licensure agreement(s) and/or without authorization from a teacher or administrator;
5. Sending any message that breaches the Board of Education's confidentiality requirements, including the confidentiality rights of students;
6. Sending any copyrighted material over the system;
7. Sending messages for any purpose prohibited by law;
8. Transmission or receipt of inappropriate e-mail communications or accessing inappropriate information on the Internet, including vulgar, lewd or obscene words or pictures;
9. Using computer systems for any personal purposes, or in any manner, other than those permitted under these regulations that interfere with the district's educational programs;
10. Accessing or attempting to access any material that is obscene, contains child pornography, or is harmful to minors, as defined below;
11. Using social networking sites such as Facebook, Twitter, MySpace and LinkedIn in a manner that (i) interferes with the work of the school district without a legitimate educational purpose; (ii) harasses or cyber-bullies other students, school personnel, or other members of the school community; (iii) breaches the district's confidentiality requirements, or the confidentiality of students; (iv) disrupts the work of the school district; (v) harms the goodwill and reputation of the school district in the community or (vi) otherwise violates the law, Board of Education policies and/or other school rules and regulations.

VI. Internet Safety

The Administration will take measures to assure the safety and security of students when using e-mail, chat rooms, and other forms of direct electronic communications; to prohibit unauthorized access, including "hacking" and other unlawful activities by minors online; to prohibit unauthorized disclosure, use, and dissemination of personally identifiable information regarding students; to

educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response; and to restrict students' access to online materials harmful to minors, including obscene materials and child pornography.

Definitions

Obscene – means any material or performance if, a) taken as a whole, it predominantly appeals to the prurient interest, b) it depicts or describes in a patently offensive way a prohibited sex act and c) taken as a whole, does not have serious literary, artistic, political or scientific value. For the purposes of this section, "prohibited sex act" means erotic fondling, nude performance, sexual excitement, sadomasochistic abuse, masturbation or sexual intercourse.

Child pornography –means any visual depiction, including any photograph, film, video, picture, cartoon, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where - (a) the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct; (b) such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct; (c) such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Harmful to minors – any picture, image, graphic image file, or other visual depiction that: (a) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (b) depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

VII. Electronic Communications

The Board expects that all students will conform to all applicable Board policies and standards of professional conduct when engaging in any form of electronic communication, including texting, using the district's computer system, or through the use of any electronic device or mobile device owned, leased, or used by the Board. The Board recommends students exercise caution and appropriate judgment when using electronic communications with other students, teachers, administrators and other individuals in the context of fulfilling a student's school-related responsibilities.

VIII. Disciplinary Action

Misuse of these computer systems will not be tolerated and may result in loss of access to computer systems as well as disciplinary action, up to and including, suspension and/or expulsion, depending on the specific conduct. The Superintendent reserves the right to eliminate use of the district's computer systems by any or all students at any time.

IX. Complaints of Problems or Misuse

Anyone who is aware of problems with, or misuse of these computer systems, or has a question regarding the appropriate use of the computer systems, should report this to his or her teacher or administrator immediately. Most importantly, the Board urges any student who receives any harassing, threatening, intimidating or other improper message through the computer systems to report this

immediately. It is the Board's policy that no student should be required to tolerate such treatment, regardless of the identity of the sender of the message. Please report these events!

X. Implementation

Students will receive a copy of this policy and be required to acknowledge that they have read and understand the policy.

Regulation Revised: February 25, 2014

EXAMINATIONS

All students, **including seniors**, are required to take both mid-year and final exams. Students who miss mid-year examinations for a reason acceptable to the administration are required to make up exams by the end of the 3rd interim period or they will receive an "F." Students who miss final exams for a reason acceptable to the administration are required to make up exams by July 15 or they will receive an "F." In the case of extenuating circumstances, as determined by the administration, which prevent students from making up exams within this time period, arrangements for make-up exams at another time may be made through the school administration. Under **no circumstances** will students be allowed to take any exams in advance of the date for which they are scheduled. Seniors who maintain an A average may elect to be exempt from final exams. Exceptions may be dictated by course requirements.

EARLY DISMISSAL/LATE ARRIVAL

Seniors may take advantage of the late arrival/early dismissal privilege providing the following criteria are met:

- a. Their last period/first period assignment is a study.
- b. They have parental permission on file in the office.

Seniors must leave the school building and grounds at the beginning of the last period. Failure to do so will result in the loss of the privilege, and the student shall be reassigned to a classroom study.

Juniors may take advantage of the late arrival privilege only providing the following criteria are met:

- a. Their first period assignment is a study.
- b. They have parental permission on file in the office

Please note the following three additional guidelines:

- a. Schedules will not be adjusted solely to provide a late arrival or early dismissal opportunity.
- b. For late arrival only, both seniors and juniors must be in good academic standing as verified each marking period by the administration. **Students must have earned a minimum of a 2.6 marking period GPA during the most recent completed marking period to enjoy a valid late arrival privileges. Note that this rule does not apply to senior early dismissal privileges or to privileges during the first marking period of the year.**

c. Late arrival/early dismissal privileges are not in force until a new list is published each semester by the administration. Until that time, both juniors and seniors are to report to their study hall as scheduled.

EMERGENCY SCHOOL CLOSING AND SHORTENED DAY PROCEDURES

Whenever school must be cancelled, started later, or closed earlier than normal, official messages will be transmitted through radio stations WTIC-1080kc, WELI-960kc, WRCQ, WMMW, WPOP, WAVZ, WQQW, WNHC and WPS Cable Access (Channel 19). Announcements may commence on these stations as early as 5:30 a.m., and they will be routinely repeated for two or three hours as the situation may require. The normal operational time for this school is 7:30 a.m. to 1:55 p.m. However, please note the following changes for late opening and early dismissal schedules:

- **Delayed opening of school: 90 minutes – 9:00 a.m.-1:55 p.m.**
- **Early dismissal: 2 Hour-11:55 a.m. / 1 Hour-12:55 p.m.**

Please make alternative plans with your children if you are a working parent and will not be home if school is suddenly cancelled. Please do NOT call the bus company or the Board of Education office as this can cause a major tie-up and restrict the efficiency of the facilities.

EXTENDED SCHOOL

The Wallingford Board of Education sponsors a Summer School Program, which includes remedial (make-up) courses and enrichment courses for students who have exhibited a special aptitude in certain subjects. A nominal fee is charged.

Students who have failed or lost credit due to the Attendance Policy (see pp. 17-21) are given an opportunity for further study in order that they may earn credit toward graduation. Courses may be taken to remove a failure or loss of credit in a course by completing, successfully, the six-week summer school session and by adhering to the summer school attendance policy. To be eligible to earn credit in summer school for a full year course, a student must **pass two marking periods and one of the two examinations (either midterm or final)**. To be eligible to earn credit for a half-year course, a student must **pass one marking period**. A student may also be eligible by earning a minimum final average of 50.

Students will not be allowed to take more than two (2) credits of make-up work during an entire summer session. Under certain circumstances, the high school principal may approve an additional credit.

Approval for enrollment in any summer school course offered by the Wallingford Summer School Program for credit at the high school must be obtained in advance from the student's guidance counselor who is most aware of the student's credit needs. In the spring of each year, information regarding the summer school program is shared with all students and a brochure is given to interested students and parents.

All make-up summer course work may not begin until after the last school day in June and must be completed by the first day of school in September.

WALLINGFORD ADULT HIGH SCHOOL

The Wallingford Adult High School offers courses for diploma credit. Through evening classes the program provides opportunities to earn credit toward the regular high school diploma (under special circumstances), a Wallingford (Adult) High

School diploma, or to prepare for the test leading to the state high school equivalency (G.E.D.).

In addition, the adult school offers a wide variety of courses for personal enrichment and a number of courses designed to develop job skills for advancement or re-training.

EXTRACURRICULAR ACTIVITIES

All students should take part in extracurricular activities, which often help them to become happier individuals and to achieve better in their academic endeavors. Students must be in attendance in school for the day in order to participate in extracurricular activities. Participation is a privilege that could be jeopardized by unacceptable behavior.

When it is brought to the attention of the school administration, any student who is found guilty of a non-felonious violation of the law may be suspended or excluded from all extracurricular activities.

All students who are found guilty of a felony will be automatically excluded from all extracurricular activities for a period of one year commencing on the date upon which the students return to school after their final adjudication of their cases or after serving a prison sentence, whichever occurs later. These students may request a waiver of this exclusion by petitioning the principal. If the principal grants the waiver, it will not become effective until it is reviewed and allowed to stand by the superintendent of schools and by the Board of Education.

FIELD TRIP ELIGIBILITY

In order to become eligible for a school-sponsored field trip, the student must submit, on the acceptable school form, written permission from a parent or guardian. Students must also be in good academic standing to participate in field trip. The approval of each teacher whose class may be missed and of the administration is also required. Students who have presented significant disciplinary concerns may be banned from a field trip if their past behavior suggests their presence may in some way disrupt the trip.

FREEDOM OF SPEECH/EXPRESSION

I. Right to Free Expression: The school district shall recognize and protect the rights of student expression. It will balance these rights with the interests of an orderly and efficient educational process and of a school environment suitable for healthy growth and development of all students.

II. District's Responsibility: The school district shall assume no responsibility for the contents of material produced, posted, circulated, or otherwise distributed in accordance with this policy.

III. Approval for Posting Circulating, or Distributing Material: A building administrator must grant permission for the posting, circulating, or distributing of material on school property to assure that such material is consistent with the requirements and limitations delineated in this policy.

IV. Requirements for Posting, Circulating, or Distributing Material

1. Material to be posted, circulated, or distributed on school district property shall be non-commercial.

2. Such material shall bear the names of at least two students principally involved in the promotion of this material, and, when applicable, the name of the sponsoring student organization or group.

3. Distributors of materials will be held responsible for cleaning up litter caused by such distribution.

V. Limitations on Distribution of Material: Material to be posted, circulated, or distributed on school district property shall not:

1. Contain libelous or obscene language.

2. Advocate illegal actions.

3. Contain false statements or innuendoes that would subject any person to hatred, ridicule, contempt, or injury to reputation.

4. Threaten disruption of the school's educational process.

5. Advocate actions which would endanger the health or safety of students or staff.

6. Invade the lawful rights of others.

7. Solicit funds or donations except for causes duly sanctioned by the school.

Policy Adopted: 5/19/97

I. INSTRUCTION

6146

Graduation Requirements/Standards of Mastery

The Wallingford Board of Education shall approve all graduation requirements. Any student who has fulfilled the Board of Education approved graduation requirements and has satisfied all financial obligations shall be granted a diploma.

Transfer credits toward requirements for graduation shall be granted upon approval of the Principal or designee as follows:

1. Credits earned at a public high school prior to registration in Wallingford Public Schools.
2. Credits earned prior to registration at Wallingford Public Schools at a private school approved by the Connecticut State Department of Education or the Department of Education in the school's home state.
3. Credits for courses receiving prior approval from the high school Principal when taken at a secondary school or institution of higher learning.
4. Credits for courses passed during participation in an overseas program.

A diploma from Wallingford Public Schools shall not be granted to a student unless the student is enrolled at the time of graduation.

For the classes graduating in 2015-2019, the following 25 credits are required:

- A. English – 4 credits
- B. Mathematics – 3 credits including (1) credit in algebraic concepts
- C. Science – 3 credits in laboratory courses
- D. Social Studies – 3 credits including at least .5 credit in Civics/U.S. Government & Politics and 1 credit in US History
- E. Physical Education – 2 credits

(Note: A student who presents written documentation from a doctor stating that participation in physical education is not advisable

shall be excused from the physical education requirement; however another subject must be substituted.)

- F. Health – .5 credit
- G. Arts/Vocational Education – 1 credit
- H. Community Service Hours – 30 hours beginning in the summer following grade 8 and to be completed by the end of grade 12
- I. The district shall assess each student’s competency in the basic skills necessary for graduation by considering performance standards which include, but do not exclusively rely on, the student’s results on the state mastery examination taken in grade ten or eleven.

INSTRUCTION 6146

Graduation Requirements/Standards of Mastery

Note: Beginning with the class of 2018, students who successfully complete a world language at one of the Wallingford Public Middle Schools will be awarded one (1.0) credit towards graduation on entering a Wallingford Public High School in ninth grade.

Beginning with the class of 2019, students who successfully complete Algebra at one of the Wallingford Public Middle Schools and continue their study of mathematics with Geometry will be awarded one (1.0) credit towards mathematics graduation requirements on entering a Wallingford Public High School in ninth grade.

For students who have not successfully completed the assessment criteria to reach a satisfactory level of competency prior to graduation the district shall identify a plan of action in order to assist those students in achieving a satisfactory level of competence prior to graduation.

Legal References: Connecticut General Statutes
10-221a – High School Graduation Requirements

Policy Adopted: 02/24/14

Policy Revised: 04/27/15

GUIDANCE AND COUNSELING SERVICES

The essential function of the guidance and counseling department is to aid each student to “accent the positive” in achieving the most successful and satisfying high school experience possible and to help the student make sensible plans, in terms of ability and interest, for the immediate years following graduation. Steps, which are employed in affecting this, are the following:

1. Group meetings are held with new students to make certain that all questions are answered and that each new student is aware of the opportunities and expectations of the high school.
2. Individual counseling sessions are arranged with students, parents, and at times with both present.
3. Continued academic evaluation of each student and maintenance of a cumulative record card are provided so that all such information can be available and helpful.

4. Information about schools, colleges, scholarships and loans, as well as about jobs and careers, has been assembled and is constantly updated to aid the student in making decisions. These are readily available in the guidance office.

Students are assigned to a school counselor when they enter high school and stay with the same counselor through grades 9, 10, 11 and 12. Although students have been assigned to a particular counselor, they have the privilege of conferring with any counselor of their choice.

PROCEDURE FOR STUDENTS GOING TO THE GUIDANCE OFFICE

1. Any student who wishes to speak to his/her guidance counselor or who wishes to examine the guidance materials in the guidance office before 7:30 a.m. or after 1:55 p.m. may do so without any previous appointment.
2. A student who wishes to speak to his/her guidance counselor or who wishes to examine the guidance materials in the guidance office during study period must obtain a guidance appointment slip from a guidance counselor before 7:30 a.m. on the day of the appointment is desired or after 1:55 p.m. on the day preceding the appointment.
3. The student must show his/her guidance appointment slip to his/her study hall teacher and then leave for the guidance office five minutes before the time of the appointment. If the appointment is for the beginning of a period, the student reports first to the study hall teacher.
4. When the interview is ended, the counselor puts down the departure time on the appointment slip, and the student returns promptly to his/her study hall teacher.
5. A student who wishes to examine materials in the guidance office must obtain a slip at the above mentioned times from any counselor or the guidance secretary. When finished, the students get any counselor or the guidance secretary to put the departure time on the slip and returns promptly to study hall.

HOMELESS STUDENTS

The Board of Education shall make reasonable efforts to identify homeless children within the district, encourage their enrollment in school, and eliminate existing barriers to their education, which may exist in district policies or practices, in compliance with all applicable federal and state laws. Further, it is the policy of the Board of Education that no child or youth shall be discriminated against or stigmatized in this school district because of homelessness. Homeless students, as defined by federal and state statutes, residing within the district or residing in temporary shelters in the district are entitled to all school privileges provided other students in the district. The full text of this and all Wallingford Board of Education policies is available at <http://www.wallingford.k12.ct.us/page.cfm?p=12449> .

HOMEWORK POLICY

- I) **RATIONALE:** Homework is an integral part of the educational programs of children attending the Wallingford Public Schools. Homework should be an extension of clearly defined classroom learning objectives and activities and should be appropriate to the age and ability of the students.
- II) **PURPOSE:** The major purposes of homework are to:

- A) Help students become self-directed, self-disciplined, responsible, independent learners who can manage time.
- B) Reinforce the learning that has taken place in the classroom by providing practice and application.
- C) Strengthen basic skills and critical thinking skills.
- D) Encourage students to think and search for new ideas.
- E) Provide enrichment opportunities that take students beyond what has been covered in the classroom.
- F) Help students increase their knowledge base in a learning area.

III) TIME:

- A) **Regular Assignments:** The amount of time necessary to complete homework assignments and the regularity of the assignment of homework will generally increase from year to year. By the third grade, students will be given homework assignments or be expected to study on a daily basis. However, not all students will be able to complete a homework assignment in the same amount of time.
- B) **Work Missed Due to Absence:** Teachers should allow a reasonable amount of time for the completion of assignments missed due to absences.
- C) **Assignments Over Scheduled School Vacations:** Assignments should not be given that require completion during regularly scheduled school vacations. Assignments during the summer break will be permitted. Long-term assignments may span regularly scheduled school vacations; however, such assignments should not be due immediately following such a vacation.

IV) TYPES:

- A) Short-term assignments are to be completed by the next class period. They are intended to reinforce that which has been presented in class or prepare the student for the next day's class.
- B) Long-term assignments are spread over a number of days or weeks. Long-term assignments often require students to apply information and skills that have been learned to new situations or to problem solving.
- C) Study. Students are expected to review class notes and texts on a regular basis to increase their understanding and retention of what has been learned in class.

V) EVALUATION

- A) Teachers should regularly verify that homework has been completed. Homework that is handed in should be evaluated and returned to the students within a short period of time after its completion.
- B) If homework is to be counted as part of the student's grade in a subject, students should be informed of the relative value of homework in the grading process.

VI) TIME GUIDELINES

- A) Regularity of Homework: Homework (short-term, long-term, and/or study assignments) should be assigned in all subjects, but the regularity of the assigning of homework will vary depending on the grade level and the subject.
- B) Students should expect homework in all subjects. In the core subjects and foreign language, students should expect to spend time on homework on a

daily basis. The regularity of homework in other subjects will vary depending on the nature of the curriculum and the projects. The full text of this and all Wallingford Board of Education policies is available at <http://www.wallingford.k12.ct.us/page.cfm?p=12449> .

HONOR ROLL STATUS

There are two levels of honor roll at the high school. To achieve **high honors** a student must earn a grade point average of 3.6 or better and have no grade on the report card for the marking period below a “C-.” To achieve **honors** a student must earn a grade point average of 3.2 or better and have no grade on the report card for the marking period below a “C-.” Students who have an incomplete are ineligible for the honor roll. Only marking period grades are used to calculate the grade point average used to determine honor roll status (i.e., midterm and final exams do not count in the calculation of the marking period grade point average).

IN-SCHOOL SUSPENSION

When necessary, students are assigned In-school Suspension (ISS) as a consequence for unacceptable behavior. Incurring ISS is a serious matter, and students are expected to use their time there wisely, both to reflect on their and to complete school work. The following list details the expectations and rules regarding ISS. Students who violate these expectations and rules will be subject to additional disciplinary action, including additional in or out of school suspension.

1. Students must collect work from each of their teachers on the approved form, have their teachers sign the form, and return it to their assigned assistant principal the afternoon prior to their first day of ISS. Students who fail to get work assignments in advance or who show up to ISS unprepared to work will have their ISS rescheduled for the next day, an additional day of in-school suspension will be added to the original consequence, and staff will obtain the needed assignments.
2. Students are required to clearly label any work they do in ISS with their name and the name of the teacher for whom the work is being completed. They are then required to give that work to the supervising teacher at the end of the day. That teacher will put it in the mailbox belonging to the teacher for whom it was completed.
3. Students are not permitted to have any electronic devices of any kind in ISS, except that a computer may be provided to allow students to complete school work if needed. Such devices will be temporarily confiscated each morning and returned at the end of the day. Students who refuse to turn in their devices or who are found to be in possession or use of them during ISS will face additional disciplinary action.
4. Students are not permitted to eat or drink in ISS except that students may have water in a water bottle.
5. Students are permitted to use a bathroom once during the day and once during their assigned lunch break. No other bathroom visits are permitted without the express permission of a school administrator.
6. Late arrival and early dismissal privileges are suspended for any student in ISS. Students must report by 7:30 at the latest and must stay the entire day.
7. The first task of any student assigned to ISS will be to complete a reflection sheet prompting students to consider the behavior that got them in trouble

and determine an alternative course of action that can guide future choices. Students will be expected to meet with Ms. Laich or other designated staff to assist them in reflecting on how they may make better choices in the future. The refusal to follow this procedure will result in additional disciplinary action up to and including out of school suspension.

8. Students are to remain alert, productive, and cooperative at all times in ISS. Students are not permitted to sleep, put their head down, or to sit idly without working or reading.
9. ISS is silent study time. Students are not permitted to socialize, either with other students assigned to ISS or to students who might try to “visit”. Students who do “visit” ISS and therefore disrupt this disciplinary setting will be assigned ISS themselves.
10. Students assigned to ISS are not permitted to eat lunch with their friends but instead will have lunch between lunch waves from 11:05 a.m. to 11:25 a.m., including passing time.

REQUESTS FOR INTERDISTRICT TRANSFERS

Board Policy (JECBB)

1. **FAMILY MOVES:** Whenever the family of a student moves from one attendance district to another within the community, the student may request to continue at his/her original school until the completion of the current school year. Similarly, if a family moves from one of our high school districts to the other during a student’s junior or senior year, the student may be allowed to complete his/her high school program at the original school. Such requests must be made in writing to the Superintendent of Schools. In all instances, no transportation will be provided by the school district.
2. **PROGRAM OPTIONS:** A student may transfer to a high school in the district that offers a program not found at his/her present high school. Following completion of or withdrawal from the program by the student in any year other than his/her senior, the student must return to his attendance district high school. Transportation is provided at district expense for such program transfers.
3. **SPECIAL REQUESTS:** Individual student requests to transfer to another school in the district will be considered by the principals of the schools involved and the school superintendent. No transportation will be provided at district expense under such circumstances. Procedures for making special requests are explained below.
4. **SPECIAL EXEMPTION:** A student whose residence is in the Dag Hammarskjold Middle School attendance district but the Mark T. Sheehan High School attendance district will have the option of attending Lyman Hall High School if that option is exercised at the beginning of the student’s ninth grade year.

Special Requests

1. **CRITERIA:** A request for a transfer to another school in the district for any reason other than a family move or a program option will be considered only if the parent/guardian of the student can clearly establish such a transfer is in the best interest of the student’s welfare, e.g., safety, physical health, or psychological well-being.
2. **REQUEST PROCESS:**

- a. The parent of the student who desires a transfer must make such request in writing to the superintendent of schools.
 - b. The letter must include clear and strong evidence that extenuating circumstances would make this transfer in the best interest of the student's welfare.
3. DECISION:
- a. The superintendent will confer with the principal of the school the student would normally be attending and the principal of the school to which the student wishes to transfer.
 - b. The decision as to whether the request for transfer shall be granted shall lie with the superintendent. The superintendent shall inform the parents of the student making the request of his decision in writing.

The full text of this and all Wallingford Board of Education policies is available at <http://www.wallingford.k12.ct.us/page.cfm?p=12449> .

LATE BUSSES

Late busses are available to transport students home subsequent to after school activities or extra-help sessions with teachers on Mondays, Tuesdays, and Thursdays at 3:45 p.m. Late busses for Open Choice students coming to school from New Haven can be arranged for approved purposes by contacting Assistant Principal a day in advance.

LEAVING SCHOOL GROUNDS/RELEASE OF STUDENTS FROM SCHOOL

Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration. In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. Children of single-parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records, unless prior arrangements have been made with the school. Arrangements should be made with the building administrator on the parent or guardian to pick up the student in the school office.

LIBRARY MEDIA CENTER

Within the context of your coursework, the Library Media Center provides you the opportunity to develop research process skills that will enable you to become lifelong learners and experience academic success. The Library Media Specialist collaborates with classroom teachers to create research/ resource based tasks. Through these assured experiences, you will learn:

- To effectively, efficiently, and ethically search for, locate, analyze, and evaluate many types and formats of information in order to:
 - Draw valid conclusions,
 - Communicate effectively for a variety of purposes,
 - Think and respond logically,
 - Develop life and employment skills,
 - Recognize healthy choices,

- Engage in the democratic process.

You have access to a number of tools to assist you in finding the information you need in completing your assignments and in achieving your academic goals.

- The patron catalog is automated and available from any computer in the school.
- Resources include a School-to-Career center, current magazines and newspapers, 40 computers with Internet access, Microsoft Office and other helpful software.
- We house a print collection of approximately 13,000 volumes, a growing collection of videos that support the curriculum, and we provide networked access, both from school and from home, to magazines and newspapers online and other research subscription databases.
- You may use AV equipment in the LMC, and, with teacher authorization, sign out portable items (i.e. tape recorders, etc.) overnight.
- Handouts are available to help with INTERNET and database searching and with MLA citation style.
- The Library Media Center has its own webpage that serves as an online resource, suggesting links that support your assignments and/or are assignment specific.

Availability:

The Library Media Center is open daily from 7:15 a.m. until 3:00 p.m. (later by arrangement). The library media center is closed certain half-periods throughout the week:

- Monday – 1st half Block 100 (Period 1A or 1B)
- Tuesday – 1st half Block 200 (Period 2A or 2B)
- Wednesday – 1st half Block 300 (Period 3A or 3B)
- Thursday – 1st half Block 400 (Period 4A or 4B)
- Friday—2nd half Block 400 (Period 4A or 4B)

Visits by individuals from study hall:

- During a study hall period, a student is welcome to use the resources and services of the library media **for the completion their academic requirements and responsibilities.** Acceptance is determined by student's adherence to the acceptable use policy, appropriate behavior, and availability of the facility.
- The student will obtain a library pass BEFORE the beginning of study hall, from **the teacher giving the assignment** that requires the resources of the LMC to complete.
- Students who want to use the LMC for "quiet study" must obtain a pass from the library media staff **BEFORE school.**
- Each student will report to the study hall for attendance purposes.
- The student will have his/her pass **timed and signed by the study hall teacher** in order to be accepted into the library media center.
- The student must report to the library media center from study hall in a timely manner – a student later than 10 minutes beyond the "leaving time"

will be reported to the study hall teacher. That student's library privileges will be re-assessed.

- Once a student has completed the assignment, s/he may return to study hall with a pass, signed and timed, from the Library Media Center.
- ***No student should leave study hall or the LMC without a timed and signed pass.***

Guidelines for your behavior

- Treat all persons, equipment, and resources with respect.
- Focus on your work. Allow others to complete their assignments without interference.
- Ask for help if you need it.
- Follow acceptable use guidelines for computer usage. **Absolutely NO GAMES!**
- Adhere to procedures established by the LMC to use of the computers.
- Remember to log out of your account to prevent others from accessing your files. The Library Media Center staff reserves the right and has the obligation to oversee students' use of computers and respond to inappropriate use in accordance with school rules and Board policy. Failure to comply may result in loss of LMC privileges, loss of computer privileges, referral, notification of parents and/or other disciplinary action as deemed appropriate.

LOST OR STOLEN ITEMS

The school can in no instance assume the responsibility for lost or stolen items.

Lockers, book racks and shelves are provided as a convenience for students who may use them at their own risk. Furthermore, textbooks and other items belonging to the school and loaned to a student must be protected from loss or damage, and restitution for either is the responsibility of the student or his/her parents. Items of special value may be checked in to the office for safekeeping in the vault; however, these items are checked at the student's own risk. Items that are lost or stolen should be reported in writing to the office where students may check for their possible return or recovery.

MAKE-UP AND TUTORING

Teachers are available for extra help and make-up after the close of school. Students who have been absent and those who are in need of extra help should see their teachers immediately for appointments. Students are responsible to make up all work missed. If they fail to do so, they will receive a failing grade in all work not made up. In addition, Sheehan's After School Tutoring program provides additional support for students struggling with difficult coursework on Tuesdays and Thursdays from 2:30-3:30. The program is staffed by an English teacher and a math teacher. Finally, the guidance counselors will assist parents in procuring the services of a tutor if there is a need for help beyond that offered by the regular school programs.

MARRIED STUDENTS

Married students (or those who marry during the school year) must report their status to the office as soon as possible so that the office can update records with appropriate names.

STUDENTS

Migrant Students

IGBH

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians and opportunity for meaningful participation in the program.

The full text of this and all Wallingford Board of Education policies is available at <http://www.wallingford.k12.ct.us/page.cfm?p=12449> .

NATIONAL HONOR SOCIETY

Membership is open to students who meet the required standards of scholarship, character, leadership, and service. Students are selected for membership in the National Honor Society by the Faculty Council, which bestows this honor upon qualified students on behalf of the Sheehan faculty. Students who have earned a cumulative GPA of 3.4 through the end of the first semester of their junior or senior year are academically eligible for membership. They must also have completed a minimum of fifty (50) hours of community service. Please note that beginning with the class of 2017, the minimum GPA will be 3.5.

Those students who meet the academic criterion are invited to submit information regarding their leadership experiences and participation in-school or community service to the Faculty Council. To evaluate a candidate's character, disciplinary records are reviewed and members of the faculty are solicited for input regarding their professional reflections on a candidate's character. All information is carefully evaluated by the Faculty Council to determine membership. Candidates are notified regarding selection. Following notification, a formal induction ceremony is held at the school to recognize all newly selected members. Once selected, members have the responsibility to continue to demonstrate the qualities of scholarship, character, leadership, and service. Students or parents who have questions regarding the selection process or membership obligations can contact the chapter advisor, Ms. Heather Brinton.

TRI-M HONOR SOCIETY

The Tri-M Honor Society recognizes secondary music students for their musical abilities, academic excellence, school involvement and community service. Membership is open to students who meet the required standards of scholarship character, leadership and service. Specifically, students must participate in a school musical ensemble, earn a B+ or better in music courses, maintain a 3.2 overall GPA with no failures and show continued character strength that demonstrates service,

leadership and cooperation. Candidates are notified regarding selection. Following notification, a formal induction ceremony is held at the school to recognize all newly selected members. Once selected, members have the responsibility to continue to demonstrate the qualities required for membership. Students or parents who have questions regarding the selection process or membership obligations can contact the chapter advisor, Ms. Paige Sperry.

NONDISCRIMINATION POLICY STATEMENT

Mission-Goals-Objectives Nondiscrimination

Grievance Procedure for Section 504, Title IX, and Title VI Regulations

The Wallingford Public School District does not discriminate on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), or genetic information in establishing preliminary hiring and employment practices and establishing and providing school activities and programs. Inquiries regarding compliance, including receipt and investigation of any complaint alleging noncompliance may be directed to the Superintendent of Schools, or in the Superintendent's absence, for Section 504 grievances, the Director of Pupil Personnel Services and for Title IX and Title VI the Assistant Superintendent for Personnel.

Definitions:

A "grievance" is a complaint by an employee, or group of employees, or a student or group of students based upon an alleged violation of the provisions of Section 504, Title IX, or Title VI.

The term "employee" is considered to apply to any employee of the Wallingford Board of Education. The term "student" is considered to apply to any student enrolled in the Wallingford Public Schools. The term "teacher" is considered to apply to any teacher employed by the Wallingford Board of Education. The "teacher", "employee", or "student" may include a group of teachers or a group of employees or a group of students who are similarly affected by a grievance.

An "aggrieved person" is the person or persons making the claim.

The term "days", when used in this article, shall, except when otherwise indicated, mean working days.

Purpose

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may arise under the provisions of Section 504, Title IX, or Title VI.

The parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure.

Nothing herein contained shall be construed as limiting the right of the complainant having a problem to discuss the matter informally with any appropriate member of the administration.

Any complainant shall have the right at any time to present any grievance to such persons and through such channels as are designated for that purpose in this article.

Time Limits

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement in writing.

If a complainant does not file a grievance in writing as provided herein within 30 days after the aggrieved person knew or should have known of the act or condition on which the grievance is based, and then the grievance shall be considered waived.

Informal Procedure

Any student, employee or applicant to a program who feels that he/she has been discriminated against on the basis of race, color, national origin, sex, sexual orientation or handicap shall contact the building Principal/supervisor within 30 days of the alleged occurrence to discuss the nature of the complaint.

The Principal/supervisor shall maintain a written record which shall contain the following:

1. Full name and address of complainant.
2. Full name and position of person(s) who allegedly discriminated against the complainant.
3. A concise statement of the facts constituting the alleged discrimination.
4. Dates of the alleged discrimination.

At the time the alleged discrimination complaint is filed, Principal/supervisor shall review and explain the grievance procedures with the complainant and answer any questions. An investigation of the complaint shall begin as soon as practical, but in no case, more than ten (10) working days from the time the complaint was received. Within this time limit, the Principal/supervisor shall meet informally with the complainant and the individual(s) against whom the complaint was lodged and shall provide confidential counseling where advisable and shall finally seek an informal agreement between the parties concerned. Every attempt shall be made to seek a solution and resolve the alleged discrimination complaint at this level.

If the complainant is not satisfied with these initial informal procedures, within twenty (20) school days from the date of the original discussion with the principal/supervisor, more formal procedures may be initiated by the complainant to further explore and resolve the problem.

Formal Procedure

1. Level One - School Principal

If a complainant is not satisfied with the disposition of the problem through informal procedures, he/she may submit his/her claim as a formal grievance in writing to the Principal.

The Principal shall within five (5) days render a decision and the reasons therefore in writing to the complainant, with a copy to the Superintendent of Schools.

2. Level Two - Superintendent of Schools

If the complainant is not satisfied with the disposition of his/her grievance at Level One, or if no decision has been rendered within five (5) days after presentation of the grievance in writing, the complainant may file a written appeal for a hearing by the Superintendent of Schools within five (5) days.

The Superintendent of Schools shall represent the administration at Level Two of the grievance procedure. Within ten (10) days after receipt of the written appeal for a hearing by the Superintendent, the Superintendent shall meet with the complainant for the purpose of resolving the grievance. A full record of such hearing shall be kept by the Superintendent.

The Superintendent shall within three (3) days of the hearing render the decision and the reasons therefore in writing to the complainant.

3. Level Three - Board of Education

If the complainant is not satisfied with the disposition of the grievance at Level Two, or if no decision has been rendered within three (3) days after first meeting with the Superintendent, the person may file the grievance again with the Board of Education within five (5) days.

Within fifteen (15) days after receiving the written appeal, the Board shall meet with the complainant for the purpose of resolving the grievance. The decision of the Board shall be rendered in writing within three (3) days.

General Provisions

Decisions rendered at all levels of the formal grievance shall be in writing setting forth the decision and the reasons therefore.

All documents, communications and records dealing with the processing of a grievance shall be filed separately from the existing files of the participants.

Any person may also file a complaint of illegal discrimination with the Office for Civil Rights, Washington, D.C., at the same time he/she files the grievance during or after use of the grievance process, or without using the grievance process at all. If a complaint is filed with the Office for Civil Rights, it must be filed in writing no later than 180 days after the occurrence of the possible discrimination.

Regulation Adopted: 12/17/01

Regulation Revised: 12/12/11

The Wallingford Public School does not discriminate on the basis of race, creed, color, national origin, age, sex, marital status or handicap in establishing preliminary hiring and employment practices and establishing and providing school activities and programs.

The Board of Education Compliance Officer for **Title VI and Title IX** is Cindy Lavalette, Assistant Superintendent for Personnel. Ms. Lavalette's phone contact information is: 203-949-6508. Her mailing address is 43 Hall Avenue, Wallingford, CT 06492.

The Board of Education Compliance Officer for 504 is Robert Mancusi, Director of Pupil Personnel Services. Mr. Mancusi's phone contact information is: 203-294-5946. His mailing address is 415 Church Street, Rte. 68, Yalesville, CT 06492

SURVEYS

I) SURVEY OF STUDENTS

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

Administrators, teachers, other staff members and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for assessing student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related, to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. The Superintendent's approval is required for surveys. Responses will not be used in any identifying manner.

II) RESTRICTIONS TO SURVEYS

Surveys used in any experimental program or research project will be subject to the requirements of Policy IGDM. Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program. In addition, no student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or the student's parent.
2. Mental or psychological problems of the student or the student's family.
3. Sex behavior or attitudes.
4. Illegal, anti-social, self-incriminating and demeaning behavior.
5. Critical appraisals of other individuals with whom respondents have close - family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians and ministers.
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program) or
8. Religious practices, affiliations or beliefs of the student or the student's parent.

Surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent of Schools as to content and purpose. Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given. Overall survey results following decisions must be shared with all parties who request such information.

III) NOTIFICATION TO PARENTS/GUARDIAN

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in district schools. This notification must explain that parent/guardians, or students 18 or older, have the right to "opt the student out of participation," in writing, in the following activities.

1. The collection, disclosure and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, such as:
 - a. College or other post-secondary education recruitment, or military recruitment.
 - b. Book clubs, magazines and programs providing access to low-cost literary products.
 - c. Curriculum and instructional materials used in schools.
 - d. Tests and assessments.
 - e. student recognition programs, and
 - f. The sale by students of products or services to raise funds for school-related activities.
2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above, or

3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

Note: The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include hearing, vision or scoliosis screening.

The term “personal information” means instructional content that is provided to a student’s or parent’s name, address, telephone number or social security number.

Note: The term “instructional material” means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

Policy Approved: 3/21/94

Policy Revised: 2/18/98, 5/24/04

Policy Reviewed: 5/7/01

VISITOR PARKING

All vehicles coming into or leaving the high school grounds are subject to the regulations of the school. Relatives and friends planning to drop off or pick up students should wait in the student parking lot, not the driveways. They must not use the front of the building where students are getting on and off buses. In order to ensure proper safety, it is necessary that everyone comply with all traffic rules. Any violation of proper automobile use may result in the suspension of parking privileges. Note that substantial visitor parking is available directly in front of the school’s main entrance. Entry may only be achieved there or at the senior court entrance during the school day. After the school day is complete, entry is allowed through the senior court entrance only.

PASSES

Students are to be in their assigned classes or study hall at all times unless they have been temporarily released to go elsewhere by a teacher who has signed a school pass. They are to go directly to the destination designated on the pass and are **obligated to return to the classroom, with the pass, before that period has ended.** All students who wish to have a pass honored by a teacher must sign out and in on the sign-out sheet provided by the teacher. Only one name may be placed on a pass, and no alternatives are to be made by any student. Any violation of the above may result in the loss of pass privileges indefinitely.

POLICIES AND PROCEDURES OF PHYSICAL EDUCATION DEPARTMENT, INTRAMURAL ATHLETICS AND BASKETBALL REGULATIONS

Our physical education program provides opportunities for each youngster to develop at a rate proportionate to his/her ability. Encouragement and evaluation are two important motivational devices employed by the department. A balance of team and individual activities is planned. Careful consideration is given to the development of skills, social values, and habits, which can be used in later life for

living happily and successfully, as well as for recreation and maintenance of good health.

I) GENERAL REQUIREMENTS

- A) All students, except those who present written authorization from a physician, are obligated to attend, participate, and complete all requirements in physical education in a manner as prescribed by the physical education teacher. Each instructor will take into account individual limitations of students.
- B) A physician must verify long-term disabling limitations of any nature prohibiting physical participation in writing by a physician.

II) EXCUSES FROM PHYSICAL EDUCATION— Procedures to be followed for students to be excused as follows:

- A) Enrollment and participation in physical education are to be required of all students (except those who have doctors' excuses) in grades 9, 10, 11 and 12. If a student has a MX (medical excuse) from physical education for more than one marking period or more than one semester, he/she will be excused from physical education that semester and rescheduled at the next opportunity, and assigned another course or study hall. If a student who has a MX for less than one marking period, he/she will be given alternative assignment(s) by the teacher that essentially meet(s) the requirements of the classes missed. Their respective instructors will give guidelines for the assignment to students.
- B) **Students excluded from physical education are still required to earn 23 credits (25 credits for 2009 and beyond) for graduation and carry a minimum of 6 ½ credits per year.**
- C) Students with notes for temporary excuses from physical education will be required to dress in accordance with the discretion of the teacher in charge. Such students may be required, if their condition permits, to act as officials or in any capacity not requiring an exerting activity. Students will be encouraged to dress for classes using the officially designated uniform of the school. Clothing used for school will not be permitted since such clothing may become soiled during the activity and would; therefore, be unfit for wear in regular classes.
- D) A doctor's certificate is required for any excuses from physical education. Doctor's notices are to be brought directly to the physical education teacher before the end of the unit, and after they are recorded, they are to be passed on to the nurse for filing.

III) DRESS

- A) All students assigned to physical education classes shall be required to wear prescribed gym suits in accordance with school regulations. Their respective instructors will explain exactly what is/is not permissible as gym attire to students. The following guidelines serve as a general description.
 - 1) Option 1- the traditional Sheehan gray shirt and burgundy shorts.
 - 2) Option 2- A plain, generic gray shirt and burgundy shorts.
 - 3) Option 3- Sheehan related apparel that is similar in color to the above combination.
 - 4) Students may wear sweat pants outdoors but are still responsible for their base uniform.

- B) Information related to purchasing and laundering apparel will be forthcoming from the instructor.

IV) SHOWERS

- A) No student is allowed in the locker room while class is being conducted in the gymnasium or on the field unless the instructor gives specific approval.
- B) Five minutes will be allowed for dressing and preparation for a class. Eight minutes will be allowed for showering and dressing after class.

V) GRADES— The following factors are taken into consideration in marking students:

- A) Class work,
- B) Attendance,
- C) Attitude,
- D) Effort,
- E) Skill tests in various sports,
- F) Physical fitness tests,
- G) Performance on written tests, where applicable,
- H) Term paper, if student has a MX. (See Excuses from Physical Education).

VI) VALUABLES

- A) Each student is responsible for his/her own equipment and is hereby advised to lock his/her locker to protect his/her own belongings. The school cannot accept responsibility for lost or stolen items.
- B) The office and physical education instructors will cooperate in storing temporarily items of special value.
- C) Each student is issued a combination lock, which must be returned at the end of the course. Students must pay for lost locks loaned to them.

VII) SAFETY

- A) Students who wear glasses other than safety glasses are obligated to wear eye guards in the gym. The school provides the guards.
- B) Students are required to report to the instructor immediately all injuries sustained.
- C) Liquid or solid foodstuff (**or their containers**) is not allowed in the locker area, the shower area, the gym area, or on the playing field.
- D) Jewelry may not be worn during class except if approved by the instructor.

VIII) MAKE-UP

- A) Make-up should be restricted to the activity that was missed by the student, whenever possible.
- B) Make-up will be from 2:10 p.m. to 2:55 p.m. on teacher make-up days.

IX) VARSITY, JUNIOR VARSITY AND FRESHMEN PARTICIPANTS

- A) They may not be excused from physical education
- B) They are required to dress and participate in a manner prescribed by the instructor.

VARSITY, JUNIOR VARSITY, AND FRESHMEN ATHLETICS

Varsity athletics at the high school have been planned as special activities to challenge those students who have developed greater physical talents than the average student. This special ability permits the school to schedule athletic contests with other schools having students with similar abilities.

Besides providing a challenge for these especially talented youngsters, good social relationships with students of other schools are established, and students by

tradition have an opportunity to identify themselves with teams representing the school.

ATHLETIC CONTEST REGULATIONS

Wallingford high school students have the reputation of being true sportsmen and have traditionally exhibited good behavior. In order to continue in this fashion, students are urged to adhere to the following game regulations:

1. Give our school our full support by attending and cheering. Show sportsmanship by never booing, no matter how much you may dislike the actions of a visiting player or the decision made by an official.
2. Noisemakers are forbidden at all games, whether home or away.
3. Students are urged to show good taste in dress. School clothing is acceptable for dress at games.
4. Smoking is not permitted in the building or on school grounds at any time.
5. Alcoholic beverages are not allowed at any school related function. Any student in possession or under the influence will be removed from the event and suspended from school.
6. All spectators are expected to remain in the stands until the game is over. There should be NO leaving of seats during the last few minutes of play.
7. Failure to comply with the above regulations will result in loss of the privilege to attend future games.

REPORT CARDS/GRADING POLICIES

Sheehan High School issues four report cards each year, in November, February, April, and June. (See School Calendar: Marking Schedule). Parents and students are encouraged to access student grades on the PowerSchool parent portal. Parents are also urged to call the school to arrange for conferences with guidance counselors, teachers, or administrators to discuss concerns or have questions answered.

Please note that individual teachers establish marking period grading policies within their own classes. These policies are posted and visible in the Parent Portal of PowerSchool. However, final course grades are calculated according to an established formula in which the marking period grades count twice and mid-term or final exams count once each. Semester averages are not used to calculate final grade and serve only as a trend indicator. A very small minority of courses does not require mid-term or final exams, and seniors with an average of an A- or better may be exempted from final exams.

SAFETY REGULATIONS/SAFETY GLASSES

Fire and emergency lockdown drills are held regularly to develop safety practices that will help students to move quickly and orderly to pre-designated safety areas during an emergency. Rules of safety are reviewed regularly and posted in each classroom. Bus safety drills will also be held during the school year.

Prescribed safety glasses shall be provided for and worn by all students enrolled in chemistry and wood courses. In other courses where eye safety is a factor, eye protection devices will be made available and worn by students.

SCHOOL PROPERTY

All textbooks are the property of the Wallingford Board of Education. Students are responsible to cover all their textbooks. Each student is responsible for his/her assigned books and is provided with a locker for the storage of books, coats, etc. The student must pay for lost or damaged textbooks or other school property.

SEXUAL HARASSMENT

JFHA

F. PROHIBITION AGAINST SEXUAL HARASSMENT: Sexual harassment will not be tolerated among students of the school district. Any form of sexual harassment of students by other students or staff members or by students directed to other students or staff members is forbidden. Therefore, the Board condemns all unwelcome behavior of a sexual nature where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's educational development or environment, including, but not limited to, grades, course admission, performance evaluations, or academic recommendations;
2. Submission to or rejection of such conduct by an individual is used as the basis for educational decisions affecting such individual; and/or;
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's education performance or creating an intimidating, hostile, or offensive educational environment.

II. DEFINITION OF SEXUAL HARASSMENT

- A. Sexual harassment is any unwelcome sexual advance, request for sexual favors, and/or other verbal, nonverbal, or physical conduct of a sexual nature.
- B. Sexual harassment includes, but is not limited to, the following:
 1. **Verbal:** suggestive or obscene comments, including, but not limited to, sexual innuendos or slurs, obscene letters or notes, jokes of a sexual nature, sexual propositions or invitations, threats;
 2. **Nonverbal:** sexually suggestive objects, pictures, or cartoons, graphic commentaries, suggestive or insulting sounds, leering, whistling, obscene gestures;
 3. **Physical:** unwanted physical contact, including, but not limited to, touching, pinching, brushing the body, coerced sexual intercourse, impeding or blocking movement, assault.

III. COMPLAINT PROCEDURE:

A. Student Complainant: If a student believes that he/she is being or has been harassed by another student or a staff member, the student should immediately report this complaint to the building principal or other professional staff member. The student reporting the complaint will be provided with a copy of this policy and its implementation regulations and be made aware of his or her rights.

B. Staff Complainant: If a staff member believes that he/she is being or has been harassed by a student, the staff member should immediately file a complaint with the building principal or the principal's designee. For complaints of harassment of a staff member by another staff member, refer to policy GBCBA in the personnel section of the policy book.

C. Staff Reports: A staff member who receives a complaint concerning sexual harassment under this policy or observes conduct which he or she believes may constitute sexual harassment under this policy shall report such complaint or incident to the building principal or the principal's designee.

D. Procedures: Procedures for the processing of complaints may be found in the regulations which accompany this policy.

IV. DISCIPLINARY ACTION:

A. Students: Any student found to have engaged in sexual harassment will be subject to immediate discipline, up to and including, but not limited to, suspension and expulsion.

B. Staff Members: Any employee found to have engaged in sexual harassment will be subject to immediate disciplinary action, up to and including, but not limited to, discharge from employment or referral to legal authorities for prosecution.

V. DISTRIBUTION OF THE POLICY:

A. Staff: Annually, all staff members will be notified in writing of this policy and its regulations. A copy of the policy and its regulations shall be available in each district facility and notification of such availability shall be posted in each facility on a bulletin board(s) readily accessible to all employees.

B. Students:

1. Middle and High School: Students will annually be notified in writing of this policy and its regulations.

2. Elementary School: Parents of elementary students shall be notified annually of the existence of this policy and procedures and how to obtain a copy of the policy and regulations.

VI. CONFIDENTIALITY: All reports of sexual harassment will be investigated promptly and in an impartial manner, and such reports are held in confidence subject to all applicable laws.

VII. NON-RETALIATION: Anyone who complains of sexual harassment or who testifies, assists, or participates in any manner in any investigation, proceeding, or hearing shall be protected from intimidation or retaliation.

A. Retaliation by a Student: Any student who subjects a person to intimidation or retaliation shall face serious disciplinary action, including suspension or expulsion.

B. Retaliation by a Staff Member: Any staff member who subjects a person to intimidation or retaliation shall face serious disciplinary action up to and including termination.

Policy Approved: 05/24/93

Policy Revised: 10/21/96

Sexual Harassment

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COMPLAINT PROCESS: Individuals who believe they have been subjected to sexual harassment are to report the incident to the principal or other professional staff member.

I. REPORTING ALLEGED HARASSMENT TO THE PRINCIPAL

A. Student Complainant: A student who believes he/she has been subjected to sexual harassment should meet with the principal or the principal's designee to report the alleged harassment. The purpose of such a meeting will be to

discuss the allegations and remedial steps available. The complainant will provide the following information.

1. The date of alleged harassment,
2. The name(s) of alleged harasser(s),
3. The location where the alleged harassment occurred,
4. A detailed statement of the circumstances constituting the alleged harassment, and
5. The names of potential witnesses of the alleged harassment or individuals who might have relevant information regarding the alleged harassment.

B. Staff Member Complainant: A staff member who believes he/she has been subjected to sexual harassment by a student should report the alleged harassment to the principal or the principal's designee. The initial complaint may be made orally but must be committed to writing before the principal begins his/her investigation of the complaint. The content of the written complaint shall be the same as in Section A above.

C. Staff Reports: If a staff member receives a complaint concerning sexual harassment under this policy or observes conduct which he or she believes may constitute sexual harassment under this policy shall report such complaint or incident to the principal or the principal's designee.

II. INVESTIGATION OF COMPLAINT

A. The building principal or the principal's designee shall report all incidents of alleged harassment to the district Title IX officer, the Assistant Superintendent of Personnel.

B. The district Title IX officer will coordinate an investigation of the complaint, said investigation to commence within five school days of the receipt of the student complaint or the complaint of the staff member. Whenever possible, an investigation shall be completed within five school days of the initiation of the investigation.

C. The investigation shall include a meeting with the alleged harasser to discuss the allegation.

D. The investigation shall include consultation with other individuals reasonably believed to have relevant information, including, but not limited to, any witnesses to the conduct of victims of similar conduct that the principal believes may exist.

E. The results of the investigation will be shared with the complainant and the alleged harasser, including what disciplinary action, if any, has been taken.

III. Disciplinary Action: If the investigation determines that harassment did occur, disciplinary action shall be taken against the harasser consistent with Board policy, applicable laws, and any relevant labor contract.

A. Student: If a student is found to have engaged in sexual harassment, he/she shall be ordered to cease all such harassment and shall be subject to discipline up to and including, but not limited to, suspension or expulsion.

B. Staff Member: If a staff member is found to have engaged in the sexual harassment of a student(s), he/she shall be subject to immediate disciplinary action, up to and including, but not limited to, discharge from employment or referral to legal authorities for prosecution.

IV. APPEAL OF THE DECISION

A. Time Limitations for Filing: If the complainant is not satisfied with the findings and/or decision of the investigation, he/she may appeal the decision to the superintendent of schools. The appeal must be received by the superintendent within 30 calendar days of the complainant receiving the principal's written notification of the resolution of the formal complaint.

B. Content of the Appeal: The written appeal must include the following information:

1. The date of alleged harassment,
2. The name(s) of alleged harasser(s),
3. The location where alleged harassment occurred,
4. A detailed statement of the circumstances constituting the alleged harassment,
5. The names of potential witnesses of the alleged harassment or individuals who might have relevant information regarding the alleged harassment, and
6. An explanation as to why the appeal is being made.

C. Time Limitations for Superintendent's Investigation: The superintendent will begin an investigation within ten school days and render a decision in writing within twenty school days following the receipt of the written appeal. If the appeal is made within two weeks of the end of the school year, the time lines in this section shall be working days rather than school days.

V. TITLE IX OFFICER: The Title IX officer shall be responsible for maintaining records regarding complaints that are filed. These records shall include:

- A. The names of the persons involved,
- B. The date's complaints are received,
- C. A summary of the allegations,
- D. The results of the investigations, and
- E. A summary of the resolution of the complaint.

The Title IX Coordinator for the Wallingford Board of Education is: Ms. Cindy Lavalette, whose office is located at 43 Hall Avenue and whose telephone number is 203-949-6508.

ADVISORY

Advisory periods are used to provide information for students and to address issues as needed in a more personalized setting. Advisories are also used as a means by which we may support student achievement of our academic learning expectations. Advisories are scheduled weekly.

INSTRUCTION

6141.326

Social Media for Students

The Board of Education (the "Board") recognizes the importance of social media for its students and acknowledges that its students have certain rights under the First Amendment. However, these rights must be balanced against the school's need to maintain order at school and to prevent disruption of the educational process. Accordingly, the Board will regulate students' use of social media on school property or at a school sponsored event, when:

1. School officials reasonably forecast that such use shall interfere or disrupt the effective operation of the school district or school sponsored activities/events; or
2. Such use is used to engage in libelous, defamatory, obscene, profane, vulgar or similarly inappropriate communications or bullying; or
3. Such use advocates or encourages illegal activity or endangers health or safety of students, staff or others; or
4. Such use infringes upon the rights of others; or
5. Such use violates the law, board policies and/or other school rules or regulations.

The Board may also regulate students' use of social media off school grounds when such use meets the criteria described above and is seriously disruptive of the educational process. Students who violate this policy will be subject to school discipline up to and including expulsion according to Wallingford Public Schools Board policy JGD—Suspension and Expulsion and consistent with state and federal law.

Policy Adopted: 01/22/13

For specific information on the Board of Education regulations governing social media use, please access the Board document using the following link:

[http://www.wallingford.k12.ct.us/uploaded/Board of Education/Policies/6141.326A - SOCIAL MEDIA FOR STUDENTS.PDF](http://www.wallingford.k12.ct.us/uploaded/Board%20of%20Education/Policies/6141.326A%20-%20SOCIAL%20MEDIA%20FOR%20STUDENTS.PDF)

STUDY HALL REGULATIONS

Study periods are for school study and constructive work. These are times for quiet consideration. **Each study teacher has authority to set up procedures that seem best for study.** However, the following regulations must be strictly observed:

1. Excessive noisy communication is not permitted. (“Common Sense” should prevail in enforcing this provision).
2. Each student should bring work or reading at all times.
3. Students must arrive on time; they must be seated in their assigned seats as soon as they arrive in the study hall; and they must not be disruptive.
4. Study hall teachers are not permitted to write passes for students to the Library Media center. Students should obtain passes from subject area teachers and follow procedures outlined in that section of this handbook.
5. Students are responsible for keeping the study halls neat and orderly; furniture is to be arranged properly upon dismissal; waste paper is to be deposited in the baskets.
6. **Except for plain water, the consumption of food or drink is not allowed in study hall or any classroom other than the cafeteria.**
7. A student may leave a study hall only with a teacher's authorization.
8. Students out on senior court passes must report back to study at least five minutes prior to the end of the period so that they can sign in and be checked.
9. Card playing is not allowed in study halls.

STUDENT COURSE CREDIT RESPONSIBILITIES TOWARD GRADUATION

It is the student's responsibility to review his/her academic status in reference to course requirements for graduation on a regular basis. Students must be sure that they are enrolled in appropriate courses needed for graduation.

The Guidance Department's staff responsibility is to assist students with this process by pointing out course requirements and helping to build a program of studies that will meet the student's academic and career goals.

STUDENT RECORDS: ACCESS AND RETENTION

Parents, guardians, and students have the right to review the student's permanent record in the presence of a school official. Everyone who reviews a student's record will be required to complete the Record of Access form as part of the process for reviewing a permanent record. Parents, guardians, and students who request a review of the permanent record are asked to give the school 24 hours' notice. Individuals seeking information regarding the retention of students' school are advised to refer to the Wallingford Public Schools website. The full text of this and all Wallingford Board of Education policies is available at

<http://www.wallingford.k12.ct.us/page.cfm?p=12449> .

SELLING, DISTRIBUTING, AND RULES FOR POSTING MATERIALS

The approval of the school administration is needed in advance of selling or distributing any goods, literature, etc. Fundraisers are to be scheduled by the class/club advisor or team coach with Mr. Dirkson well in advance of the planned sales time. The posting of signs, pictures, photos, etc. also requires administrative approval in advance.

Please note the following required procedures:

1. Posters advertising club meetings or team tryouts must contain the following information:
 - a. Name of club or team.
 - b. Meeting time and date.
 - c. Meeting location.
 - d. Meeting topic.
 - e. Contact information (list two student officers or coach's name if tryouts).
2. Posters advertising events must contain the following information:
 - a. Event name.
 - b. Event time and date.
 - c. Event location.
 - d. Admission price (when applicable)/how/when/where tickets may be purchased.
 - e. Contact information (list two student names and or advisor's/coach's/athletic director's name.
3. General procedures
 - a. Advisors/coaches should screen all potential postings for appropriateness and adherence to the procedures listed above. Once they have approved the poster, it must be submitted to the administration for approval prior to being posted. Mr. Dirkson is the administrator currently charged with this duty.
 - b. Posters are to be hung with masking tape only.

- c. All posters are to be removed by the club/team that posted them once the applicable meeting or event has been held. Groups not cleaning up after themselves may be denied the right to future postings.

Any questions regarding such sales, distributions or postings must be referred to the school administration.

STUDENT PRESS AND/OR PUBLICATIONS

School sponsored publications may report the news and editorialize, guided by rules governing responsible journalism.

Non-school newspapers and/or publications shall not be prohibited as long as they also adhere to the rules of responsible journalism and good taste. Distribution of such publications shall be limited to a time and place on school premises as designated by the school principal. A copy of each different publication is to be presented to the principal for review in advance of distribution. Students who use school publications in an attempt to embarrass, harass, or otherwise harm other students or who publish illicit message, such as but not limited to those which promote drug or alcohol use or violence or harassment of others will face school discipline commensurate with the circumstances, up to and including possible out of school suspension or expulsion.

STUDENT SUBSTANCE ABUSE AND DEPENDENCY

I. Definitions

A. Controlled Drugs: Drugs which contain any quantity of a substance which has been designated as subject to federal narcotics laws or which has been designated as a depressant or stimulant drug pursuant to federal drug laws, or which has been designated pursuant to section 21a-243 of the Connecticut General Statutes as having a stimulant, depressant, or hallucinogenic effect upon the high function of the central nervous system and as having a tendency to promote abuse, addiction, and/or psychological dependence.

B. Drug Paraphernalia: Any object or device used, intended for use, or designated for use in ingesting, inhaling, injecting, or otherwise introducing controlled or restricted substances into the human body or any object or container used, intended for use, or designed for use in storing, concealing, or distributing controlled substances.

C. Professional Communication: Any communication made privately and in confidence by a student to a professional employee (i.e., certificated staff member or school nurse) of such student's school in the course of the employee's employment.

II. PROCEDURES FOR HANDLING SUBSTANCE ABUSE PROBLEMS

A. Voluntary Disclosure

1. If a student voluntarily tells a staff member of a drug, alcohol, or other substance abuse problem, the staff member must make every effort to guide the student to appropriate professional help.
2. If the student will allow disclosure of the problem, the staff member will share the information received with the principal and the school's student assistance team and/or social worker.
3. The student assistance team and/or social worker will arrange a conference with the parent(s)/guardian(s) of the student. Professional assistance to help the student overcome the problem will be discussed and encouraged.

4. The student assistance team and/or social worker will maintain contact with the student and the family regarding the problem.

B. Suspicion of Substance Use

1. The principal or designee, upon reasonable evidence that a student is involved in substance abuse, shall discuss the matter with the student's teacher(s) and/or counselor and the student.

2. The principal or the designee will contact such student's parent(s) or guardian(s) for a conference to provide them with information concerning such use and to advise them.

Student Substance Abuse and Dependency

The Board of Education prohibits the possession, use, and/or distribution of any alcoholic beverage, controlled drug including anabolic steroids, or drug paraphernalia, or being under the influence of alcohol or any controlled drug on school property, at school sponsored events, on school transportation, and en route to and from school or school sponsored events by any means of travel.

Students may carry a controlled drug that is legally prescribed for them by a medical professional under the conditions delineated in policy JHCD, Administration of Medicines to Students. Recognizing the potential of each student and that drug or alcohol abuse and dependency can seriously impair a student's ability to learn, the schools will take positive actions to prevent such abuse and dependency. These actions will include substance abuse prevention education, early intervention, parental involvement, medical and/or assessment referral, and police referral in the handling of incidents in the schools involving the possession, sale, and/or use of behavior-affecting substances. Disciplinary procedures for violation of this policy will be detailed in the accompanying regulations. Since Connecticut statutes are explicit regarding possession and use of illegal substances, it becomes the administrator's responsibility to insure that the statutes are enforced. That includes informing students about the illegal aspects of substance use; rights of students, teachers, and law enforcement agencies; rules on the control over school property; and disciplinary action for violations of the substance abuse policy.

The full text of this and all Wallingford Board of Education policies is available at <http://www.wallingford.k12.ct.us/page.cfm?p=12449> .

LENGTH OF SUSPENSION OR EXPULSION

Please note that whenever school personnel discuss the length of a suspension or expulsion, the number of days always refers to *school days*. Therefore, a five day suspension beginning on a typical Monday would span seven calendar days before the student would return to school on the following Monday. In addition, any cancellation of school will delay a student's return one day for each cancelled day.

STUDENT CONDUCT ON SCHOOL TRANSPORTATION

II. Privilege of Transportation

Transportation of children to and from school is a privilege which is extended to students conditional upon their satisfactory behavior on the bus. Good behavior on a school bus is important particularly from a safety standpoint. A student, on a school bus or while awaiting transportation who violates the regulations for student behavior or any Board policy or who endangers persons or property, may be subject to suspension or expulsion from transportation privileges and may be subject to further

discipline according to the provisions of Board policy. Bus drivers are required to enforce all rules and regulations adopted by school authorities for the conduct of the pupils who ride the bus.

Students should be informed of bus policy annually.

II. Bus Regulations

1. All bus students will be picked up and dropped off only at officially designated stops.
2. Students shall board buses promptly.
3. Buses will not wait for tardy students who are not at their designated stops at required times.
4. Bus passes must be carried by students to be presented to the driver upon request.
5. Pupils must take their seats when they enter the bus and remain seated while the bus is in motion.
6. Pupils should get on and off the bus only when the bus is fully stopped.
7. Upon entering and leaving the bus, pupils shall avoid crowding or in any way disturbing others.
8. No pupil shall leave or board the bus without permission of the driver or proper school authorities. Buses will stop only at designated stops.
9. Windows will not be opened except with the permission of the bus driver.
10. Students who are required to cross a street when boarding or leaving the bus shall cross only in front of the bus after all vehicles traveling the street have come to a full stop.
11. The rear door of the bus shall not be used except in an emergency and only when the bus has completely stopped. The signal in an emergency for use of the rear door must be given by the driver.
12. Students may not eat or drink on the bus.
13. Students will not push or trip another student and may not fight.
14. Students will not engage in loud and boisterous conduct.
15. Students will not use profanity.
16. Throwing articles in or around the bus or out windows of the bus is prohibited.
17. Smoking is prohibited.

SCHOOL-COMMUNITY RELATIONS

STUDENTS

Use of Tobacco/Substitute Devices

The Board of Education is concerned with maintaining a safe and healthy learning environment for all students and because medical research has established that smoking and using other tobacco products are hazardous to one's health; therefore, smoking or using other tobacco products or substitute devices (e.g., smokeless tobacco, electronic cigarettes) or processing cigarettes or other tobacco products is prohibited as follows:

- In school buildings and on school grounds at all times.
- On transportation provided by the Board of Education.
- During the course of any trip sponsored by the board or under the supervision of the board.

Students violating this policy will be subject to suspension as outlined in board policy JGD.

Policy Approved: 10/28/13

VARSITY SCHOLAR

Although students are ranked, Wallingford Public Schools do not recognize a valedictorian and salutatorian. Instead, scholastically high achieving students are distinguished with the title *Varsity Scholar*.

Currently, to be recognized as a Varsity Scholar, students must have earned a cumulative GPA of 3.7 or higher based on coursework completed through the end of the first semester senior year. Students not eligible at that time who achieve a 3.7 cumulative GPA by the end of their senior year are also recognized. Beginning with **the class of 2018**, students must have earned a cumulative GPA of **3.9 or higher** and are then recognized in the same manner as is current practice.

WORKING PAPERS

Students 16 and 17 years of age, who desire part-time employment, must have working papers. These are issued in the guidance office. When a student applies for working papers, he/she must have a **Birth Certificate** and a statement from the potential employer – **Promise of Employment** – that he/she will be given a job after receiving the working papers. Student must appear in person.

AGE OF MAJORITY

1. School regulations concerning all attendance matters (e.g., early dismissal, late admission, field trips, etc.) shall continue to be handled as they were previously. Eighteen years old not living with parent(s)/guardian(s) will be dealt with directly in attendance matters.
2. The school system recognizes its moral responsibility to the parent regardless of the age of the students in its charge. All contacts and records shall continue to be maintained with the home. Eighteen year-old students may request direct communication and parents shall be notified of that action. The school may continue or resume contact with parents at any time.
3. The school recognizes the right of the eighteen year-old to examine all his/her personal school records.
4. Any student at or above the age of majority who, independent of parents or guardian, takes up residence in the Town of Wallingford and enrolls in the Wallingford School System shall be required by the principal of the school in which he/she enrolls to submit a Certificate of Residence certifying that he/she is indeed in residence within the Wallingford School District, said Certificate to be attested to by the owner, renter or lessee of the property wherein he/she resides. Such Certificate must be completed and placed in the hands of the principal within five calendar days from the date of entrance of the student in question. The above policy regulations are adopted under the assumption that reasonable school regulations should apply to all students regardless of age and that persons 18 years of age and over will be considered students first and adults second.

EQUAL OPPORTUNITY IN EMPLOYMENT

I) Informal Level

- A)** Any student, parent/guardian, staff member, or applicant served by the Wallingford Public Schools who feels that he/she has been discriminated against on the basis of race, color, national origin, sex, or handicap shall contact the designated Compliance Representative within 30 days of the alleged occurrence to discuss the nature of the complaint. The Compliance Representative shall maintain a written record, which shall contain the following:
 - 1)** Full name and address of complainant.
 - 2)** Full name and position of person(s) who allegedly discriminated against the complainant.
 - 3)** A concise statement of the facts constituting the alleged discrimination.
 - 4)** Dates of the alleged discrimination
- B)** At the time the alleged discrimination complaint is filed, the Compliance Representative shall review and explain the grievance procedure with the complainant and answer any questions. The Compliance Representative shall begin investigating the complaint as soon as practical, but in no case, more than ten (10) working days from the time the complaint was received. Within this time limit the Compliance Representative shall meet informally with the complainant and the individual(s) against whom the complaint was lodged, and shall provide confidential counseling where advisable, and shall finally seek an informal agreement between the parties concerned. Every attempt shall be made to seek a solution and resolve the alleged discrimination complaint at this level.

II) Formal State:

- A)** Any complaint from or on behalf of any person employed or served by the Wallingford Public Schools must be presented in written form within five school days or five working days within a school year to the Compliance Representative (five days after the last day of school if the grievance occurs on the last day).
- B)** The Compliance Representative must investigate and respond in writing within ten (10) working days.
- C)** If the complainant is not satisfied at this level, an appeal in writing may be made within five days to the superintendent of schools.
- D)** Response in writing, by the superintendent of schools, must be given within five working days.
- E)** If the complainant is not satisfied at this level, an appeal in writing may be made within five days to the Board of Education, which will hear the complaint within fifteen calendar days. This may be at a regular or special board meeting. The complainant may ask for a closed or open hearing.
- F)** A notice shall be sent to the complainant regarding the Board hearing. With good cause, either party may extend the time period, not to exceed fifteen additional calendar days. The Board of Education must vote and respond in writing within five days.
- G)** An appeal from the Board of Education decision may be brought to the Federal Office of Civil Rights.

The Wallingford Board of Education does not discriminate on the basis of race, sex, color, religion, age, disability, national origin, or ancestry, in any of its education

programs, activities, or employment policies. The Wallingford Board of Education is an equal opportunity agency.

COMPLIANCE REPRESENTATIVE

Sheehan Ms. Rosemary Duthie, 203-294-5905

LETTER TO PARENTS

Dear Parents:

The Wallingford Public Schools will not tolerate instances in which students are harassed for any reason. We detest, in particular, harassment that is based on gender, race, ethnic origin, or religious belief. The school system's administration will always act rapidly and appropriately when it has evidence that such harassment has occurred.

I hope that your children will never experience harassment in our schools. Nevertheless, if your children experience harassment, I ask you to have them report it to one of their teachers or to the administration of the school, which the children attend. All allegations of harassment will be investigated quickly and thoroughly and if, as a result of such an investigation, the administration concludes that the available evidence sustains any allegations, the administration will take action immediately.

We cannot address incidents of harassment unless we know about them. We need to know about such incidents because we want to take corrective action when they occur.

The vast majority of our students would never harass anyone. Those few, however, who might exhibit this type of behavior, need to be identified and corrected. Please help us know about instances in which harassment takes place.

Thank you.

Sincerely,

Dr. Salvatore Menzo
Superintendent of Schools

Queridos padres:

El Departamento de Escuelas Publicas de Wallingford no tolerara instancias en la que estudiantes sean hostigados por ninguna razón. Nosotros, en particular, detestamos hostigacion que sea basada en género, raza, origen étnico, o creencias religiosas. La administración actuara rápida y apropiadamente siempre y cuando tenga evidencie a que dicha hostigacion ha ocurrido.

Yo espero que sus niños nunca pasen por la experiencia de hostigacion en nuestro sistema escolar. No obstante, si ellos sufrieran una experiencia de hostigacion, deben de reportarlo a uno de los maestros o al administrador del plantel. Todas alegaciones de hostigacion serán prontas y debidamente investigadas y si los resultados de la investigación sostienen la evidencia, acción será tomada.

Nosotros no podemos dirigirnos a incidentes de hostigacion a menos que tengamos conocimiento de estos. Necesitamos tener conocimiento de cada ejemplo de hostigacion porque queremos tomar acción correctiva cuando esos hechos ocurran.

La Vasta majarla de nuestros estudiantes no se atrevería a hostigar a nadie, pero aquellos pocos que podrían entregarse a este tipo de comportamiento, no obstante,

necesitan ser identificados y corregidos. Por favor ayúdenos dándonos a conocer cualquier instancia de hostigacion

Muchas gracias.

Sinceramente,

Dr. Salvatore Menzo

Superintendente de Escuelas

CONCLUSION

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

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

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

CONTACTING THE SCHOOL

Main Office 203-294-5900

Main Office Fax 203-294-5980

Principal 203-294-5905

Assistant Principals 203-294-5904

Guidance 203-294-5915

Athletic Director 203-294-5924

Nurse’s Office 203-294-5920

Email: All staff members are available via email. Email addresses consist of the first initial and last name followed by the same address. For example: Tom Smith would be Tsmith@wallingford.k12.ct.us

WHO TO SEE WITH QUESTIONS OR CONCERNS

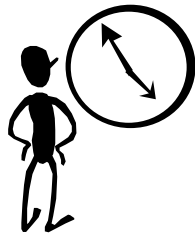
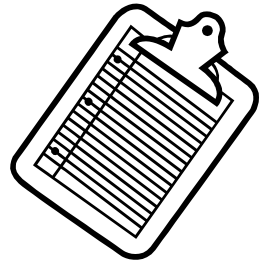
Concern	Contact (in order)
Student Performance	Teacher
Curriculum/Instruction/Grading	Teacher / Department Chairperson / Assistant Principal

Homework Requests	Guidance Secretary or Teacher (if only one class's assignments are needed)
Personal/Family Problems, Counseling Related Issues	Guidance Counselor
Discipline Issues	Teacher (if teacher discipline), Assistant Principal (if administrative discipline)
Attendance	Attendance Clerk (to report absences), Assistant Principal (to address concerns)
Medical Issues	School Nurse
Clubs	Guidance Counselor
Athletics	Athletic Director
School Staff	Assistant Principal/Principal
Locker Problems	Attendance Clerk (to complete a locker repair request)
<p>Note: Students whose last names begin with the letters A-K are assigned to Mr. Marciano; students whose last names begin with the letters L-Z are assigned to Mr. Dirkson</p>	
<p>Note: Teachers are often best reached by email, as they cannot be interrupted in class to take a phone call. All teacher email addresses, with limited exceptions, are as follows: the first initial of the first name followed by the last name, followed by @wallingfordschools.org. For example, to contact Tom Teacher, email TTeacher@wallingfordschools.org. If you would like to speak to a teacher directly, you are encouraged to leave a message in the main office requesting a call back. Please allow 24-48 hours for a response, longer if the school is on vacation or for snow days, etc.</p>	

BE ORGANIZED: USE YOUR STUDENT PLANNER.

1) Plan ahead

- Record assignments and due dates
- Cross off completed assignments
- Long-term assignments: record assigned date, due date, and weekly reminders
- Record dates and times of meetings, practices, games, and other obligations
- Prioritize your assignments and use your time wisely

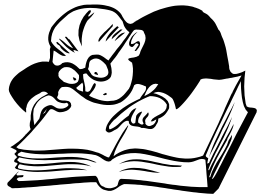


2. Manage your time

- Arrive on time to every class
- Use unassigned time to complete assignments
- Establish a routine for completing assignments
- Avoid distractions such as television or phone calls

3) Keys to Success

- Be prepared: bring books, notebooks, pencils, etc.
- Participate in class
- Listen for what is important such as “This is important” or “This will be on the test”
- Ask for help if you are having difficulty
- Take notes
- Treat everyone with respect
- Get notes if you are absent



4) Test taking strategies

- Come prepared with everything you will need
- Listen carefully to teacher directions
- Skip and come back to questions you are not sure of
- Identify key words in each question
- Check your answers
- Study early – review the night before

5) Where and how to study

- Find a quiet place
- Set a time and place as “study” time every day
- Get to work right away
- Take a ten minute break every hour
- Spend more time on those subjects which you find difficult
- Check on completed assignments in your planner
- Keep appropriate resource materials nearby

Mark T. Sheehan High School
CALENDAR OF EVENTS
2015 - 2016

August 2015

August 25 Freshman Orientation, 10:00 a.m., Auditorium
 August 28 Professional Development
 August 31 First Day of School

September 2015

September 7 Labor Day, School Closed
 September 3 PTAC, 6:30 p.m. to 8:00 p.m., LMC
 September 9-10 Yearbook Photos
 September 16 Half Day Schedule for Prof. Development
 September 17 Club Recruitment Day (During Lunch)
 September 17 Ninth Grade Parents Meeting, 7:00 p.m.
 September 24 Open House, 6:30 p.m.

October 2015

October 1 PTAC, 6:30 p.m. to 8:00 p.m., LMC
 October 3 SAT Test @ Lyman Hall
 October 3 Marching Titan Showcase, 4:00 p.m.
October 5 First Interim
 October 6 College and Career Fair @ Oakdale
 October 7 Assembly Program courtesy of the Elks (Ray Lozano)
 October 8 Evening Conferences
 October 8 Freshmen Class Elections/Class Meetings
 October 9 Blood Drive
 October 12 Columbus Day, No School for Students
 October 13 No School-Professional Development Day
 October 14 PSAT Test
 October 16 Oktoberfest
 October 21 Half Day Schedule for Prof. Development
 October 26-30 Red Ribbon Week

November 2015

November 2 & 3 No School-Professional Development
November 4 End of MP 1
 November 4 Canned Food Drive Begins
 November 5-7 Fall Drama Production, 7pm
 November 5 PTAC, 6:30 p.m. to 8:00 p.m., LMC
 November 7 SAT Test
 November 10 National Honor Society Induction, 7pm
 November 11 Veteran's Day, School Closed
 November 11 Community Leaf Raking 8 a.m.
 November 15 - 18 NEASC Accreditation Visit
 November 19 Powder Puff Scrimmage
 November 21 Homecoming Dance, 7:00 p.m. - 11:00 p.m.
 November 25 End Canned Food Drive
 November 25 Half Day Schedule-Early Dismissal
 November 25 Samaha Bowl, 1:30 p.m. @ Lyman Hall
 November 26 Carini Bowl, 10 a.m. @ Sheehan
 November 26 & 27 School Closed

December 2015

December 1 Marching Band Banquet
 December 1 Financial Aid Night, 6:30-8 p.m. @ Lyman Hall
 December 5 & 6 Music Department-Madrigal Dinner
 December 3 PTAC, 6:30 p.m. to 8:00 p.m., LMC
 December 8 Fall Sports Awards, 7:00 p.m. (snow date Dec. 17)
December 9 Second Interim
 December 15 Evening Conferences 6:00 p.m. (snow date Dec.22)
 December 16 Half Day Schedule for Prof. Development
 December 18 Winter Concert, 7:00 p.m.
 December 18 Blood Drive
 December 18 Drama Class Variety Show-Period 4
 December 23 Half Day-Early Dismissal
 December 24 - 31 School Closed

January 2016

January 1 School Closed

January 4
 January 7
 January 18
 January 20
January 20
 January 21-26

Musical Auditions
 PTAC, 6:30 p.m. to 8:00 p.m., LMC
 MLK Day, School Closed
 Half Day Schedule for Prof. Development
End of MP 2
Midterm Exams

February 2016

February 4
 February 12
 February 15
 February 18
 February 24

PTAC, 6:30 p.m. to 8:00 p.m., LMC
 Half Day Schedule-Early Dismissal
 Presidents Day, School Closed
 Eighth Grade Orientation
 Half Day Schedule for Prof. Development

March 2016

March 1
 March 3
 March 8
 March 11
 March 16
 March 18
 March 17-19
 March 25
 March 29

Third Interim
 PTAC, 6:30 p.m. to 8:00 p.m., LMC
 Junior Student/Parent Seminar @ Lyman Hall, 6:30 p.m.
 Spring Fling
 Half Day Schedule for Prof. Development
 Blood Drive
 Spring Musical, 7:00 p.m.
 Good Friday, School Closed
 Winter Sports Awards, 7:00 p.m. (Snow Date April 5)
End of MP 3

March 31

April 2016

April 7
 April 7
 April 11 - 15
 April 20

PTAC, 6:30-8:00 p.m., LMC
 Early Dismissal, Afternoon Conferences
 Spring Break-School Closed
 Half Day Schedule for Prof. Development

May 2016

May 2 - 13
 May 5
May 6
 May 7
 May 7
 May 12
 May 18
 May 19
 May 20
 May 21
 May 24
 May 26
 May 27
 May 30

AP Exam Period
 PTAC, 6:30-8:00 p.m., LMC
Fourth Interim
 SAT Exam
 Junior Prom, Zandri's, 7:00 p.m.
 International Night
 Half Day Schedule for Prof. Development
 Varsity Scholar Awards Ceremony, 6:00 p.m.
 One Act Play-Assembly
 Senior Prom, Farmington Club
 Spring Concert, 7:00 p.m.
 Academic Awards & Scholarships Night, 7:00 p.m.
 Senior Outing, Farmington Club
 Memorial Day, School Closed

June 2016

June 1
 June 2
 June 2
 June 2
 June 4
 June 7
June 7 - 10
 June 8
June 9 - 15
 June 15
 June 15

Music Awards Banquet, 6-9 p.m. @ Zandri's
 Poetry Slam
 Eighth Grade Sports Information Night
 Sheehan PTAC; 6:30 pm, LMC
 SAT Exam at Lyman Hall
 Spring Sports and Senior Athlete Awards, 7:00 p.m.
Senior Exams**
 End of MP 4**
Final Exams (including exam make-up day)**
 Last Day of School**
 Graduation 6:00 p.m.**

**Tentative dates. Dates will change if school is cancelled due to inclement weather.

Wallingford Public Schools

2015



2016

FIRST DAY OF SCHOOL: AUG. 31

189 Days for Teachers
184 Days for Students

SCHOOL CALENDAR

M	T	W	TH	F
AUGUST 2015 1 DAY				
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27 [^]	28 [*]

SEPTEMBER 2015 21 DAYS				
	1	2	3	4
7	8	9	10	11
14	15	16#	17	18
21	22	23	24	25
28	29	30		

OCTOBER 2015 20 DAYS				
			1	2
5	6	7	8	9
12	13*	14	15	16
19	20	21#	22	23
26	27	28	29	30

NOVEMBER 2015 16 DAYS				
2*	3*	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER 2015 17 DAYS				
	1	2	3	4
7	8	9	10	11
14	15	16#	17	18
21	22	23	24	25
28	29	30	31	

JANUARY 2016 19 DAYS				
			1	
4	5	6	7	8
11	12	13	14	15
18	19	20#	21	22
25	26	27	28	29

AUG 27 [^]	Convocation
AUG 28 [*]	Professional Development Day
AUG 31	FIRST DAY OF SCHOOL
SEPT 7	Labor Day
SEPT 16#	Student 2-hour early release
OCT 12	Columbus Day
OCT 13 [*]	Professional Development Day
OCT 21#	Student 2-hour early release
NOV 2 [*]	Professional Development Day
NOV 3 [*]	Election Day/Prof. Dev. Day
NOV 11	Veterans Day
NOV 25	Early Dismissal
NOV 26-27	Thanksgiving Recess
DEC 16#	Student 2-hour Early Release
DEC 23	Early Dismissal
DEC 24- 1/1	Holiday Recess
JAN 18	Martin Luther King Day
JAN 20#	Student 2-hour early release
FEB 12	Winter Break Early Release
FEB 15	Presidents' Day
FEB 24#	Student 2-hour early release
MAR 16#	Student 2-hour early release
MAR 25	Good Friday
APR 7	Early Release – Afternoon conferences
APR 11-15	Spring Break
APR 20#	Student 2-hour early release
MAY 18#	Student 2-hour early release
MAY 30	Memorial Day
JUNE 15	Projected Last Day

- = Schools are Closed
- () = First/Last Day for Students
- *
- = In service days for teachers
- # = Student 2 hour early release – Professional Development
- = Early Dismissal (11/25; 12/23, 2/12 and the last day of school)
- = Early Dismissal, afternoon conferences (4/7)

M	T	W	TH	F
20 DAYS FEBRUARY 2016				
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24#	25	26
29				

22 DAYS MARCH 2016				
	1	2	3	4
7	8	9	10	11
14	15	16#	17	18
21	22	23	24	25
28	29	30	31	

16 DAYS APRIL 2016				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20#	21	22
25	26	27	28	29

21 DAYS MAY 2016				
2	3	4	5	6
9	10	11	12	13
16	17	18#	19	20
23	24	25	26	27
30	31			

11 DAYS JUNE 2016				
		1	2	3
6	7	8	9	10
13	14	(15)	16	17
20	21	22	23	24
27	28	29	30	

SCHOOL ENDS JUNE 15

The first 7 days lost to school closings will be made up at the end of the school year. Any days beyond 7 will be made up at the end of the spring vacation, starting with Friday, April 15th and working backwards. In the event of more than 12 days, the BOE determines the last day of school.

Mark T. Sheehan
 High School
 142 Hope Hill Road
 Wallingford, CT 06492

