

# **Stonington High School**

**176 South Broad Street**

**Pawcatuck, CT 06379**

**[www.stoningtonhigh.org](http://www.stoningtonhigh.org)**

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***This Student Agenda/Handbook belongs to:***

Name: \_\_\_\_\_

Homebase: \_\_\_\_\_

STUDENT I.D. NO. \_\_\_\_\_

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# SHS Bell Schedule 2020-2021

## What Meets When

### 1<sup>st</sup> Semester

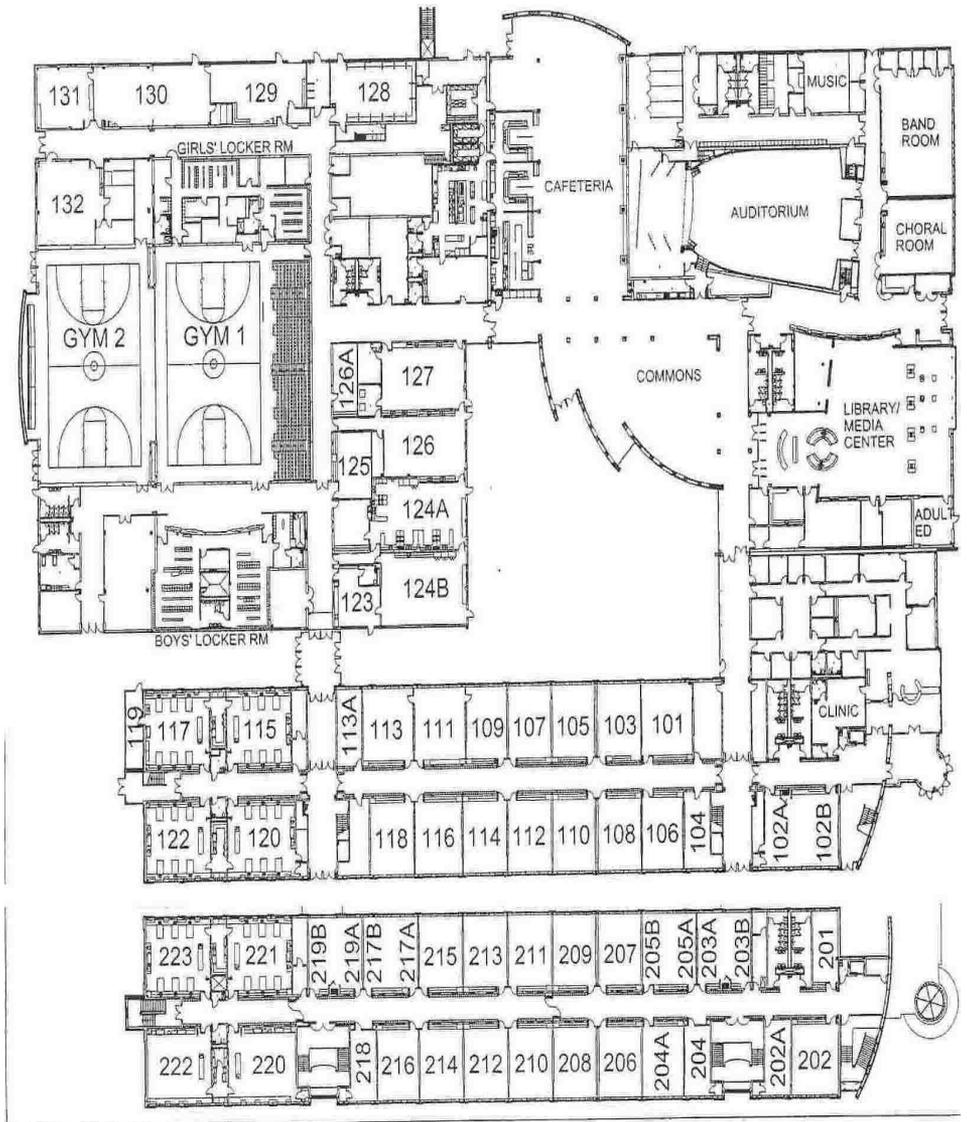
Time	1	2	3	4	5	6	7	8
<b>BLOCK A</b> 7:30-8:46 (76 minutes)	1	6	3	8	5	6	7	8
<b>TASC BLOCK</b> (Teacher Assisted, Student Centered) 8:50-9:30 (40 minutes)	Monday	Tuesday		Wednesday	Thursday		Friday	
	Advisory/ Schedule	Intervention/ Activities		Intervention/ Activities	Intervention/ Activities		Intervention/ Activities	
<b>BLOCK B</b> 9:34-10:50 (76 minutes)	3	8	5	6	7	8	1	6
<b>BLOCK C/ LUNCH</b> 10:54-12:40  <u>First Wave</u> (Lunch – 25 minutes) (Block C – 77 minutes)  <u>Second Wave</u> (Block C – 36 minutes) (Lunch – 25 minutes) (Block C – 37 minutes)	5	2	7	4	1	2	3	4
	<b>FIRST WAVE</b>				<b>SECOND WAVE</b>			
	<u>Semester 1 – First Floor</u> <u>Semester 2 – Second Floor</u> LUNCH – 10:54-11:19 BLOCK C – 11:23-12:40 (Art, Foods, PE, eat 1 <sup>st</sup> lunch)				<u>Semester 1 – Second Floor</u> <u>Semester 2 – First Floor</u> BLOCK C – 10:54-11:30 LUNCH – 11:34-11:59 BLOCK C – 12:03-12:40 (Art, Foods, PE, eat 1 <sup>st</sup> lunch)			
<b>BLOCK D</b> 12:44-2:00 (76 minutes)	7	4	1	2	3	4	5	2

## What Meets When

### 2<sup>nd</sup> Semester

Time	1	2	3	4	5	6	7	8
<b>BLOCK A</b> 7:30-8:46 (76 minutes)	1	2	3	4	5	2	7	4
<b>TASC BLOCK</b> (Teacher Assisted, Student Centered) 8:50-9:30 (40 minutes)	Monday	Tuesday		Wednesday	Thursday		Friday	
	Advisory/ Schedule	Intervention/ Activities		Intervention/ Activities	Intervention/ Activities		Intervention/ Activities	
<b>BLOCK B</b> 9:34-10:50 (76 minutes)	3	4	5	2	7	4	1	2
<b>BLOCK C/ LUNCH</b> 10:54-12:40  <u>First Wave</u> (Lunch – 25 minutes) (Block C – 77 minutes)  <u>Second Wave</u> (Block C – 36 minutes) (Lunch – 25 minutes) (Block C – 37 minutes)	5	6	7	8	1	6	3	8
	<b>FIRST WAVE</b>				<b>SECOND WAVE</b>			
	<u>Semester 1 – First Floor</u> <u>Semester 2 – Second Floor</u> LUNCH – 10:54-11:19 BLOCK C – 11:23-12:40 (Art, Foods, PE, eat 1 <sup>st</sup> lunch)				<u>Semester 1 – Second Floor</u> <u>Semester 2 – First Floor</u> BLOCK C – 10:54-11:30 LUNCH – 11:34-11:59 BLOCK C – 12:03-12:40 (Art, Foods, PE, eat 1 <sup>st</sup> lunch)			
<b>BLOCK D</b> 12:44-2:00 (76 minutes)	7	8	1	6	3	8	5	6
1:57 - UPDATED ANNOUNCEMENTS READ OVER PA SYSTEM								

# STONINGTON HIGH SCHOOL



## **Stonington High School Statement of Core Values, Beliefs, And Learning Expectations**

**The mission of Stonington High School** is to foster a lifelong pursuit of learning in a challenging, motivating, and engaging environment. Upon graduation, our students will possess a working plan for post-high school life and become responsible and productive citizens in the 21<sup>st</sup> century global society.

### **Our core values include and emphasize:**

- Personal Responsibility
- Respect for self and others
- Tolerance for others and their opinions
- Technological literacy
- Partnerships among students, staff, and the community

### **Our beliefs about learning include and inform our instructional practices:**

- Students learn best when they
  - Participate actively
  - Work together to learn
  - Construct knowledge
  - Engage in authentic experiences
  - Reflect/self-assess/set goals
  - Connect what they are learning to the world
  - Can talk to their teachers and each other
  - Get timely and meaningful feedback
- Teachers teach best when they
  - Collaborate and communicate effectively
  - Use multiple strategies based on content and student needs
  - Encourage independent thinking and innovation
  - Create a positive and respectful learning environment
  - Demonstrate they are learners who construct knowledge
  - Create meaningful, rigorous, relevant, and increasingly complex work
  - Use varied assessments to make decisions about what and how they teach

## Stonington High School's 4Cs

Stonington High School's 21st Century Learning Expectations set what students are required to master by the time they graduate from high school. These expectations are called the 4Cs (Convince, Communicate, Consider, and Connect). Our cover image of the Stonington Harbor Lighthouse represents our school community. The Lighthouse, a historical landmark in our community, draws attention to the importance of community in the education process. The rays of light emitting from the tower represent our student's learning and experiences as they illuminate and guide their pathway toward success. This image will be a constant reminder of the skills students will master during their time at Stonington High School.



Stonington High School expects that our graduates will use the 21<sup>st</sup> Century Skills to:

- 1. Convince:** Use critical thinking skills and a variety of relevant evidence to solve a problem, support a position, or present an idea.
- 2. Communicate:** Use content area language clearly to convey ideas as an individual. Communicate with others in a way that facilitates a collaborative process.
- 3. Consider:** Use all learning to develop innovative and/or creative options to solve challenging situations and/or problems.
- 4. Connect:** Use technology to find, evaluate, create and/or share information, ethically and legally. Connect all learning to become a participative member in the social and civic community.

Rubrics that have been developed to assess these learning expectations are included in the next few pages. An electronic copy can be accessed on our website at [www.stoningtonhigh.org](http://www.stoningtonhigh.org)

**CONVINCE**

**1. Convince by using critical thinking skills and a variety of relevant evidence to solve a problem, support a position, or present an idea**

Criteria	Exceeds Standard 3	Meets Standard 2	Does Not Meet Standard 1
<p><b>Understand and Inquire</b></p>	<p><b>Student meets the expectations of the standard and:</b>  <input type="checkbox"/> Identifies multiple approaches or solutions to the issue to convince the intended audience.</p>	<p><b>Student does the following:</b>  <input type="checkbox"/> Identifies the core issue to be solved or argued.  <input type="checkbox"/> Asks necessary questions to clarify issue or problem.  <input type="checkbox"/> Takes a stand or a position.  <input type="checkbox"/> Shows understanding of alternative views and/or alternative solutions  <input type="checkbox"/> Shows understanding of intended audience.</p>	<p><b>Student does not do one or more of the following:</b>  <input type="checkbox"/> Identify the core issue.  <input type="checkbox"/> Take a stand or position.  <input type="checkbox"/> Show an understanding of alternatives.  <input type="checkbox"/> Show an understanding of audience.</p>
<p><b>Plan to Support Position or Present Idea</b></p>	<p><b>Student meets the expectations of the standard and:</b>  <input type="checkbox"/> Creates a plan that addresses the core issue and also possible alternative approaches or solutions allowing for a more flexible approach during the research process to convince the intended audience.</p>	<p><b>Student does the following:</b>  <input type="checkbox"/> Creates a plan to address the core issue, including how to proceed with research, what additional questions need to be asked, and what form the student's response should take to best convince the intended audience.  <input type="checkbox"/> Understands that plan will be adapted and adjusted as evidence or data is collected and reviewed.</p>	<p><b>Student does not do one or more of the following:</b>  <input type="checkbox"/> Create a plan to gather required information to convince the intended audience.  <input type="checkbox"/> Understand that plan will need to be adapted and adjusted as information is gathered.</p>
<p><b>Collect and Analyze Evidence/Data</b></p> <p><b>Draw Conclusions</b></p>	<p><b>Student meets the expectations of the standard and:</b>  <input type="checkbox"/> Collects, analyzes, interprets, evaluates valid evidence and draws conclusions about the evidence to address the alternative approaches or solutions that could convince the intended audience.</p>	<p><b>Student does the following:</b>  <input type="checkbox"/> Effectively collects, analyzes, interprets and evaluates valid evidence.  <input type="checkbox"/> Draws conclusions about the core issue to convince the intended audience.  <input type="checkbox"/> Adjusts plan and organizes ideas as evidence is collected.</p>	<p><b>Student does not do one or more of the following:</b>  <input type="checkbox"/> Collect, analyze, interpret, evaluate valid evidence or draw conclusions to convince the intended audience.  <input type="checkbox"/> Adjust plan and/or organize ideas as evidence is collected.</p>
<p><b>Present Findings</b></p> <p><b>Reflect</b></p>	<p><b>Student meets the expectation of the standard and:</b>  <input type="checkbox"/> Explains how the approach convinced the intended audience or is able to identify flaws in the evidence or plan to show why the intended audience was not convinced.</p>	<p><b>Student does the following:</b>  <input type="checkbox"/> Presents solution, position, or idea to convince the intended audience using the strongest evidence as support.  <input type="checkbox"/> Reflects on outcome and uses feedback to determine how to improve future performance.</p>	<p><b>Student does not do one or more of the following:</b>  <input type="checkbox"/> Present solution, position, or idea to convince the intended audience using the strongest evidence as support.  <input type="checkbox"/> Reflect on outcome and use feedback to improve future performance.</p>

**If student scores a 1 in any area, give a short description of how student can improve score in the future.**

## COMMUNICATE (Individual)

### 2a. Communicate content area language clearly to convey ideas

Criteria	Exceeds Standard 3	Meets Standard 2	Does Not Meet Standard 1
<b>Demonstrate Command of Content</b>	<p><b>Student meets the expectations of the standard and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates exceptional knowledge and understanding of content by accurately using...               <ul style="list-style-type: none"> <li>• a wide-variety of terms, facts, elements, or details</li> </ul> </li> <li>...to communicate insightful ideas correctly and clearly.</li> </ul>	<p><b>Student does the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates appropriate knowledge and understanding of content by accurately using...               <ul style="list-style-type: none"> <li>• correct terms,</li> <li>• appropriate facts,</li> <li>• appropriate elements, and/or</li> <li>• strong details</li> </ul> </li> <li>...as required by the task to communicate ideas correctly and clearly.</li> </ul>	<p><b>Student does not do one or more of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use correct terms.</li> <li><input type="checkbox"/> Use appropriate facts.</li> <li><input type="checkbox"/> Use appropriate elements.</li> <li><input type="checkbox"/> Use strong details.</li> <li><input type="checkbox"/> Communicate ideas correctly and clearly.</li> </ul>
<b>Organize Ideas</b>	<p><b>Student meets the expectations of the standard and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organizes ideas and/or information in a structure that shows a sense of cohesiveness/unity.</li> <li><input type="checkbox"/> Creates a structure that allows the student to communicate in a clear and concise manner.</li> </ul>	<p><b>Student does the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organizes ideas and/or information in a structure that shows a logical progression of ideas from beginning to end.</li> <li><input type="checkbox"/> Crafts a structure that makes clear connection between and among ideas.</li> <li><input type="checkbox"/> Creates a structure that gives a sense of completeness.</li> </ul>	<p><b>Student does not do one or more of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Organize ideas and/or information in a structure that shows a logical progression of ideas from beginning to end.</li> <li><input type="checkbox"/> Craft a structure that makes clear connection between and among ideas.</li> <li><input type="checkbox"/> Create a structure that gives a sense of completeness.</li> </ul>
<b>Exhibit Fluency</b>	<p><b>Student meets the expectations of the standard and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses articulate and purposeful language that is clearly appropriate for the audience and purpose.</li> <li><input type="checkbox"/> Shows sophisticated command of the required conventions of language, which enhances content.</li> </ul>	<p><b>Student does the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses language that is generally appropriate for the audience and purpose.</li> <li><input type="checkbox"/> Shows adequate command of the required conventions of language, which allows for clear communication of content.</li> </ul>	<p><b>Student does not do one or more of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use language that is appropriate for the audience and purpose.</li> <li><input type="checkbox"/> Show adequate command of the required conventions of language.</li> <li><input type="checkbox"/> Clearly communicate ideas.</li> </ul>

If student scores a 1 in any area, give a short description of how student can improve score in the future.

**COMMUNICATE (Collaborate)**

**2b. Communicate to facilitate the collaborative process in a group or to convey individual work as part of a group**

Criteria	Exceeds Standard 3	Meets Standard 2	Does Not Meet Standard 1
<b>Listen Actively</b>	<p><b>Student meets all the expectations of the standard and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expands on the concerns, opinions, and/or ideas of others.</li> </ul>	<p><b>Student does the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pays attention to what is being said</li> <li><input type="checkbox"/> Acknowledges and understands the concerns, opinions, and/or ideas of others.</li> </ul>	<p><b>Student does not do one or more of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pay attention to what is being said .</li> <li><input type="checkbox"/> Acknowledge or understand the concerns, opinions, and/or ideas of others.</li> </ul>
<b>Speak Constructively</b>	<p><b>Student meets all the expectations of the standard and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leads discussion by posing relevant questions and offering effective solutions.</li> </ul>	<p><b>Student does the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shares concerns, opinions, and ideas constructively, giving productive feedback.</li> <li><input type="checkbox"/> Advocates for a position without causing unproductive conflict.</li> <li><input type="checkbox"/> Shows respect for others.</li> </ul>	<p><b>Student does not do one or more of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Share concerns, opinions, and ideas constructively, giving productive feedback.</li> <li><input type="checkbox"/> Advocate for a position without causing unproductive conflict.</li> <li><input type="checkbox"/> Show respect for others.</li> </ul>
<b>Negotiate and Cooperate</b>	<p><b>Student meets all the expectations of the standard and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Avoids hasty evaluation of facts and ideas.</li> <li><input type="checkbox"/> Synthesizes the best ideas from all viewpoints and perspectives.</li> </ul>	<p><b>Student does the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acknowledges new ideas and diverse perspectives.</li> <li><input type="checkbox"/> Offers and accepts constructive criticism of ideas.</li> <li><input type="checkbox"/> Balances diverse perspectives and exercises flexibility in order to reach workable solutions.</li> </ul>	<p><b>Student does not do one or more of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Acknowledge new ideas and diverse perspectives.</li> <li><input type="checkbox"/> Offer and accepts constructive criticism of ideas.</li> <li><input type="checkbox"/> Balance diverse perspectives or exercise flexibility in order to reach workable solutions.</li> </ul>
<b>Produce</b>	<p><b>Student meets all the expectations of the standard and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitors the progress of the team.</li> <li><input type="checkbox"/> Offers guidance to those who are having challenges completing their tasks or fulfilling their roles.</li> </ul>	<p><b>Student does the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completes assigned tasks as a result of collaboration and/or fulfills the requirements of a given role in the group.</li> <li><input type="checkbox"/> Monitors personal progress to meet set deadlines.</li> </ul>	<p><b>Student does not do one or more of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete assigned tasks and/or fulfill a given role.</li> <li><input type="checkbox"/> Monitor personal progress.</li> <li><input type="checkbox"/> Meet set deadlines.</li> </ul>

**If student scores a 1 in any area, give a short description of how student can improve score in the future.**

**CONSIDER****3. Consider all learning to develop innovative and/or creative options to solve challenging situations and/or problems**

<b>Criteria</b>	<b>Exceeds Standard 3</b>	<b>Meets Standard 2</b>	<b>Does Not Meet Standard 1</b>
<b>Think</b>	<p><b>Student meets the expectations of the standard and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies patterns, inconsistencies, or complexities and so comes to a more detailed understanding of the challenge(s) of the situation and/or problem.</li> <li><input type="checkbox"/> Clarifies/adjusts the desired outcome or solution to the situation and/or problem.</li> </ul>	<p><b>Student does the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shows understanding of the situation and/or problem.</li> <li><input type="checkbox"/> Summarizes the challenge(s) posed.</li> <li><input type="checkbox"/> Asks pertinent questions.</li> <li><input type="checkbox"/> Identifies the desired outcome or solution to the situation and/or problem.</li> </ul>	<p><b>Student does not do one or more of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show understanding of the situation or problem.</li> <li><input type="checkbox"/> Summarize the challenge(s) posed.</li> <li><input type="checkbox"/> Ask pertinent questions.</li> <li><input type="checkbox"/> Identify desired the desired outcome or solution to the situation and/or problem.</li> </ul>
<b>Plan</b>	<p><b>Student meets the expectations of the standard and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies possible alternative plans/solutions to allow for greater flexibility during the application and adaptation phase.</li> </ul>	<p><b>Student does the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies previous knowledge that applies to current situation or problem.</li> <li><input type="checkbox"/> Gathers and integrates new information to reconsider current situation or problem.</li> <li><input type="checkbox"/> Identifies and selects a strategy/plan that will lead to an appropriate response to the situation or solution to the problem.</li> <li><input type="checkbox"/> Uses these steps to develop a clear plan to address the issue or solve the problem.</li> </ul>	<p><b>Student does not do one or more of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify previous knowledge that applies to current situation or problem.</li> <li><input type="checkbox"/> Gather and integrate new information to reconsider current situation or problem.</li> <li><input type="checkbox"/> Identify and select a strategy/plan that will lead to an appropriate response to the situation or solution to the problem.</li> <li><input type="checkbox"/> Use these steps to develop a clear plan to address the issue or solve the problem.</li> </ul>
<b>Apply/Adapt</b>	<p><b>Student meets the expectations of the standard and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Switches to an alternative plan when faced with setbacks or unexpected outcomes.</li> </ul>	<p><b>Student does the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follows identified strategy/plan.</li> <li><input type="checkbox"/> Adjusts approach as necessary to address setbacks or unexpected outcomes along the way.</li> <li><input type="checkbox"/> Gathers additional information to help adapt strategy/plan when necessary.</li> </ul>	<p><b>Student does not do one or more of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follow the identified plan</li> <li><input type="checkbox"/> Adapt when the plan suffers setbacks or unexpected outcomes.</li> <li><input type="checkbox"/> Gather additional information when necessary.</li> </ul>
<b>Reflect</b>	<p><b>Student meets all the requirements of the standard and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explains how problems, mistakes, or misunderstandings led to the outcome.</li> <li><input type="checkbox"/> Reflects on whether other identified strategies would have worked better.</li> </ul>	<p><b>Student does the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflects on the outcome of the completed process.</li> <li><input type="checkbox"/> Identifies problems, mistakes, or misunderstandings that occurred during planning and application.</li> <li><input type="checkbox"/> Considers steps that could improve outcomes in the future.</li> </ul>	<p><b>Student does not do one or more of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflect on the outcome of the completed process.</li> <li><input type="checkbox"/> Identify problems, mistakes, or misunderstandings that occurred during planning and application.</li> <li><input type="checkbox"/> Consider steps that could improve outcomes in the future.</li> </ul>

**If student scores a 1 in any area, give a short description of how student can improve score in the future.**

**CONNECT (Information Technology)**

**4a. Use technology to find, evaluate, create and/or share information ethically and legally**

Criteria	Exceeds Standard 3	Meets Standard 2	Does Not Meet Standard 1
<b>Find Information Using Technology</b>	<p><b>Student meets the expectations of the standard and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses advanced searches effectively including appropriate and focused key search terms.</li> <li><input type="checkbox"/> Understands the limits of each source for the task, purpose and/or audience.</li> </ul>	<p><b>Student does the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accesses relevant information from a variety of digital sources.</li> <li><input type="checkbox"/> Uses typical searches effectively for the task, purpose and/or audience.</li> </ul>	<p><b>Student does not do one or more of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Access relevant information.</li> <li><input type="checkbox"/> Use a variety of sources.</li> <li><input type="checkbox"/> Use typical searches effectively.</li> <li><input type="checkbox"/> Consider the task/purpose and/or audience when gathering information.</li> </ul>
<b>Evaluate Information Accessed with Technology</b>	<p><b>Student meets the expectations of the standard and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluates the comprehensiveness of the information.</li> <li><input type="checkbox"/> Determines whether the source has bias that could affect whether the information is appropriate for the task, purpose, and/or audience.</li> </ul>	<p><b>Student does the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluates the credibility of the digital resources used.</li> <li><input type="checkbox"/> Evaluates the credibility and accuracy of all information gathered from digital sources.</li> <li><input type="checkbox"/> Determines which sources are best suited for the task, purpose, and/or audience.</li> </ul>	<p><b>Student does not do one or more of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evaluate the credibility of the digital sources used.</li> <li><input type="checkbox"/> Evaluate the credibility and accuracy of all information accessed.</li> <li><input type="checkbox"/> Determine whether digital sources are best suited for the task, purpose, and/or audience.</li> </ul>
<b>Create/Share Via Technology</b>	<p><b>Student meets the expectations of the standard and:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> creates a digital product/display that enhances audience's understanding of information.</li> </ul>	<p><b>Student does the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Makes strategic use of digital media and/or visual display of data to effectively communicate as required by the task, purpose, and/or audience.</li> </ul>	<p><b>Student does not do the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make strategic use of digital media and/or visual display of data to effectively communicate as required by the task, purpose, and/or audience</li> </ul>
<b>Use Technology Ethically and Legally</b>	<p><b>Student's work meets the expectations of the standard and student understands:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The consequences and costs of unethical or illegal use of communication technology.</li> <li><input type="checkbox"/> The consequences and costs of unethical or illegal use of digital information.</li> </ul>	<p><b>Student's work shows an understanding of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The ethical and legal use of communication technology (i.e., issues concerning privacy, fraud, hacking, and/or creating or forwarding viruses).</li> <li><input type="checkbox"/> The ethical and legal use of digital information (i.e., privacy, security, copyright, file sharing and/or plagiarism).</li> </ul>	<p><b>Student's work does not show an understanding of one or more of the following:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The ethical and legal use of communication technology</li> <li><input type="checkbox"/> The ethical and legal use of digital information.</li> </ul>

**If student scores a 1 in any area, give a short description of how student can improve score in the future.**

**CONNECT (Social/Civic Mindedness)**

**4b. Connect all learning to become a participative member in the civic and social community**

Criteria	Exceeds Standard <b>3</b>	Meets Standard <b>2</b>	Does Not Meet Standard <b>1</b>
<p><b>Engage in Respectful Citizenship</b></p>	<p><b>Student meets the expectations of the standard and:</b>  <input type="checkbox"/> Takes a leadership role in the school or community by identifying problems and creating solutions through organizing or joining community activities/service opportunities.</p>	<p><b>Student demonstrates a sound understanding of the importance of individual responsibilities within the larger community by engaging in one or more of the following actions:</b>  <input type="checkbox"/> Contributes constructively to the school's learning environment by demonstrating integrity, interacting appropriately with others, and respecting diversity.  <input type="checkbox"/> Participates voluntarily in school or civic events that foster responsibility, and improve conditions for the members of the community.  <input type="checkbox"/> Fulfills classroom or other school requirements for social and/or civic involvement.</p>	<p><b>Student does not engage in one or more of the following actions:</b>  <input type="checkbox"/> Contributing constructively to the school's learning environment by demonstrating integrity, interacting appropriately with others, and respecting diversity.  <input type="checkbox"/> Participating voluntarily in school or civic events that foster responsibility, and improve conditions for the members of the community.  <input type="checkbox"/> Fulfilling classroom or other school requirements for social and/or civic involvement.</p>
<p><b>Reflect on Choices and Decisions</b></p>	<p><b>Student meets the expectations of the standard and does one or more of the following:</b>  <input type="checkbox"/> Considers how personal choices and decisions affect the community at large.  <input type="checkbox"/> Considers how personal choices and decisions are reflected in local and/or national government.  <input type="checkbox"/> Adapts personal behavior to improve conditions in the community or nation.  <input type="checkbox"/> Reflects on personal leadership skills to determine effectiveness and to adapt as necessary to improve performance.</p>	<p><b>Student demonstrates ownership of choices and decisions and engages in self-reflection to prepare for post-high school life by doing the following:</b>  <input type="checkbox"/> Evaluates the consequences of personal decisions or actions.  <input type="checkbox"/> Deals positively with praise, setbacks, and/or criticism.  <input type="checkbox"/> Adapts personal behavior to improve the outcome of future choices and/or decisions.</p>	<p><b>Student does do in one or more of the following:</b>  <input type="checkbox"/> Evaluate the consequences of personal decisions or actions.  <input type="checkbox"/> Deal positively with praise, setbacks, and/or criticism.  <input type="checkbox"/> Adapt personal behavior to improve the outcome of future choices and/or decisions.</p>

**If student scores a 1 in any area, give a short description of how student can improve score in the future.**

# SCHOOL CALENDAR 2020-2021

Classes will be in session from August 31, 2020 through June 15, 2021 (7:30 A.M. – 2:00 P.M.)

## STONINGTON PUBLIC SCHOOLS 2020-2021 SCHOOL CALENDAR

<p>04 Independence Day</p>	<table border="1"> <thead> <tr> <th colspan="7">JULY 2020</th> </tr> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> </tr> <tr> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> </tr> <tr> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> </tr> <tr> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td>31</td> <td></td> </tr> </tbody> </table>	JULY 2020							S	M	T	W	Th	F	S					1	2	3	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<table border="1"> <thead> <tr> <th colspan="7">JANUARY 2021(19)</th> </tr> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>S</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>NS</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> </tr> <tr> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> </tr> <tr> <td>17</td> <td>NS</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> </tr> <tr> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> <tr> <td>31</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	JANUARY 2021(19)							S	M	T	W	Th	F	S						NS	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	NS	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>01 No School - New Year's Day 18 No School - M.L. King Day</p>
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NORMAL SCHOOL DAY			
BUS ARRIVAL	START	DISMISSAL	
High School	7:10 - 7:30 am	7:30 am	2:00 pm
Middle School	7:45 - 7:55 am	8:00 am	2:40 pm
Elementary K-5	8:40 - 8:45 am	8:55 am	3:25 pm
AM Pre-School	8:45 - 8:50 am	8:55 am	11:25 am
PM Pre-School	12:35 - 12:45 pm	12:55 pm	3:55 pm

     Limited Release Day          Early Release

SCHOOL CALENDAR EARLY DISMISSAL SCHEDULE/CONFERENCE DAYS			
BUS ARRIVAL	START	DISMISSAL	
High School	7:10 - 7:30 am	7:30 am	10:45 am
Middle School	7:45 - 7:55 am	8:00 am	11:55 am
Elementary K-5	8:40 - 8:45 am	8:55 am	12:10 pm
AM Pre-School	8:50 - 8:55 am	8:55 am	11:25 am
NO - PM Pre-School	No School	No School	No School

     No School          Snow Make-Up Day

## MARKING PERIODS 2020-2021

<b>First Quarter</b>	Aug. 31 – Oct. 6
<b>Second Quarter</b>	Nov. 2 - Jan. 22
	<b>Exams</b> January 19 - 22
<b>Third Quarter</b>	Jan. 25 – April 1
<b>Fourth Quarter</b>	April 5 - June 16
	<b>Exams</b> June 7 – June 11 (Seniors) June 9 – June 14 (Gr. 9-11)

## PROGRESS REPORTS/ACADEMIC REPORTING

Parents/Guardians and students have access to grades online. The purpose of having grades available online is to ensure both parents/guardians and student have access to a student's academic progress. It is the responsibility of each student and parent/guardian to constantly monitor his/her progress in any given course. Midway through each marking period, Progress Reports are available on-line. Just before the midpoint of the first quarter, parents/guardians will receive a letter outlining the procedure and a personalized user name and password for viewing their child's progress reports online. If parents/guardians want to receive these progress reports via e-mail or have a hard copy sent by mail, contact Judy Colschen at 860-599-5781, extension 3305 or e-mail her at [jcolschen@stoningtonschools.org](mailto:jcolschen@stoningtonschools.org).

Parents/Guardians who would like to schedule an appointment about their child's academic success should call or e-mail classroom teachers and/or guidance counselor.

In some cases, students assume that a good grade at the midterm means that they cannot fail for that subject and they stop working. This is not true. The work during the second half of a marking period is just as important as the work in the first half. Poor work after the midterm of any marking period may lead to a failure for that marking period.

## REPORT CARDS

Report cards are available online approximately one week after the marking period ends. After the fourth marking period, report cards are mailed home.

**Parents/Guardians will receive 8 academic reports: 4 Report Cards and 4 Mid-Quarter Reports either online or in the mail (if requested).**

## CREDIT RECOVERY

Credit may be recovered and applied towards graduation through Plato, an online provider of virtual education. Enrollment in one of these courses must be done through the SHS Guidance Office and the costs of these courses will be the responsibility of the student's family. Courses selected can be an abbreviated course or a full course. Full-credit courses and half credit courses are available for students to recover credits for classes where standards were not met during the academic year. These classes will not be allowed in-lieu of instruction in SHS classes. Rank in class and computation of grade point average for all repeated course grades will be averaged with the original analogous courses at Stonington High School. Students who fail English must take this subject in summer school or repeat the course before moving on to the next grade level English. A student may not take two required English classes concurrently until his/her senior year.

## **MANDATORY ATTENDANCE AGE**

Connecticut law requires that children must attend school until the age of 18, unless such child is a high school graduate, is shown to be receiving equivalent instruction, or the parents/guardians of a child that is 17 years of age consents in writing to the child's withdrawal from school.

## **WORKING PAPERS**

In Connecticut, all individuals under 18 years of age must have working papers issued by the individuals' school prior to being employed by an employer. The statement of age or basic working papers is issued to minors 14 years of age or older, although 14 and 15 year olds may only be employed in certain permitted occupations.

Applicants wishing to receive working papers must appear in person at Stonington High School, have evidence of age, and a written promise of employment. (Age can be shown by birth certificate, driver's license, etc.). Promise of employment can be in the form of a completed Promise of Employment form or a promise of employment typed and signed by the employer on his/her letterhead stationary stating the job and job duties, starting wage rate, and length of work week.

Employment in Rhode Island is handled by the school administration office in Westerly, Rhode Island.

## **VISITORS**

Upon their arrival on campus, all visitors to the school must report to the Main Office and obtain a visitor's pass.

Stonington students are not permitted to invite other guests for all day visits or to visit during the school hours, including lunchtime. Exceptions to this rule will be considered when a parent/guardian makes a request in writing to the associate principal's office at least two days before the expected visit. The parent/guardian of the visitor must also make a request in writing. Student visitors must present a current photo I.D. as well as evidence of their good character and behavior from their current school. Forms are available in the office. The associate principal's office will contact the visitor's school for verification.

Students will not be called from class to talk with unexpected visitors except in emergency situations where relatives are involved.

## **TELEPHONE**

Telephones are located in each classroom. These phones are for use by teachers only. Office phones are for school business only and thus cannot be used by students for personal calls. A free phone for local calls is located in the lobby of the Main Office. This phone is available for student use with permission of office staff prior to making any calls.

Students are not to have anyone telephone them while they are in school. This includes cell phone use. The school will not disrupt classes to call students to the telephone. The office personnel will give messages of an emergency nature to students.

## **LOST AND FOUND**

The Main Office maintains a lost and found box. Anyone finding items that appear to be lost should bring them to the office. Anyone missing items believed to be lost should check with office staff. **Any items that are not claimed at the end of each semester will be donated to charitable organizations.**

## ITEMS DELIVERED FOR STUDENTS

Students are encouraged to check that they have all necessary academic supplies, athletic gear, lunch money, etc. before they depart for school each day. It is not possible to ensure that items left for students in the Main Office can be delivered during the day. The school has no systematic way to contact an individual student during the day without interrupting an entire classroom of students. For this reason, parents/guardians are asked to work with their students to be prepared for school each day.

## STUDENT I.D. CARDS

Each student shall receive a new SHS I.D. card at the start of each year. When lost or stolen, a new I.D. must be purchased in the main office. All subsequent replacements will be \$5.00.

## STUDENT AGENDA/HANDBOOK

Every student will be issued a Student Agenda/Handbook, which **must** be used for passes. Students are expected to have these at all times. When lost or stolen, Student Agenda/Handbook must be purchased in the Main Office for \$5.00.

- The pass section of the Student Agenda/Handbook must be used for all passes for all students who are not members of the National Honor Society.
- The student's name must be written in ink at the top of every Hallway Passport page.
- Hallway Passport pages are **not** valid if removed from Student Agenda/Handbook.  
(Unless they are provided by the school administration.)
- Agendas and/or Hallway Passport pages **may not** be shared with others. Students who share their agendas and/or passport pages with others will be disciplined.

## Hallway Passage

The Student Agenda/Handbook is the vehicle to obtain passage for a prearranged visit to the library, a teacher, or any similar visit to an adult within the building. The classroom teacher will control passage to the lavatory during a class. Each teacher will have a "Lav Pass" for his or her class. This will allow only one student at a time to access the lavatory. Students are encouraged to access the lavatory during passing periods and at the beginning or end of each class to minimize loss of instruction.

## Teacher Assisted Student Centered (T.A.S.C.) Block

### T.A.S.C. Block Goals:

- To provide students access to their teachers during the school day in a structured way.
- To provide intervention and supports for students during the school day.
- To provide enrichment and supplemental learning for students during the school day.

### T.A.S.C. Block Guidelines:

The T.A.S.C. block meets every day for 40 minutes. In the first home base each week the T.A.S.C. advisor will meet with their students and schedule the remainder of the students week according to the following:

- Students who are currently earning a 70 or higher may schedule their week based on their needs and desires. Any student not earning 70 or higher in a class must be assigned intervention for that subject with a classroom teacher or a tutoring center.

- Special groups can be scheduled that have been approved by the administration (example: Student Government, Honor Societies, clubs, music ensembles, etc.)
- Enrichment opportunities with prior administrative approval can also be scheduled. Example: Guest speakers, T.A.S.C. talks by Guidance, special programs. In cases where a student is not in good standing, T.A.S.C. time priority is academics first and enrichment second.
- Students may only schedule with teachers they are currently assigned to unless they have special permission from the teacher.
- Students should not be scheduled every day of the week into the same teacher's room as this blocks other students equal access to teachers.
- Students should not be scheduled into the Library Media Center every day of the week to allow for equal access.
- When a student is not present on the day of scheduling, the home base advisor will schedule the student based on current grades and past preferences of the student. A student's schedule will never be left blank because they were absent.
- Students must follow their T.A.S.C. schedule for the week.
- Attendance will be taken in the T.A.S.C. block and student productivity will be annotated daily.
- Students should not be moving around the building during the T.A.S.C. block.
- The T.A.S.C. block is an assigned class. If a student does not attend it will be referred as a class cut.

The goal is for the student and their home base advisor to build a relationship over time and that their relationship will foster overall school success.

## **ANNOUNCEMENTS**

To inform students and staff of special events which have occurred or will occur, announcements will be made from the front office. Special update times are 10:41 and 1:57 if needed.

Students are reminded that announcements initiated by students must have the written approval of their faculty advisors as well as an administrator and be submitted by 1:00 the day before it is to be read.

## **LIBRARY MEDIA CENTER (LMC)**

### **HOURS:**

7:00 AM to 2:15 PM Monday and Friday

7:00 AM to 3:15 PM Tuesday, Wednesday, Thursday  
(days that have late bus service)

**Student Access:** During the school day study hall students have the option to go to the LMC. To do so students must acquire a pass from the library before the start of their study hall period. Once the bell rings signaling the beginning of class no passes will be issued. In order to obtain a pass, students must:

- Present their SHS agenda so their Hall Pass page can be stamped by LMC personnel.
- Students will then sign their name on the LMC Attendance sheet.
- After reporting to their study hall for attendance, students will sign out with their study hall teacher and report to the LMC. Students will note their arrival time next to their name on the attendance sheet.

Before school, during lunch, and after school students need only sign in at the Circulation desk. Teachers may send students to the LMC with a pass and their IDs. Study Hall students are expected to bring work to do during their time in the LMC. Students are expected to be polite, responsible, and respectful of others in the room.

## **SCHOOL CLIMATE**

### **SHS CODE OF CONDUCT**

1. Respect – Treat everyone and everything with respect.
  - Respect the individual differences in all people.
  - Respect all students and adults.
  - Respect school property and the personal property of others. (Examples of disrespect: cigarette smoking, littering, graffiti, profanity, etc.)
2. Responsibility – Assume responsibility for all of your actions.
  - Be responsible with decision-making and problem solving.
  - Consider the consequences.
3. Rules – Follow all school rules and district policies.
  - Come to school on time every day and be prepared for every class.
  - Report to all classes on time.

## **BULLYING**

As per Stonington Public Schools Policy 5131.911, any form of bullying behavior, whether in the classroom, on school property or at school-sponsored events, is expressly forbidden...Students who engage in bullying behavior shall be subject to school discipline up to and including expulsion... "Bullying" means (A) 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 (B) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

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

Bullying shall include, but not be limited to, any 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 physical mental, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Cyberbullying is 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. Examples of cyberbullying include mean text messages or emails, rumors sent by email, text, or posted on social media sites, and embarrassing pictures, videos, websites, or fake profiles.

This prohibition against bullying shall apply to any act of bullying, (a) on school grounds, (b) at a school-sponsored or school-related activity, function or program whether on or off school grounds, (c) at a school bus stop, or on a school bus or other vehicle owned, leased

or used by the Board of Education, (d) through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

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.

Students and/or parents/guardians may make verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. On the [www.stoningtonhigh.org](http://www.stoningtonhigh.org) website go to the Students tab and click on the 'Student Incident Report Form' to report suspected bullying behavior.

Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, up to and including expulsion, consistent with his/her rights of due process.

## **SEXUAL HARASSMENT/TITLE IX**

SEXUAL HARASSMENT IS PROHIBITED based on Federal Law - Title IX of the Education Amendments of 1972, and State Law – Sec. 10-15c. Harassment based on sexual orientation is also protected under State Law – Sec. 10-15c.

FOR STUDENTS: Sexual harassment is unwanted and unwelcome behavior of a sexual nature which interferes with a student's right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. You have a right to participate in all school and classroom activities in an atmosphere free from sexual harassment. You have a responsibility not to engage in sexual behaviors that are unwelcome or offensive to others.

Examples of Sexual Harassment include unwelcome sexual advances, suggestive or lewd remarks, unwanted hugs, touches, kisses; requests for sexual favors; retaliation for complaining about sexual harassment, derogatory or pornographic posters, cartoons or drawings.

Sexual harassment is not limited to prohibited behavior by a male toward a female, or by a supervisory employee toward a non-supervisory employee, or a teacher to a student. The victim does not have to be the opposite sex of the harasser. Harassment may be student to student, teacher to student, student to teacher or teacher to teacher. The gender of the complainant and/or the alleged harasser is irrelevant, even if they are of the same gender. Sexual harassment based on sexual orientation or gender identity is also prohibited under State Law.

The victim does not have to be the person at whom the unwelcome sexual conduct is directed; the victim may be someone who is a witness to and personally offended by such conduct although directed toward another. Sexual harassment is unwelcome conduct that is personally offensive, lowers morale, and interferes with educational performance. This unwelcome sexual behavior is defined from the perspective of the victim, not the harasser.

► What should I do if I believe I am being sexually harassed?

- Take action and get help if needed. Ignoring sexual harassment is not an effective way to stop it.
- Whenever possible, tell the harasser verbally or in writing what the specific behaviors are that you find offensive. Ask him or her to stop.
- Report the offensive behaviors to a teacher, counselor, Title IX coordinator, or school administrator.
- Find out about your school or school district's policy and procedures for handling sexual harassment issues.

SHS Title IX Coordinator: Alicia Dawe, Associate Principal (860) 599-5781  
District Title IX Coordinator: Allison Van Etten, Director of Special Services (860) 572-0506  
x4. Email Address: [avanetten@stoningtonschools.org](mailto:avanetten@stoningtonschools.org)  
Stonington Public Schools NON-DISCRIMINATION STATEMENT:  
Please reference the Board of Education Policies by visiting our  
website: [www.stoningtonschools.org](http://www.stoningtonschools.org)

## **TEACHER-STUDENT RELATIONSHIPS AT STONINGTON HIGH SCHOOL AND ADVISORY**

Working in harmony, teachers will assist their students in preparing for their future roles as self-supporting, productive citizens, aware of their responsibilities to society and to themselves. The students will reach a level of competence in their various fields of study, and they will develop sound social habits and attitudes. Teachers will be attentive to the social and emotional well-being of all students, as well as to their intellectual needs.

Further, students and teachers participate in the ADVISORY program committed to providing a caring environment that fosters student-adult relationships. ADVISORY groups, averaging 15 students and one adult, have daily contact throughout the year and weekly for approximately thirty minutes to get to know each other, care for each other, share ideas, solve problems, respect one another, and work to make a difference for all who belong to the SHS community. Formal Advisory activities take place bi-weekly on Mondays during T.A.S.C. Block.

## **ATTENDANCE POLICY**

The goal of Stonington Schools is to bring students and teachers together to provide the opportunity for maximum learning. Attendance at school is a serious matter, and time lost from class is irretrievable. Studies show that attendance is often related to students' success in school. In addition, attendance records are part of students' permanent records, which may be passed on to colleges and places of employment seeking references. ***Finally, Connecticut state law requires, subject only to certain limited exceptions, all children through age eighteen that have not graduated high school to be registered in and attend school regularly.***

## **POLICY**

All students are expected to attend school. Appointments with doctors, dentists, etc. should be made at times other than during school hours. ***It is the parents'/guardians' responsibility to notify the school regarding a child's absence prior to 7:30 A.M. on the day of the absence.***

***The responsibility for make-up work lies with the student, not the teacher.*** All students that have had an extended illness or previously arranged absence of three (3) consecutive days or more will be provided five (5) days to submit newly assigned work upon their return to school. Student with absences of two (2) days or less will have two (2) days to submit newly assigned work upon return to school. Additionally, any student who is absent two (2) days or less and missed a test or quiz must complete the test or quiz within two (2) days upon returning to school.

Students absent from school on a regular school day shall not attend or participate in any after school activity on the day of the absence. **Students with an unexcused absence on**

**the last school day of a week or before a holiday or vacation may not participate in any school-related activity, e.g., athletic event, drama, dances, etc., until they return to school.** This is not applicable if the student has been excused from a class or classes by school authorities and has received clearance from the office to attend the after school activity.

After an absence on “off days,” students are expected to check agendas posted in the classroom (e.g., ‘*While You Were Out*’ bins) and get handouts and homework from missed classes. Students must complete homework assignments for **the next class** so they will not fall further behind. Projects, activities, and all previously assigned work is due the first day back after an absence. **Students will be penalized for lateness in turning in work at the discretion of the teacher.**

Unexcused absences (including tardiness) from school and/or classes will be considered as truancy. Under these circumstances a student will be considered for disciplinary action (including detention and/or suspension) and will not be permitted to make up work missed as a result of the truancy; such missed work will be given a failing grade by the teacher(s) involved.

### **COURSE CREDIT**

Course credit will be lost regardless of a passing grade if a student exceeds eight (8) absences in a semester in each class.

- In these situations an *E* will be recorded on the report card indicating excessive absences. In such cases an appeal can be made by completing an Attendance Appeal Application Form and submitting it to the administration, before the semester exam period begins.
- All class absences will count towards the 8 days. (Exceptions: a student’s participation in an approved school-sponsored activity, suspension days, religious holidays, an approved college visit, a death in the family, a doctor approved extended illness or injury, driving test (not for a full day), or court appearance.)

### **INTERVENTION**

The administration will notify parents/guardians of absences in the following manner:

- **First Stage:** Whenever a student is absent, the school will attempt to contact his/her parent/guardian to ascertain the reason.
- **Second Stage:** When a pattern of absenteeism develops, resources within the school such as involvement of the guidance counselor or referral to the Student Assistance Team will be utilized to improve the behavior.
- **Third Stage:** Continued chronic absenteeism will be dealt with on an individual basis with students and families.
- Warning notices are sent out during each semester to notify families when students have reached significant thresholds and may be in danger of exceeding the policy limits.

### **UNEXCUSED CLASS ABSENCES (CLASS CUTS)**

- Unauthorized absences from class are prohibited.
- All class cuts will be added to the number of class absences.

- All class cuts will result in administrative intervention and discipline.
- Students may not make up work missed or receive a participation grade as a result of an unexcused absence from class or a class cut.
- Within ten days of the fourth unexcused absence in any one month or tenth unexcused absence in one year, a meeting shall be held with the child's parent/guardian and appropriate school personnel to evaluate the reasons for the truancy. At this meeting an effort will be made to coordinate services with community agencies providing child and family services.

### **TARDINESS TO CLASS**

- All students are expected to be on time to all classes.
- If a student is detained or required to be out of class for part of a class period, the student must present a pass when arriving to class. Unexcused tardies of more than fifteen (15) minutes will count as a class absence.
- Teachers will be responsible for handling discipline for a student's first five (5) tardies. Beyond the five (5) tardies, teachers will complete a discipline referral form specifying the student's tardy dates to the Associate Principal, who will then take action in the form of office detention and/or an in-school-suspension.

### **TARDINESS TO SCHOOL**

- Students who arrive to school after the 7:30 A.M. bell **must** report to the office for a tardy slip that **must** be signed by office staff. Legitimate excuses such as doctor's appointments and college interviews must be approved by the administration **prior to the day** the student will be tardy and documentation will be required. An excuse such as oversleeping IS NOT considered legitimate.
- After the fourth (4<sup>th</sup>) tardy in a quarter, students will be assigned an office detention. After the sixth (6<sup>th</sup>) tardy, students will be assigned two (2) Extended Detentions (suspension from all extra-curricular activities if not served within 1 week). After ten (10) tardies, students will be assigned 1 day in ISS. Every other tardy after ten (10) will result in 1 Extended Detention per offense.
- Class time missed due to tardiness to school will be considered an absence if it exceeds 15 minutes, and count toward the total absences for the course as per the school attendance policy.
- Students arriving after 8:53 A.M. must have documentation supporting legitimate excuse, e.g. a doctor's note, or note from the DMV, specifying why the student arrived after this time in order to be eligible to participate in co-curricular activities on that day.
- Students are required to present absent notes from their parents/guardians within two school days of the absence.

### **COLLEGE VISITS**

College visits are highly encouraged to ensure students match the right college with their own academic goals. Students must notify the school prior to the visit and provide a copy of the college visit confirmation letter or email. Students will normally be given one day for each visit. One travel day will be excused if visiting colleges out of the region. College visits will only be granted during the second semester of the junior year or first semester of the senior year. Any visit outside of that time frame must be approved by the administration.

## **FAMILY TRAVEL/VACATION**

Student absence from class for purposes of family travel or vacation is a loss of valuable class time. If circumstances demand that students accompany their parents/guardians during the school year, disciplinary action will not be taken; **however, the number of days missed will be counted in the total number of days absent in determining course credit.** Students who plan to be absent for reasons other than those listed above should seek approval by presenting a note from home to the associate principal who will then indicate approval or disapproval.

## **EARLY DISMISSALS**

- Parents/guardians requesting dismissal before the normal end of the school day must make a written request or a request by phone stating the reason for the request. Parents/Guardians must come **into** the school office to pick up the student and sign the student out unless other arrangements have been made in advance. Students with automobiles registered at the school may sign themselves out of school after school personnel have received a phone call and a signed letter from the parent/guardian prior to the student leaving the building.
- This request must contain the date, time, reason for dismissal, telephone number for verification, and parent/guardian signature.
- Parents/Guardians must come into the school office to pick up the student and sign the student out unless other arrangements have been approved by administration in advance.
- A student who misses more than half of a class due to an early dismissal is subject to class absence as it pertains to the attendance policy.
- A student must attend at least three (3) academic blocks. to be eligible to attend and/or participate in after school activities including athletics and all dances.

## **IF A STUDENT BECOMES ILL AT SCHOOL, DISMISSAL OF THE STUDENT IS AUTHORIZED ONLY BY THE SCHOOL NURSE OR BUILDING ADMINISTRATORS.**

The parent/guardian will be notified and will be expected to provide transportation home. Student violation of this procedure could result in disciplinary action.

## **COMMUNITY SERVICE**

All students in grades 9-11 must complete 10 hours of community service per year. Once completed the hours will be added to the student's transcript. Community service forms can be found online or in the School Counseling office. The senior project hours are completed in lieu of community service hours during grade 12.

## **SENIOR PROJECT**

Under the guidance of community mentors, teaching staff and the Senior Project Committee, seniors will complete a five-part educational experience determined to be worthy in scope and content. Senior Projects allow seniors to think beyond conventional academic experiences through fieldwork, research, and communication exercises. This project requires students to demonstrate the ability to convince, communicate, consider, and connect. Students will receive an "exceeds standards", "meets standards", or "does not meet standards" ranking based on their letter of intent, journals, research paper, portfolio and presentation. **Students who do not meet the standards of the Senior Project will not qualify for graduation.**

## SENIOR RELEASE PRIVILEGE

Senior release allows seniors who have a study hall either first or last block of the day to sign in late or leave early. Senior year should be a transition to college and the world of work. One of the key elements of success during the first semester of anyone's college experience or first experience on the job is exercising responsibility. By allowing seniors these privileges, they will learn to be more responsible for their actions and for their use of time prior starting college or joining the workforce full-time. Parents/guardians must sign permission forms for seniors to exercise this privilege. If student academic success suffers to the point that the student's ability to meet graduation requirements is threatened by a failing grade (below 60) in either marking period or progress report or the yearly average, then the guidance office will remove this privilege. Students must request reinstatement with the guidance secretary by filling out the required re-application form. All students who exercise senior privilege must state how they will transport themselves home. Students will not be able to leave with other students unless all parties involved grant permission. All seniors begin senior year eligible for this privilege after they return a signed parent/guardian permission slip to Mrs. Colschen in Guidance.

**Students enrolled in LAC, online courses, or independent studies are not allowed to sign out under senior release as credit is received for these courses.**

## SENIOR LOUNGE

Seniors will have the opportunity to enjoy the senior lounge area during their study hall blocks. Senior Lounge will be closed during T.A.S.C. Block and the lunch block each day. Seniors are eligible if they have:

- Less than 4 tardies to school per quarter
- No D's or F's on the current marking period/progress report or year average; and
- No ISS in current semester, and no OSS in senior year
- 4<sup>th</sup> Quarter Junior year is the first benchmark for eligibility.

## SENIOR FINAL EXAM EXEMPTION

Seniors who maintain an average of 90 or higher during the second semester of a yearlong or semester course are exempt from the final exam.

## SENIOR GRADUATION POLICY

### Graduation Ceremonies (Participation)

Graduation and related senior activities shall be established as opportunities to honor and to recognize those who have successfully completed the District's course of study and are qualified to receive a diploma. The Board believes that these students deserve a public celebration that recognizes the pursuit of learning throughout their lives.

High school students must fulfill state and District graduation requirements in order to participate in graduation ceremonies.

In order to encourage high standards of student conduct and behavior, the principal may deny the privilege of participating in graduation ceremonies and/or related senior activities in accordance with school rules. School rules shall ensure that the student and parent/guardian receive written notice of the privilege(s) to be denied, the grounds for such denial, and the means whereby a student may appeal the decision.

## Limitations

1. These activities shall be free from interruptions, which diminish the dignity of the activities for the other participants and their families.

2. Participation shall be a privilege, reserved to those who conduct themselves according to the established guidelines, rather than a right.

3. In order to preserve the dignity of the graduation ceremony, students must adhere to school-sanctioned standards and expectations for behavior and attire.

4. To be eligible to participate in the graduation ceremony, all school properties must be returned, all outstanding fees paid, and there can be no outstanding disciplinary accountabilities. Students actively serving suspensions at the time of graduation will not be allowed to participate. The following specific disciplinary incidents during a student's senior year will prevent them from participating in the graduation ceremony.

- a. Five or more days of suspension during the second semester of the senior year.
- b. Any vandalism of school property in excess of \$500 or an act that has a significant negative public effect on the school community.
- c. Two or more alcohol, drug, or weapons policy violations on school grounds or at school-sponsored events during the senior year.

The Superintendent of Schools shall develop and implement regulations regarding the loss of Graduation Ceremony and senior activity privileges. Parents/guardians will be notified in writing when student actions are approaching the loss of privileges and when an incident has resulted in the loss of privileges. Parents/guardians will then be notified of an appeal process to the Superintendent of Schools.

## APPEAL PROCESS FOR INABILITY TO EARN CREDIT DUE TO ABSENTEEISM

A student who has an *E* recorded on his/her report card as a result of excessive absences may appeal this action by submitting an Attendance Appeal Application. **All appeals must be made prior to the beginning of the exam schedule.** *Please note: submitting an application for an appeal does not mean that the appeal will be granted.*

- An Appeal Committee will hear all cases of appeal. Students and/or parents/guardians are responsible for initiating an appeal and requesting a hearing.
- The committee is comprised of an administrator, faculty members, and guidance. An administrator will chair the committee.
- The parent/guardian/student must submit to the committee all necessary documentation supporting the appeal (e.g., doctor appointments, court appearances, religious obligations, etc.).
- At any stage of an attendance intervention, an administrator may convene the Appeal Committee and recommend, for their approval, an alternate strategy to address an individual situation.
- The student must write a narrative letter of appeal.
- Students will receive notification of the Appeal Committee's decision from administration.

The Appeal Committee will consider the following criteria when making a credit decision:

- Extenuating circumstances for the absences in question with supporting documentation.
- Class attendance since the date of the student exceeding eight (8) absences in each class.

- Recommendations by teachers or other school personnel.
- Evidence of improvement.
- Students are reminded that all cuts will weigh heavily against the granting an appeal.

## **WITHDRAWAL FROM SCHOOL**

If for any reason a student is withdrawing from school, the student must indicate this to his/her guidance counselor. The counselor will discuss this with the student and prepare the necessary papers if the withdrawal becomes a reality. The student will sign out with each of his/her teachers and obtain a grade to date. The school will issue transcripts only after all obligations have been met in returning all school property loaned to the student.

## **HOMEWORK REQUESTS**

If a student is absent for two or more days, please call the guidance department (860-599-2180) to obtain assignments. **Allow school staff a minimum 24 hours to process this request.** Homework may be picked up in the Main Office between the hours of 7 A.M. and 3 P.M. Other arrangements to obtain assignments may be made by contacting the student's guidance counselor.

## **STUDENT DISCIPLINE**

The following conduct by a student on school grounds, school transportation, or at any school-sponsored activity will be considered to be a violation of Board Policy regarding student conduct. Such conduct, which endangers persons or property, or is seriously disruptive of the educational process, may result in disciplinary action up to and including expulsion. For a complete description of the discipline policy, see Board of Education Policy 5114.

**Discipline, up to and including expulsion, may result from any violation of Board policy, regulation, or school rules including, but not limited to:**

1. Willfully striking or assaulting a student or any member of the school staff.
2. Theft and/or taking or attempting to take personal property or money from others by means of force or fear.
3. The use of profanity, obscene languages or gestures, hate crimes, hate speech, etc.
4. Deliberate refusal to obey a member of the school staff including, but not limited to teachers, para-professionals and security monitors.
5. A walkout from a sit-in within a classroom or school building or class.
6. Blackmailing, harassing, threatening, or intimidating school staff or another student.
7. Possessing in the school, on school transportation, on school grounds, or at a school-sponsored activity any kind of weapon, including a firearm, deadly weapon, dangerous instrument, or martial arts weapon, such as a pistol, knife, blackjack, etc., or dangerous items such as firecrackers or pepper spray. (See policy 5131.7)
8. Unauthorized possession, consumption, sale, or distribution of tobacco, controlled drugs, narcotic substance, alcoholic beverages, or drug paraphernalia. The meaning of controlled drugs, controlled substance, and narcotic substances, or controlled substances shall mean use or possession without a valid prescription (**See policy #5114, #5131.6**

**and policy #5131.61).** Alcohol Use, Drugs, Tobacco (including Performance Enhancing Substances please see separate paragraph below regarding policy and procedure.

9. Willful destruction of school property or property of staff members or other students.
10. Chronic misconduct.
11. Failure to attend classes after reporting to school, being present on school grounds, or riding authorized school transportation.
12. Extended absenteeism from school or class without proper authorization.
13. Leaving the school grounds without proper authorization.
14. Creating a disturbance in the classroom.
15. Sexual harassment.
16. Bullying
17. Out of school behavior resulting in arrest for a Class A misdemeanor or a felony when such conduct poses a danger to a student himself/herself, other students, school employees or school property.
18. Unauthorized or inappropriate possession or use of electronic communication devices.
19. Any other violation of board policy, regulation, or school rule.

### **Alcohol Use, Drugs, Tobacco (including Performance Enhancing Substances**

Pursuant to the goal of the Board of Education (Board) to maintain a drug, tobacco, and alcohol-free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined in the Penal Code of the State of Connecticut.

Alcohol, tobacco, tobacco products (including but not limited to nicotine and vaping products), stimulants, street drugs, including but not limited to marijuana, heroin and cocaine; anabolic steroids, hormones and analogues, diuretics and other performance enhancing substances; including supplements and Creatine, are addressed by this policy and accompanying administrative regulations.

Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including but not limited to Spice and K2 and bath salts are addressed by this policy.

Use, possession, sale, or distribution, including prescription drugs, drug paraphernalia and/or alcoholic beverages in violation of state law or Board of Education policy is prohibited at any time on school premises or at any school-sponsored activity. If a student is under the influence of a drug or alcohol, or engaged in the illegal activity of possessing or selling drugs and/or alcohol, the police will be notified, his/her parent(s)/guardian will be contacted, he/she will be suspended from school, referred to a Student Support Team, and considered for expulsion. In cases of the illegal activity of possessing or selling drugs or alcohol, students **may** be referred to the appropriate law enforcement authorities. If a student is arrested and is awaiting trial for possession of, or possession of with intent to sell drugs in or on school property or at a school-sponsored event, the student will be allowed to attend school without the permission of the Superintendent, per the guidelines set forth in Policy #5114.

The unlawful manufacture, distribution, sale, dispensing, possession or use of controlled substances, other illegal drugs, performance-enhancing substances, alcohol or tobacco is prohibited in school, on school grounds, on school transportation and at school sponsored activities. Compliance with the standards of conduct stated in the handbook are mandatory; a violation of its provisions will subject students to disciplinary action up to and including expulsion and referral for prosecution: and CIAC controlled activities at the high school and middle school levels sponsored by the District/school are included in this policy and accompanying administrative regulations. CIAC may impose sanctions beyond those applied by the District for the use of performance-enhancing substances, as defined in this policy, by athletes.

#### Alcohol Use/Drugs– Disciplinary Action

First Violation: Any student found to be in violation of this policy for the first time during his/her tenure in the school district will be subject to one of the following rehabilitative programs or referred to the superintendent for possible expulsion;

- (a) Immediate 10-day out-of-school suspension. The school administration may assign a combination of out-of-school and in-school suspensions up to 10 days under the following optional procedure:
  1. The student may attend an initial intake session with a drug/alcohol counselor for an additional four more counseling sessions must be provided before the student is afforded the in-school-suspension.
  2. In addition, the administration may add the following requirements:
    - i. Community service
    - ii. Referral to school mental health team

Second Violation: The police will be notified immediately and the student will be recommended to the Superintendent for expulsion by the Board of Education for the school system pursuant to section 10233d(a)-(e) of the Connecticut General Statutes; please refer to the district website for the complete BOE policy 5131.6

#### Tobacco – Disciplinary Action

Possession: Confiscation of contraband and one (1) Extended Detention

Use: Three (3) day In-School Suspension

## **SUSPENSION**

The building principal or his/her designee is authorized to suspend a student from school privileges or from transportation services when the student's conduct endangers persons or property, or is seriously disruptive of the educational process, or violates a policy of the Board of Education, administrative regulation, state statute, or school rule.

For any one incident, a student shall not be suspended for more than ten consecutive school days. No student shall be suspended more than ten times or a total of fifty days in one school year, whichever results in fewer days of exclusion, unless the student is granted a formal hearing as specified in C.G.S. 4-180a, inclusive, and C.G.S. Section 4-18a.

Students may not be suspended without an informal hearing before the building principal or the principal's designee unless the principal determines that an emergency situation exists. In the informal hearing the student shall be informed of the reasons for the disciplinary action and be given an opportunity to deny and/or explain the situation. Nothing in the informal hearing shall be taken to prevent a more formal hearing from being

held if the circumstances warrant. *In determining the length of a suspension, the principal or designee may receive and consider evidence of past disciplinary problems, which have led to removal from a classroom, suspension, or expulsion of the pupil.* A special education student's disability shall be considered before making a decision to suspend. If it is necessary to suspend a student before an informal hearing is held, such hearing shall be held as soon after the suspension decision is made as possible.

Students suspended from school for any reason (ISS or OSS) are ineligible for all school activities, including athletics, until the suspension is completed and in the case of OSS, on the morning of the scheduled return to school.

## **IN-SCHOOL SUSPENSION**

In-School Suspension (ISS) is a structured alternative school program that provides discipline while allowing students to remain in school during their suspensions. A room is provided for students to focus on behavior changes while completing their course work.

Over the years it has become more and more evident that the traditional practice of assigning out-of-school suspension to student offenders may be limited in its ability to change behavior. The number of second and third offenders indicates that traditional suspension has rehabilitative limitations. ISS continues the educational process while prompting positive student behavior. ISS is an option in managing discipline problems and will be viewed as part of the school's overall approach to managing student behavior.

### **Major Goal:**

The major goal of the In-School Suspension program is to modify student behavior to the extent that all students become good school citizens.

### **Behavior that warrants assignment to OSS:**

Ordinarily, students who engage in acts of violence or seriously disruptive behavior will be assigned out-of-school suspension.

### **Examples of behaviors that lead to ISS assignment include:**

1. Insubordination
2. Use of obscenity, vulgarity, or profanity
3. School truancy
4. Vandalism
5. Leaving school grounds or building without authorization
6. Smoking or possession of tobacco products and nicotine
7. Chronic tardiness to school (Each increment of 6 tardies per quarter in a quarter will result in an ISS.)
8. Failure to stay for office detention (2:15 - 3:15 P.M.)
9. Any violation of rules the administration has determined would be appropriately served by an ISS.

The administration reserves the discretion to assign OSS for any of the foregoing behaviors on a case-by-case basis.

### **Student rules for In-School Suspension:**

1. The student is expected to report directly to the In-School Suspension room at 7:30 a.m.
2. The student is expected to remain in In-School Suspension the whole school day. (7:30 a.m.– 2:00 p.m.)

3. Talking, socializing with other students, and using iPod and/or cell phone is not permitted. Cell phones must be turned in to ISS Monitor at the beginning of the day.
4. The student is expected to complete all academic assignments.
5. The student is expected to cooperate with the ISS monitor.
6. The student brings all textbooks and other materials he/she is using in classroom work.
7. Two specific times for lavatory use will be determined by the monitor.
8. Students will be escorted to the cafeteria to purchase lunch only. Breakfast is not offered to students assigned to ISS.
10. Any infraction of the above expectations or other school policies and procedures may result in an additional assigned day of ISS or Out-of-School Suspension.

### **LUNCH DETENTION**

Lunch detentions may be issued for minor school infractions. Students will be sent to a designated area and will follow the same rules as detention/ISS.

### **DETENTION RULES**

Each student must adhere to the following:

1. Serve the detention within one school day of the rule's infraction. (Exceptions may be made.)
2. Report to the detention room no later than 2:15 p.m.
3. Bring enough work to remain constructively occupied during the entire period.
4. Maintain absolute silence.
5. Remain until 3:15 P.M. or 3:45 P.M. if assigned.
6. Use of iPods and cell phones is prohibited.
7. Assume responsibility for notifying a parent/guardian about the detention.

Students who are tardy to detention or who fail to attend an assigned detention becomes subject to additional discipline, including suspension. Additionally, students who fail to serve an assigned detention are unable to participate in any extra or co-curricular activities until the detention is served. Students who are absent from school the day of their assigned detention must make-up their detention upon their return to school. All detentions, including teacher-assigned detentions, take precedence over employment or co-curricular activities. Students will be assigned to after-school detention on Tuesday through Thursday 2:15-3:15 or 2:15-3:45.

### **AFTER SCHOOL HOURS**

Students who have legitimate reasons to stay after school (such as extra help or group projects) and ride the late bus home, report to the cafeteria/commons for supervision. Students who remain after school must report to the cafeteria/commons or LMC.

### **RULES AND REGULATIONS**

The following list of rules and regulations has evolved as a result of many discussions between the Student Government and the School Administration. It is not meant to be an all-inclusive list, nor one in any order of priority, but one which attempts to identify certain areas of concern regarding expected student behavior.

1. All students are to attend their assigned classes and to be on time. Going to one's locker or the restroom is no excuse for being late.
2. At no time are students permitted to use or possess tobacco/nicotine products in the school building, on the school campus, or at any school-sponsored activity. Fines could be issued.
3. Loitering in the school building or on campus after school hours is prohibited. Students are to wait in the cafeteria/commons for the late bus. Loitering in a car in a school parking lot is not permitted at any time.
4. Metal drinking containers are allowed (S'well, Contigo, Yeti, etc.). No coffee cups, mugs, plastic iced coffee cups, or flasks are allowed. No food is allowed outside of the cafeteria.
5. All trash is to be thrown into the proper recycling receptacles. The cooperation of everyone is needed to keep our school facility neat and clean. This includes the courtyard area.
6. Students are not to be in unauthorized areas of the school at any time during the school day. A pass signed by a staff member must be shown for movement to another location during classroom and study hall periods. A pass signed by a staff member is required for access to the second floor during lunch.
7. Students are not to loiter in the lavatories.
8. Any student while on school property for classes or any school sponsored activity, who knowingly possesses, uses, transmits, distributes, sells, or is under the influence of any controlled drug, narcotic drug, hallucinogenic drug, marijuana, alcoholic beverage or intoxicant of any kind, is subject to expulsion, suspension, and/or arrest. Prescription medicines must be cleared with the school nurse by a doctor's directive before they may be taken during the school day or while at a school-sponsored activity. Over the counter medicine should not be brought to school. A medication order can be completed in the health clinic.
9. A student is permitted to go to the LMC, a classroom, or the gymnasium during study hall provided he/she obtains a pass from the teacher prior to the start of the study hall.
10. No student is to leave the school building during regular school hours unless granted permission to do so by the administration. Car passes require student I.D. and teacher signed Agenda/Handbook (if during class time).
11. Displays of affection are not appropriate in school. Displays of affection may make students and/or staff uncomfortable.
12. Students are not allowed to have laser pointers/pens at school or at any school-sponsored activity. Students found to be in possession of laser pointers/pens will have them confiscated.
13. Skateboards, squirt guns or other similar devices are to be left at home. Students bringing these items to school will have them confiscated.
14. All electronic communication devices are not allowed during instructional time without the express permission of the classroom teacher. Violations of this rule will result in disciplinary consequences. Students who abuse this rule will have their items confiscated and/or lose the privilege of having the item(s) in school. The school is not responsible for the security of student electronic devices. Further information regarding the use of electronic devices is covered within the district's acceptable technology use policy. **1<sup>st</sup> offense:** phone is confiscated and sent to the office, student is issued a warning. **2<sup>nd</sup>**

**offense:** phone is confiscated and sent to the office, student will be issued an after school detention. **3<sup>rd</sup> offense:** phone is confiscated and sent to the office, a parent/guardian will pick up the student's phone and an after school detention will be issued. Each offense after will result in the parent/guardian picking up the student's phone and an after school detention will be issued.

15. From 7:30 a.m. – 2:00 p.m. all exterior doors are locked. Students and visitors are to enter and/or leave the building through the main entrance only.
16. Students are not permitted to leave school during T.A.S.C. Block or lunch and then return to school. This is a liability issue.
17. In the event of a snow day the building is closed to students with the exception of adult supervised practices.
- 18.

## **DRESS CODE**

A panel of parents, faculty and students developed an updated dress code first implement during the 2012-2013 school year.

1. Bulky coats and trench coats normally worn as outerwear are prohibited from wear in the school during the academic day.
2. Hats, hoods, and/or distracting head coverings, religious garb excepted, shall not be worn within the school building during the school day from 7:30 until 2:00.
3. Clothing that advertises substances that are illegal for teens (drugs, alcohol, tobacco products) or language or writing that is otherwise inappropriate or offensive (sex, profanity, racial or ethnic slurs, identified gang related attire, etc.) may not be worn.
4. Sunglasses (unless required by a doctor's order) are not to be worn during the academic day.
5. Footwear must be worn at all times. Footwear that will mark or damage floors or is considered a safety hazard is not acceptable.
6. Spikes or studded bracelets, necklaces, rings and chains are not permitted in the school.
7. Students shall not dress in such ways that undergarments are exposed.
8. Items of apparel that can be disruptive will be banned. Examples include but are not limited to: shirts or blouses that are transparent, short blouses/shirts showing the back and midriff; any low-cut tops (including strapless, one shoulder shirts, halter tops) and swimming apparel. Exposed tank tops must have at least a 2-inch shoulder strap. SHS athletic uniforms are allowed.
9. All book bags including backpacks are prohibited from 7:30-2:00. These must be stored in a student's locker. Ladies are reminded that handbags are not to be used to carry books. (Sufficient time exists to retrieve items needed for each class during the passing time.)
10. All pants shall be worn so that the waistband is worn at the waist. Pajamas/sleep pants are not allowed.
11. Any shorts and skirts that are worn shall minimally be around mid-thigh length.

Any student that violates the dress code will have the opportunity to change his/her attire to conform to the appropriate standard. Parents/Guardians will then be contacted.

## **BUS RULES**

All passengers on school buses are subject to all Federal, State, and local Stonington Board of Education rules and regulations. The operator is in complete charge of the bus and is responsible to the contractor and Board of Education for the safety and conduct of the passengers. All school rules apply to students waiting for, riding, or leaving a bus.

1. Passengers shall enter or leave the bus only at the designated stops.
2. All passengers shall follow the instructions issued by the driver for loading, unloading and personal conduct.
3. Students shall enter and leave the bus in an orderly manner, without pushing, crowding, loud talking or horseplay.
4. There shall be no changing of seats while the bus is in motion.
5. There shall be no interference with anyone passing to and from his/her seat.
6. Reasonably loud talking or singing will be permitted, but the operator shall be sole judge as to when quiet is required.
7. There shall be no smoking or lighting of matches on the bus.
8. There shall be no profanity or vulgar language or gestures permitted on the bus.
9. There shall be no whistling, cat-calling, or wolf howling at pedestrians or people in passing vehicles.
10. There shall be no throwing of anything on the bus, nor shall anything be propelled by elastic bands or any other means.
11. No threats will be tolerated nor will intimidation be permitted on the part of either student or operator.
12. In all cases of misconduct, the principal or his/her designee will decide the penalty. Whenever a student is suspended from bus transportation services, the parent/guardian will be notified. The suspension does not become effective until the parent/guardian is notified. No student whose bus transportation service has been suspended shall attempt to ride during the period of suspension.
13. Students are required to attend school during the period of time when they have been suspended from bus transportation services. Parents/Guardians of students suspended from bus transportation are responsible for transporting the student to and from school.
14. All complaints about the driver's conduct or bus operation shall be reported to the school's Business Manager immediately. No feuds between bus driver and students shall be given consideration. However, students may discuss matters of personal conduct, operation, or safety with administration.
15. The student, or students, who are responsible for ripping seats, breaking windows, defacing the bus with markings, damage to the mechanical equipment of the bus will be held liable by the bus contractor for the cost of repairs to the bus.

Students wishing to take a bus other than their own must have a note from a parent/guardian indicating where the student will be getting off. The note must be brought to the Main Office before the start of school on the day requested. An administrator must approve the note.

## **LATE BUS**

Late buses leave SHS Tuesday through Thursday at approximately 3:50 p.m. These buses are to be used by students who are participating in co-curricular activities, students receiving extra help from their teachers, students who need to use the school facilities, and students on detention. Students are required to have a signed late bus pass from a teacher,

coach, or administrator to be admitted on a late bus. All school rules apply for students waiting for, riding on, or getting off any school bus.

## **Passive Alcohol Screen (PAS)**

In the spirit of maintaining a safe environment for students, Stonington Human Services and the Substance Abuse Taskforce have coordinated with the school administration to utilize a PAS (breathalyzer) program at school dances. The PAS device will be administered to all students entering the dance.

If a student is suspected of arriving at a dance under the influence of alcohol or other drugs, the police will be notified, parents/guardians will be contacted, and school consequences will be issued. The students will not be refunded for the price of the ticket.

PAS may also be used as a tool to assist in the investigation of alcohol use at school or a school related function.

## **SCHOOL DANCES**

1. All accountabilities must be paid in order to purchase a ticket.
2. All students and guests are required to sign a dance regulation form before a ticket is purchased.
3. All students will be required to use the passive alcohol screening (PAS) device as a condition of attendance at the dance.
4. No one will be allowed to enter a dance an hour after the official start of the dance. Students cannot leave the dance until 1-half hour from the scheduled end time.
5. Students leaving a dance may not return.
6. Middle school students may not attend high school dances. Guests older than 20 years of age may not attend.
7. All dances will end no later than 10:30 P.M.
8. The facility must be cleaned up immediately following dances except for proms and formals.
9. All school rules will apply to school dances.
10. Police supervision will be required and paid for by the organization sponsoring the dance.
11. Any student wishing to bring a student guest must present confirmation of the guest's good character and discipline from the attending high school or alma mater as well as emergency contact information such as parents'/guardians' cell phone numbers to the administrators prior to the dance and a photocopy of the guest's photo I.D. (Forms are available in the office. Only one guest per SHS student is allowed.) Guests are required to produce a current photo I.D. before entering the dance.
12. There will be a minimum of six chaperones at all dances.
13. Students must dress appropriately. (See Dress Code)
14. The sponsoring organization must keep a ticket list to be checked as students present their tickets at the door. No tickets will be sold at the door.
15. The student is responsible for presenting his/her ticket. No one will be admitted without a ticket.
16. A student must be in school for **3 full class periods** to be eligible to attend a dance that evening. (In the case of a Saturday dance, the student must be in school for 3 full class periods the Friday before the dance.)
17. Prom Advisory: The location of proms and formals not held on school

grounds must be approved by the school administration. Confirmation of student guest's good character and discipline must be presented to the advisor during the two (2) weeks prior to the sale of prom tickets. Prior to approval of guests, students are advised to refrain from monetary commitments related to the prom. Guests must present a current photo I.D. prior to admittance.

18. All students are required to wear a wristband applied by a chaperone upon entering. The wristband will be cut upon the first instance of inappropriate dancing. If there is a second incident the parent will be called to pick up the student.

### CAFETERIA ETIQUETTE

1. Each student is entitled to lunch.
2. Entrance to the serving counters is only through the entrance to the serving areas.
3. Student lines will form in the aisles provided, with no "cutting" in line allowed.
4. No charging for lunches will be permitted unless prearranged with the food services department.
5. After eating students will dispose of all trash. Students who fail to abide by this rule will be disciplined.
6. After purchasing food students are to remain seated while in the cafeteria and commons except for disposal/recycling of waste.
7. No food is to be taken from the cafeteria and commons into other parts of the building.
8. Students are to eat in the cafeteria/commons. There will be no eating in the hallways adjacent to the cafeteria/commons.
9. Students are not allowed to ask other students for money or food. (See Bullying)

### PARKING

Parking permits are issued on a first come, first served basis, in order of preference. Preference is first given to National Honor Society Members, then seniors, and then juniors. Students must display the parking permit on the windshield. There are a limited number of spaces available. The permit number must match the parking space number. Student drivers who wish to obtain a parking permit are required to complete the Student Parking Application and pay a \$25 for the year parking fee as per board policy. Applications are available in the Main Office. If a student is discovered parking without purchasing a spot, once confirmed, a \$25.00 accountability will be added to that student's account.

Staff parking is located in the lot along Spellman Drive. Parking is not allowed in the Human Services lot. Student vehicles parked in the faculty lot, visitor parking, reserved spaces or in a numbered space that does not match their permit may receive an SHS parking fine (\$25.00) and will be treated as a financial accountability in the office. Student vehicles parked without parking permits will be towed at the owner's expense. Vehicles parked illegally and/or in violation of school regulations will be towed at the owner's expense. Students are required to follow all parking rules that are printed on the back of the Student Parking Application. In addition, student drivers are expected to follow all driving laws and regulations of the State of Connecticut.

Stonington High School is fortunate to have a traffic pattern designed with the maximum amount of safety in mind. Traffic signs clearly indicate the traffic patterns. Do not drive

over the lawn. Always be extremely cautious in driving an automobile on or near school grounds because of the great number of pedestrians in the area.

Signs are posted indicating that it is unlawful to pass stopped school buses with their flashing lights on. Violators will be reported to the police. Do not pass any stopped school bus that is parked on the campus to load and unload students. At the close of the school day all cars are to remain in the parking lot until the buses have left the campus. Do not cut in line or leave via the entrance. Security monitors are present to these rules are followed.

The Stonington Department of Police Services assists in enforcing these traffic regulations for the safety of students, staff, and visitors to our campus.

## **NATIONAL HONOR SOCIETY STANDARDS**

Members of the Stonington chapter of the National Honor Society (NHS) must maintain the following high standards of scholarship, leadership, character, and service as those are the qualities that are used in the selection process. Failure to meet any of these expectations can result in dismissal from the NHS.

- Maintain a GPA at least 3.75.
- Complete a minimum of 15 hours of NHS community service during the school year, of which 10 must be tutoring.
- Paying \$10.00 dues before October 1.
- Adhere to all SHS policies including the code of conduct, attendance and tardy policies as described in the student handbook.
- Read and be familiar with the Selection of Members on the SHS NHS web page.

## **CHEATING AND/OR PLAGIARISM**

### **Academic Honor Code**

The Stonington High School Academic Honor Code addresses academic cheating, plagiarizing, lying, and stealing. Academic cheating, plagiarizing, lying, and stealing encompasses, but is not limited to, the following:

- Willful giving or receiving of unauthorized aid that is unfair or dishonest and gives an unscrupulous advantage in school work over other students.
- Presenting as one's own the works or the opinions of someone else without proper acknowledgement (e.g. published or electronically generated sources).
- Taking or appropriating without the right or permission to do so and with the intent to keep or misuse, the schoolwork or materials of another student or the instructional materials of a teacher.
- Utilizing technology (phone, watch, etc.) to access prohibited information during an assessment.

Specific examples include, but are not limited to:

- Talking, signing, text messaging, using phones, or gesturing during a quiz or test.
- Copying from another student or allowing the copying of an individual assignment.
- Passing test or quiz information during a class period or from one class

period to another to members of another class period with the same teacher.

- Leaving LAC with a test/quiz.
- Using a graphing calculator, study aids, notes, books, data, or other information without authorization.
- Committing computer fraud, sabotaging the projects or experiments of other students, or improper collaboration without the teacher's knowledge or permission.
- Intentionally failing to use proper documentation and bibliography.
- Stealing copies of quizzes or tests.
- Illegitimately accessing the teacher's answer key for tests or quizzes.
- Stealing the teacher's edition of the textbook or teacher's answer book/answer key.
- Using another student's homework, notes, or handouts.

### ***Consequences/Penalties***

#### **FIRST OFFENSE**

The teacher will determine the consequences for a student, which may include receiving a zero on the work involved. The student can no longer make up quizzes or tests in LAC. The student will receive written notification that a second offense will eliminate eligibility for National Honor Society membership. (In the case of a flagrant violation of school rules or civil laws, a warning is not necessarily required.)

- Teacher will notify parents/guardians of the offense and submit a cheating offense form to the Assistant Principal of Guidance. Incidents should be filed and reported within 1 week of the infraction.
- Assistant Principal of Guidance forwards the completed cheating offense form to the appropriate guidance counselor.
- Guidance counselor reports to teacher and Interdisciplinary Coordinator the number of offenses the student(s) has had.

#### **SECOND OFFENSE**

The student will receive a zero for the work involved and be assigned one day of In-School Suspension. The student can no longer be eligible for or continue membership in the National Honor Society.

The Assistant Principal of Guidance will:

- Attend a conference with the teacher, the student and the student's Parents/guardians.
- File a report in the student's file. The incident will become part of the student's disciplinary record kept in the Main Office.
- Remind the student of the consequences for a third offense.

#### **THIRD OFFENSE**

Further infractions of this policy will result in additional consequences, which may include:

- Impact on grade in course.
- Further progressive discipline beyond the one day In-School-Suspension.

The teacher will notify the Assistant Principal of Guidance. The Assistant Principal of Guidance will take the following steps:

- Arrange a conference with the teacher, Associate Principal, the student, and the student's parents/guardians.
- Determine further progressive discipline beyond the one day of In-

School Suspension.

- File a report that will become part of the student's disciplinary record kept in the Main Office.

Teachers will inform students of the SHS Honor Code at the beginning of a course. Included in this explanation will be the reminder that **cheating will not be tolerated**.

## **FIRE DRILLS**

Exiting procedures are listed in every room and will be explained by each teacher. Students are to remain quiet and orderly while exiting so that instructions can be issued. Alternate routes may be necessary if certain exits are blocked.

After exiting the building in a prompt, orderly fashion, all students are to report to the designated evacuation area and remain in home base groups to allow the teachers an opportunity to take attendance. This procedure is very important in the case of actual disaster since this is the only way staff members will know that individual students are out of the building.

## **CRISIS RESPONSE PLAN**

Procedures for responding to a variety of emergencies have been developed. Students and staff members will be trained on how to respond, depending on the specific emergency situation.

## **STUDY PERIODS**

Students assigned study preparation periods are held entirely responsible for ensuring the efficient use of their preparation time. Students must report to Study Hall on time and prior to going to any other location. Students wishing to use the Library Media Center must obtain a pass from the Library Media Specialist before study hall begins. A pass from a classroom teacher is required to allow students to report to the gymnasium, art rooms, music rooms, or any classrooms in the school. Students must bring necessary work materials to work quietly and productively in study hall. (The issuing of locker passes causes unnecessary traffic in the halls and will be limited.) Teachers may assign seats for students as appropriate. Only purposeful movement is permitted. Refrain from playing games that are not designed for the express purpose of studying and/or are inappropriate for school.

**Study Halls:** Students may have scheduled study halls. Block A study halls may purchase breakfast items. Students are responsible for ensuring that the cafeteria is completely clean before the period ends. Failure to do so will mean suspension of this privilege.

**Library Media Center:** Students may use the media center as needed during study halls. Students are required to obtain a pass and sign in with the Library Media Specialist before the study hall begins. The media center should be used to access information.

Students' Responsibilities:

- Report to study hall for daily attendance.
- Present the Library Media Center pass to the study hall teacher after attendance has been taken.
- Sign in at the media center when entering and sign out when leaving.
- Utilize the Library Media Center appropriately by maintaining a quiet environment without distractions.

Students who do not act responsibly and utilize the media center appropriately will lose the Library Media Center privilege.

## **CHANGE OF ADDRESS**

Notify the office and clinic immediately of any change in address or other emergency information as, for instance, the student's telephone/cell phone numbers and/or name of the student's parent/guardian.

## **ACCOUNTABILITY FOR SCHOOL DISCIPLINE**

Students issued disciplinary consequences throughout a marking period are required to serve their consequences on the date assigned. In the case of seniors, caps and gowns for graduation will not be issued until the student has served all discipline accountabilities. Students who owe a disciplinary accountability will be unable to attend any formal social function (i.e. Homecoming, Winter Ball, proms, etc.)

## **ACCOUNTABILITY FOR SCHOOL PROPERTY**

Students are issued various materials throughout the year (textbooks, calculators, locks, etc.) for which they are held responsible. In the event that any of the materials are destroyed, defaced or lost, the student will be issued an accountability slip — that is, a requirement to pay an amount of money in lieu of the material issued. Destruction or defacement of school property in any form will result in serious disciplinary action. Should materials become lost during the school year, the student is to report this to his/her teacher and make arrangements to pay for the replacement. Students who owe a financial accountability will be unable to attend any formal social function (i.e. Homecoming, Winter Ball, prom, etc.) until it is paid. In the case of seniors, caps and gowns for graduation will not be issued until the student settles all accountabilities.

## **SPORTS SPECTATORS**

Stonington students have the responsibility each year of maintaining a spirit of good sportsmanship in connection with interscholastic athletic contests both at home and away.

Student spectators will continue to represent our school favorably by using sound judgment at all times. Our students will:

1. Demonstrate appropriate enthusiasm and encouragement for their teams.
2. Refrain from booing or in any way distracting our opponents.
3. Exhibit proper behavior toward opposing players, spectators and game officials.
4. Refrain from walking on the playing surface when moving to or from their seats.
5. Refrain from bringing food or beverages into the gymnasium.
6. Refrain from smoking on any school campus.
7. Follow all school rules as student spectators during home and away games.

## **STONINGTON EXTRACURRICULAR ELIGIBILITY RULES**

To be eligible to participate in extra-curricular activities, students must adhere to the rules and standards set forth by Stonington High School and, for athletic activities, the Connecticut Interscholastic Athletic Conference (CIAC), which governs the athletic programs in which Stonington High School participates.

The CIAC maintains a baseline academic eligibility requirement that must be adhered to at all times by its member schools for students to participate in athletics.

Stonington High School also maintains its own unique academic standards, which must also be met by students in order to be eligible to compete in extra-curricular activities at Stonington High School. For athletics, it must be clear that Stonington High School's academic requirements do not supplant those of the CIAC, but act as a supplement to those rules.

Stonington High School's Athletic Department, coaches, and extra-curricular advisors will monitor participants' academics during their seasons and provide necessary support in order for students to maintain their eligibility for competition, as well as foster success in the classroom.

Stonington High School upholds the following rules for academic eligibility for participation in athletic and extra-curricular contests:

1. A student must have a Simple GPA of 2.0 (C) or greater from the preceding quarter in order to be initially eligible to participate in extra-curricular activities for Stonington High School. For fall activities, the preceding quarter is quarter 4 of the preceding school year. This does not apply to incoming freshmen participating in a fall activity.
2. All student-athletes' grades will be reviewed at the mid-quarter (progress report) date and at the official end of quarter date during their seasons to determine if the requirement of a Simple GPA of 2.0 or greater is being maintained, in addition to CIAC standards. At this time, it will be determined if continued eligibility will be granted to participate in athletic contests for SHS or if the privilege will be lost until the next date of review.
3. A student placed on a team roster or activity membership that does not initially meet SHS academic eligibility requirements (Rule 1) or fails to meet them during their season (Rule 2) may regain their eligibility to compete at the next date of review as long as they also meet CIAC requirements for eligibility. If it is determined at that time that the student has made significant academic improvement and their Simple GPA has risen to 2.0 or greater, then the student may be granted eligibility to compete in athletic contests for SHS until the next date of review. The student will continue to be under academic review and his/her grades closely monitored.

Coaches/advisors may institute their own rules, guidelines, and expectations relative to academics and playing time with the approval of the principal or his/her designee.

## **SCHOOL ASSEMBLIES**

Students assemble from time to time as enjoyable and profitable programs can be arranged.

On the way to the assemblies, students are to proceed quickly, quietly, and directly to the auditorium. Take seats immediately by filling each seat starting with the front row and occupying all seats.

Audiences at an assembly are to display their enjoyment and enthusiasm for the presentation in a courteous and appropriate manner fitting the occasion. Please give your attention and be respectful of the person or persons who will present the program as well as to other audience members.

## **THEFT**

Each year students report various thefts. Students are reminded that all items left unattended are done so at their own risk. Students are responsible for giving all valuables

to PE instructors for safekeeping during participation in physical education classes. Athletes should lock up valuables or give them to their coaches for safe keeping in the coach's office. The school will not be responsible for any loss or damage to items in lockers. The school recommends that iPods/iPads not be brought to school due to their value. In the event something is stolen from either your locker or person, report the theft immediately to the office. A written report form is available and must be completed.

### **CORRIDOR LOCKERS**

Each year a great deal of trouble is caused by the fact that students tell their combinations to other students. Such students take the chance that valuables left in their lockers may be taken. In addition, some students fail to lock their lockers; they too stand a chance of losing their property.

Under these conditions, the school will assume no responsibility for lost articles and will not change combinations after students have given their combinations to non-authorized people.

**Students are also reminded that the administration may, when the situation is warranted, search any and all student lockers.**

### **CONTENT AND DISTRIBUTION OF UNOFFICIAL PRINTED MATTER**

Any student who willfully and knowingly distributes any petitions, circulars, newspapers and other printed matter; wears any button, badge, or other insignia; or posts on a bulletin board any item in violation of Board of Education Policy (5145.2) may be suspended, expelled or otherwise penalized, depending on the severity of the violation and in accordance with the established disciplinary procedures.

### **SEXUAL HARASSMENT AND SEXTING**

Sexual harassment and sexting will not be tolerated among students of the school district. Board of Education policy (5145.5) forbids any form of sexual harassment. Sexting according to Connecticut state law, is the electronic transmission or possession of child pornography. This includes any photograph, film, videotape, picture, or computer-generated image or picture of sexually explicit conduct of a person under 16 years old. Also includes sexually explicit conversation through the use of an electronic device. Sexting is a crime. Violators include the picture taker(s), distributor(s), receiver(s), and person(s) in photo. Students are expected to adhere to a standard of conduct that is respectful and courteous to all employees, fellow students, and the public.

Complaints should be reported to the building administrator who will promptly investigate and take corrective action upon verification of allegations. **Also see page 20-21 for additional sexual harassment/Title IX information.**

### **TELECOMMUNICATIONS ACCEPTABLE USE POLICY**

Telecommunications extend the classroom beyond the school building by providing access to information resources on local, state, national, and international electronic networks such as the Internet. Telecommunications are used to access curriculum-related information, share resources, and promote innovation in learning. Users have the responsibility to use telecommunications in a legal and ethical manner.

1. Telecommunications will be used only for educational purposes.
2. All use will be both legal and appropriate for school settings. Students are not permitted to access personal social media sites.

3. Precautions will be taken to attempt to ensure that the Internet is a safe learning environment.
4. Users will only use assigned passwords and will not share these with others.
5. Copyright laws and intellectual property rights of others will be upheld.
6. Incidents will be reported to the teacher/adult in charge.
7. Users will not knowingly enter unauthorized computer networks to tamper or destroy data.
8. Users will not access or distribute abusive, harassing, libelous, obscene, offensive, profane, pornographic, threatening, sexually explicit, or illegal material.
9. Users will not install personal software on computers.
10. Telecommunications will not be used for commercial, purchasing, or illegal purposes.
11. Logging in as someone other than yourself.

The use of telecommunication is a privilege, not a right. The administration, in its sole discretion, will determine what is inappropriate use and determine the consequences for such use. Failure to adhere to this policy may be a violation of law, civil regulations, or Board policy. Suspension of telecommunications privileges, school disciplinary action, and/or legal action may result from infringement of this policy.

In order to provide for the appropriate use of the Internet in keeping with Board of Education policy, the following "Guidelines on the Acceptable Use of Electronic Information" has been developed. It requires student and parental agreement.

### **Guidelines on the Acceptable Use of Electronic Information**

Electronic Devices are used to support learning and to enhance instruction. Computer networks allow people to interact with many computers. The Internet allows people to interact with a multitude of networks and computers. All computers having Internet access must be used in a responsible, efficient, ethical, and legal manner. Local community standards, as defined by the courts, will be applied by building administrators in determining appropriate and inappropriate use. Failure to adhere to these "Guidelines" will result in the revocation of access privileges.

A responsible user may use the Internet to:

1. Research assigned classroom projects.
2. Send electronic mail to other users.
3. Explore other computer systems.

A responsible user MAY NOT:

1. Use the Internet for any illegal purpose.
2. Use impolite, abusive, or discriminatory language, and media.
3. Change computer files that do not belong to the user.
4. Send or receive copyrighted material without permission.
5. Destroy, modify, or abuse hardware or software.

Unacceptable use of the Internet will result in the revocation of access privileges.

Unacceptable uses include, but are not limited to:

1. Violating federal or state law including those pertaining to student' privacy rights.
2. Using or distributing profanity, pornography, obscenity, or other language and media that may be offensive to other users.
3. Forwarding personal communications without the author's prior

- consent.
- 4. Copying commercial software in violation of copyright laws.
- 5. Using the networks for financial gain, for commercial activity, or for any illegal activity.
- 6. Accessing media which violates community standards.
- 7. **Unauthorized videotaping of students and staff in the building is prohibited.**

All students and staff will also receive a copy of "Rules and Code of Ethics for Stonington Schools Computer Users." Students and their parents/guardians must sign and return this document to their school. All students will receive a copy of "Guidelines for Telecommunications at Home."

## **COURSE WITHDRAWAL POLICY**

Students may request withdrawal from a course during the first 6 days of each semester. Students are encouraged to access guidance office hours during the summer to review schedules in advance of the school year.

Any time a student withdraws from a course, the student must maintain the minimum number of credits required by grade level (9-7.0, 10-7.0, 11-6.5, 12-6.0) and may not carry more than 2 study halls in a semester.

If a student wishes to withdraw from a class after the 6 day add/drop period, the following steps must be initiated by the student, and all above conditions apply:

1. Student must arrange a conference with the classroom teacher to discuss the reason for the drop.
2. Student initiates use of Course Withdraw Request Form, to be signed by teacher.
3. If it is deemed appropriate for student to drop the course, Course Withdraw Request Form is submitted to Guidance Counselor, and Interdisciplinary Coordinator is informed.
4. Any withdrawal from a course after the 6 day add/drop period will result in a WP/WF on the student's transcript, depending upon average at the time of the withdrawal. WP/WF will not factor into the student's GPA or class rank, however, WF will keep a student from the honor roll for that quarter. Also, students may not add a new course after the 6 day add/drop period.

If a student wishes to change to a different level of a course after the 6 day add/drop period, the following steps must be initiated by the student:

1. Student must arrange a conference with the classroom teacher. Prior to conference, student should be prepared to demonstrate and review steps taken to seek extra-help with course work, including but not limited to extra-help sessions with the classroom teacher. (See Course Change Request Form)
2. If it is deemed appropriate for student to change levels, Course Change Form must be signed by teacher, submitted to Guidance Counselor, and Interdisciplinary Coordinator is informed.
3. Parent must give permission for change of level, by signing Course Change Form.

In consideration of the above policy, students are urged to give serious consideration to prerequisites as well as teacher recommendations when selecting their course levels.

There may be circumstances under which a student withdraws from a course after the first 10 days of class. If a student withdraws from a weighted course (AP or Honors) after the

first quarter progress report, the weighted average is transferred to the new course. For example, if a student has an average of 67 in AP English and moves to Senior College English, the grade transferred is 77 (10 points for AP). If a student has an average of 70 in Global Cultural Studies Honors and moves to Global Cultural Studies, the grade transferred is 75 (5 points for Honors).

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student personally identifiable information and education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents/guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are referred to as "eligible students."

- Parents/Guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Parents/Guardians or eligible students may request to review education records in writing addressed to the school principal. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records in person. Schools may charge a fee for copies.
- Parents/Guardians or eligible students have the right to request that a school amend records which they believe to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. A request to amend an education request may be made in writing addressed to the school principal. If an amendment request is made and the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing to challenge the content of the student's education records on the grounds that the information contained therein is inaccurate, misleading, or in violation of the privacy rights of the student. If after the hearing, the school decides not to amend the record because it is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, the parent/guardian or eligible student has the right to place a statement with the record setting forth his or her view about the contested information and/or the school's decision not to amend it.
- Generally, schools must have the consent of parent/guardian or eligible student in order to release personally identifiable information from a student's education record. However, FERPA allows schools to disclose student information in an education record, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified federal, state, or local government officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - A parent/guardian of a student who is not an eligible student;
  - In the case of an eligible student, to the eligible student's parents/guardians if the student is a dependent student as defined in the Internal Revenue Code;

- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in connection with a health or safety emergency; and
- State and local authorities, within a juvenile justice system, under certain limited circumstance and pursuant to specific State law.

Schools may disclose, without consent, “directory”- information, “which is information that would not generally be considered harmful or an invasion of privacy if disclosed, and includes a student’s name, address, telephone number, email address, photograph, date and place of birth, grade, extracurricular activity participation (e.g., sports statistics), honors and awards, and dates of attendance. However, schools must tell parents/guardians and eligible students about directory information and allow parents/guardians and eligible students a reasonable amount of time to request that the school not disclose directory information about the student without express consent. Schools must notify parents/guardians and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student Agenda/Handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, or to file a complaint concerning alleged failure(s) to comply with the requirements of FERPA, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339 or you may contact us at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW • Washington, D.C. 20202-4605

## **STONINGTON HUMAN SERVICES**

166 South Broad Street  
Pawcatuck, CT 06379  
Tel: (860) 599-5015  
Fax: (860) 599-8290  
[www.townofstonington.com](http://www.townofstonington.com)

### **Hours of Operation**

Mon.-Fri. 9:00 A.M.-4:30 P.M.  
or by appointment

### **Divisions**

Youth & Family Services	Senior Services
Social Services	Recreation

### **Programs Offered**

Free Counseling	One Stop Prom Shop
Pulse Teen Center	Hire-A-Teen
Recreational Programming	Case Management
Community Service Opportunities	Juvenile Diversion Board
Case Management	Educational Workshops
Substance Abuse Prevention Task Force	
Advocacy, Information, and Referral	

The Stonington Board of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, gender, gender identity, sexual orientation, or disability in its programs, activities, and employment practices.

The rules and regulations set forth in this booklet are intended to follow procedurally the policies as set forth by the Stonington Board of Education and by Connecticut as well as Federal statutes. Any changes and/or differences decreed at those levels would take precedence over our individual school regulations. The rules as written are subject to change as judged by the school administration to be in the best interests of the student body and the school as a whole.

# Stonington High School

## STUDENT/PARENT/GUARDIAN CONTRACT FOR 2020-2021

In consideration of the acceptance of the under-named student by Stonington High School, we, the undersigned parent/guardian and student, hereby acknowledge that we have read the contents of the STUDENT AGENDA/HANDBOOK of Stonington High School.

In order to maintain a safe and orderly learning environment, we understand that the administrators of Stonington High School have the right to expect my son or daughter to comply with the rules and regulations as set forth in the STUDENT AGENDA/HANDBOOK, including the Technology Acceptable Use Policy. I also understand that such administrators have the authority to issue consequences for any violation of the policies and rules set forth in this AGENDA/HANDBOOK and those set forth by the Stonington Board of Education.

We do hereby contract with Stonington High School that we, the undersigned parent/guardian and student, will comply with **all** school rules and regulations.

Student's Name \_\_\_\_\_

(PLEASE PRINT)

Student's Signature \_\_\_\_\_

Grade \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian's Signature \_\_\_\_\_

Relationship \_\_\_\_\_ Date \_\_\_\_\_

This page **MUST** be signed by both parent/guardian and student. This signed page must be removed from this booklet and returned to the homebase teacher by the end of the first week of school for placement in the student's official file.