



10 Hillside Road
Greenwich, CT 06830
203-625-8000 Switchboard
<http://www.greenwickschools.org/ghs>

All members of the GHS community will follow district norms:

*Be Here
Be Honest
Be Safe
Care for Self and Others
Let Go and Move On*

Mr. Ralph Mayo
Principal
203-625-8002
Ralph_Mayo@greenwich.k12.ct.us
Assistant to the Principal
Ms. Sharon Wilson
Sharon_Wilson@greenwich.k12.ct.us

Ms. Dana Tulotta
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Administrative
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Ms. Michelle Ianello
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Administrative Staff
Assistant
Ms. Lucy Throme
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Mr. Thomas Pereira
Dean of Student Life
203-863-8891
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Administrative
Assistant
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POLICY & PROCEDURES 2022-2023

The Greenwich Public Schools does not discriminate in any programs or activities on the basis of race, color, religion, national origin, gender, sexual orientation or disability.

Greenwich Public Schools Vision of the Graduate

Mission and Core Values

It is the Mission of the Greenwich Public Schools

- to educate all students to the highest levels of academic achievement;
- to enable them to reach and expand their potential; and
- to prepare them to become productive, responsible, ethical, creative and compassionate members of society.

Core Values: “As educators, we value...

A Comprehensive education: we provide our students with a challenging, well-rounded education that includes the arts, humanities, mathematics, the sciences, technology, and health, and that fosters students’ social and emotional well-being.

High expectations: we hold ourselves and our students to high standards of performance and behavior.

Integrity: we are honest, ethical, and respectful of others, and we foster those traits in our students.

Accountability: we establish clear goals, measure progress, and take responsibility for results, and we teach our students to become responsible, self-motivated learners.

Collaboration: we partner with parents and our diverse community to support our students’ learning, and we teach our students to work cooperatively with others to accomplish goals.

Diversity: we appreciate, respect, and learn from diverse viewpoints, and we teach our students to do the same.

Life-long learning: we challenge ourselves to continue our own professional and personal development, and we strive to instill a love of learning in our students.”

Non-Discrimination and Equity Statement

The Greenwich Public Schools do not discriminate on the basis of race, color, national origin, sex, sexual orientation, religion, disability or age in its programs and activities. Please access the GPS eGovernance Website to reference the non-discrimination policy.

Vision of the Graduate

The Greenwich Public Schools are committed to preparing students to function effectively in an interdependent global community. Therefore, in addition to acquiring a core body of knowledge--which is established in local curricular documents reflecting national and state standards as well as workplace expectations--all students will develop their individual capacities to:

➤ **Academic Capacities**

- Master a core body of knowledge
- Pose and pursue substantive questions
- Critically interpret, evaluate, and synthesize information
- Explore, define, and solve complex problems
- Generate innovative, creative ideas and products

➤ **Personal Capacities**

- Be responsible for their own mental and physical health
- Conduct themselves in an ethical and responsible manner
- Recognize and respect other cultural contexts and points of view
- Pursue their unique interests, passions and curiosities
- Respond to failures and successes with reflection and resilience

➤ **Interpersonal Capacities**

- Communicate effectively for a given purpose
- Advocate for ideas, causes, and actions
- Collaborate with others to produce a unified work and/or heightened understanding
- Contribute to community through dialogue, service, and/or leadership

Board of Education

By state law, the Board of Education is responsible for the public schools. It generally meets twice a month to review, discuss and/or take action on Board and Administrative reports/proposals and to review/revise Board Policy. Members of the public may address the Board during the public hearings held at the monthly business meetings on an agenda item or a non-agenda item. Meetings dates, times, agendas, policies and documents are available on the GPS eGovernance Website.

The Board is bipartisan and unpaid. Two members from each political party are elected every two years for a four-year term. Listings of current Board members, committees, liaison assignments, etc. may be obtained through the Communications office (625-7426) and/or through the GPS Website.

The Havemeyer Building, located at 290 Greenwich Avenue, houses the Board of Education, and the offices of the Superintendent of Schools and her staff.

Central Administration

Superintendent	Dr. Toni Jones	(203) 625-7425
Deputy Superintendent	Dr. E. Ann Carabillo	(203) 625-7446
Director of Curriculum and Leadership K-8	Mr. Marc D'Amico	(203) 625-7463
Chief Officer Special Education and Student Supports	Dr. Stacey Heiligenthaler	(203) 625-7466
Chief Human Resources Officer	Dr. Jonathan Budd	(203) 625-7405
Director of HR and Recruiting	Mr. David Eisenstein	(203) 625-7461
Director of Communications	Mr. Jonathan Supranowitz	(203) 625-7415
Chief Technology Officer	Mr. Michael Ting	(203) 625-7442
Program Coordinator-Research and Information Services	Ms. Jennifer Lau	(203) 625-7431

Business & Operations

Chief Operating Officer	Mr. Blaize Levitan	(203) 625-7471
Accounting Supervisor	Ms. Patricia Maranan	(203) 625-7429
Accounting	Ms. Angela Vinci	(203) 625-7438
Director of Facilities	Mr. Daniel Watson	(203) 625-7437
Food Services	Mr. David Nanarello	(203) 625-7424
Transportation Manager	Mr. Elmer Reynoso	(203) 625-7449
Warehouse/Purchasing	Mr. Eugene Watts	(203) 625-7411
Director of School Safety Services	Mr. Tom Bobkowski	(203) 625-7478

Program Administration

Adult Learning Program/Continuing Education	Mr. Braulio Santiago	(203) 625-7403
Language Program	Mr. Geoff Schenker	(203) 625-4454
ELA K-8	Ms. Kim Paladino	(203) 625-7484
Unified Applied Arts	Ms. Laura Newell	(203) 625-7435
Science	Ms. Tara Fogel	(203) 625-7421
Math	Mr. Michael Reid	(203) 625-7483
SESS (PreK / ES)	Ms. Cara Vitolo	(203) 625-3945
SESS (GHS / Transition)	Ms. Leah Zilich	(203) 625-7487
SESS (ES)	Ms. Karen Vitti	(203) 625-7472
SESS (ES/MS)	Ms. Thresea Fox	(203) 625-7492
SESS Administrator	TBD	(203) 625-7372
Advanced Learning Program	Ms. Bonnie O'Regan	(203) 625-7422
Physical Education / Wellness	Dr. E. Ann Carabillo	(203) 626-7446
Title I	Dr. E. Ann Carabillo	(203) 625-7446
Guidance/504/AVID	Ms. Michelle Ianello	(203) 625-8097
School Nurse Supervisor	Ms. Mary B. Keller	(203) 625-7494

Greenwich High School Strategic Direction

Mission

Greenwich High School is a collaborative community of learners dedicated to academic excellence, personal integrity, and interpersonal responsibility.

Academic Excellence

Students actively participate and take responsibility for their own learning in order to build a strong foundation for future success.

Personal Integrity

Students will demonstrate ethical behavior in their academic and social endeavors and take responsibility for their own actions.

Interpersonal Responsibility

Students contribute to their school and community and form strong relationships that demonstrate character, acceptance, and respect in all interactions.

Goal

To prepare students to function effectively in an interdependent global community with a core body of knowledge and the individual capacities defined in the Vision of the Graduate.

Rigorous

Instructional practices require every student to construct meaning through the active exploration of information and ideas and focused practice of key skills and capacities.

Innovative

Culture and structures within the school explicitly encourage individuals and teams to develop and pursue ideas that will enhance the quality, effectiveness, and meaning of learning experiences.

Responsive

People within the school flexibly interact to ensure the allocation of resources, collaboration of teams, and design of learning experiences that maximize every student's opportunity to learn.

Vision of the Graduate

Greenwich Public Schools are committed to preparing students to function effectively in an interdependent global community. Therefore, in addition to acquiring a core body of knowledge*, all students will develop their individual capacities to:

- Pose and pursue substantive questions
- Critically interpret, evaluate, and synthesize information
- Explore, define, and solve complex problems
- Communicate effectively for a given purpose
- Advocate for ideas, causes and actions
- Generate innovative, creative ideas and products
- Collaborate with others to produce a unified work and/or heightened understanding
- Contribute to community through dialogue, service, and/or leadership
- Conduct themselves in an ethical and responsible manner
- Recognize and respect other cultural contexts and points of view
- Pursue their unique interests, passions, and curiosities
- Respond to failures and successes with reflection and resilience
- Be responsible for their own mental and physical health

The core body of knowledge is established in local curricular documents, which reflect national and state standards as well as workplace expectations

GHS Directory

Title	Bella	Cantor	Clark
House Administrator	Ms. Lucy Arecco 203-625-8090	Ms. Christina Shaw 203-863-8845	Mr. David Walko 203-625-8081
Assistant Dean	TBD	Ms. Kyaiera Mistretta	Ms. Jennifer Gilleran
Counselors	Ms. Danielle Zaro Ms. Kelly Dwyer Ms. Danielle Nash	Ms. Arianne Haley Ms. Rebecca Lisella Ms. Colleen Mayo	Ms. Shannon Presta Ms. Kristina Sapienza Ms. Laura Svendsen
Social Worker	Mr. Lee Bowbeer	Ms. Amanda Finn	Ms. Ashley Santana
Psychologist	Dr. Jennifer Nielsen	Ms. Ashley Holzel	Ms. Kelly Shepard
House Administrative Assistant	Ms. Janet Bernstein	Ms. Linda Carroll	Ms. Patricia Waurishuk
House Guidance Assistant	Ms. Angela Carino	Ms. Giovanna Vernuccio	Ms. Judy Massi
Attendance	Ms. Debra Olsen	Ms. Natalie Frenz	Ms. Louise Lancetti

Title	Folsom	Sheldon
House Administrator	Mr. Andrew Byrne 203-625-8054	Ms. Brigid Barry 203-625-8067
Assistant Dean	Ms. Laura Boyd	Ms. Elaine Chiappetta
Counselors	Mr. Brian Dayton Ms. Barbara Gong Ms. Sachem Hodgson	Mr. Evan Dubin Ms. Jennifer Lynch Ms. Mara Subach
Social Worker	Ms. Meri Cutler	Ms. Joan O'Day
Psychologist	Ms. Meghan Miller	Dr. Kristen Burke
House Administrative Assistant	Ms. Patricia Lewis	Ms. Michele Insinga
House Guidance Assistant	Ms. Karina Fernandez	Ms. Rose Furano
Attendance	Ms. Dawn Stevens	Ms. Debra DeMarkey

Other Administrators

Interim Athletic Director
Mr. Peter Georgiou
203-625-8050

Interim High School Science Program
Administrator
Mr. Shawn Hoyt
203-625-8022

Program Coordinator for Special Education
Ms. Leah Zilich
203-625-8009

Interim Windrose Program Administrator
Dr. Garfield Charles
203-990-0439

Requests for appointments with the House Administrator should be directed to the House Administrative Assistant.
Requests for appointments with a guidance counselor, social worker or psychologist should be directed to the House Guidance Administrative Assistant.

All email addresses are `firstname_lastname@greenwich.k12.ct.us`

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Please Note that Under Section III - (35) Title I

INTRODUCTION

Welcome to Greenwich High School, an award-winning school which takes pride in the achievement of its students in academic, co-curricular and athletic programs.

The key to success at GHS is to follow the philosophy of “Freedom with Responsibility.” Greenwich High School emphasizes “Freedom with Responsibility” as a guiding principle for student behavior. The extensive array of courses and the many co-curricular and athletic programs allow students the freedom to make choices. With this freedom of choice comes the responsibility to accept the consequences of decisions. We encourage our students to get involved, make good decisions, and make the most of the various offerings at Greenwich High School.

About this Handbook

This handbook provides information about the most commonly referenced Board of Education Policies and Administrative Regulations for the Greenwich School District. The handbook does not provide complete policies or procedures. Changes in the policies are made throughout the year and are made available to parents and students through newsletters, web pages, and other communications. For the most current and up to date Policies and Regulations please go to the GPS eGovernance Website. Throughout this handbook the term parent is used to represent both parents and legal guardians.

Admission/Placement

(See GPS procedure E040.16)

A student seeking enrollment in the Greenwich Public Schools for the first time or following attendance in another Connecticut public school District, out-of-state attendance, private school attendance or admission through a bona fide foreign exchange program should contact the principal. A student who is transferring from non-public schools or schools outside the District will be placed at his/her current grade level pending evaluation and observation of the student after such assessment and consultation with the parents, the principal will determine the grade placement of the child. Non Residents may attend school on a tuition basis provided space is available. Nonresident students from other school Districts within the state, (Districts in the Hartford, New Haven, Bridgeport and New London regions) who apply pursuant to Board of Education regulations, may enroll in particular programs or schools within the District on a space available basis, without payment of tuition, as part of the inter-District public school attendance program called Open Choice. The Regional Educational Service Centers will determine which school Districts are close enough to make transportation feasible. A student who has attained the age of sixteen and who has voluntarily terminated enrollment in the District’s schools and subsequently seeks admission may be denied readmission for up to ninety school days from the date of such termination. A student, nineteen years of age or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one. Students who are classified as homeless under federal law and do not have a fixed residence will be admitted pursuant to federal law.

Residency is verified for all students new to the Greenwich Public Schools at the District central office using a standard set of acceptable proof; photo id, tax bills, mortgage statements, verifiable rental agreements, and utility bills other than telephone).

Once residency is verified, registration materials including an application, verification of the student’s birth date and medical form are processed at the school level. Changes of address are also verified at the District level. Students who are living with someone other than a parent or legal guardian are referred to central office for sponsorship. In this case, the adult with whom the student is living provides proof of residence and signs an affidavit attesting that the student is living with him or her on a permanent basis. Once residency and sponsorship have been verified, the registration process is completed at the school level.

Students enrolled in a school identified for school improvement pursuant to federal law may transfer to another public school within the District that has not been identified for school improvement. The transfer will be allowed in accordance with law. Transportation will be provided by the District.

Homeless Students

Homeless students, as defined by federal and state legislation, will have all programs, services and transportation that other students enjoy and may continue to attend the school of origin. The local liaison is Stacy Heiligenthaler.

Migrant Students

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

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Equal Opportunity

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access

to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources.

Student Bill of Rights

The following is a bill defining the rights of Greenwich High School students.

1. Within reasonable limits, freedom of expression should not be denied under any circumstances. Reasonable limits exclude any act that is in violation of the Cardinal Rules or any act that causes harm to any person.
2. Students and faculty shall treat each other with mutual respect.
3. Any student has the right to appeal disciplinary actions to the House Administrator and state his/her case within ten school days. If the appeal decision is in favor of the student, the incident will be removed from the student's record.
4. All students and faculty members shall be free from discrimination based on race, religion, color, national origin, gender, sexual orientation, or disability.
5. All students and faculty members shall be free from harassment of any kind.
6. All students are free to participate in the decision-making process of the school through student government where representatives voice the views, concerns, and opinions of their homerooms.
7. Any student wishing to be a member of an extra-curricular activity shall be allowed to do so, provided he/she meets the nondiscriminatory criteria necessary for participation.
8. All students should expect to learn in a safe, clean and pleasant environment.

Due Process

A student or parent who has a complaint should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the Program Administrator and/or the House Administrator should be requested. If the outcome of that conference is not satisfactory, a conference with the Principal or Vice Principal can be requested. If the outcome of this conference is not satisfactory, the student or parent may request a meeting with the Deputy Superintendent of Schools.

A student and/or parent with a complaint regarding possible discrimination on the basis of race, color, religion, national origin, gender, sexual orientation or disability or a complaint or concern regarding the placement of a student with disabilities concerning special education or programs or services should speak with the student's House Administrator.

Philosophy of Discipline

The Board of Education's goals in establishing disciplinary guidelines are to ensure an orderly and safe environment conducive to education, and to encourage students to develop self-discipline, self-control, and voluntary compliance with just rules.

An orderly and safe environment is essential to allow all students to pursue their education and must be maintained to protect the rights of all students. The school District is committed to the principle that disorderly and disruptive behavior should not be permitted to interfere with the rights of other students to pursue their education

Self-discipline leads each child to become a mature, responsible citizen. Discipline in a school setting that relies solely on external enforcement measures without focusing on developing self-discipline is merely crowd-control, leading children to develop low levels of commitment to good behavior.

In order to maintain order and discipline, the administration shall establish regulations governing student conduct. Each school shall inform students and parents at the beginning of each school year of the administrative regulations and the school rules regarding student conduct. The administration, through its principals and teachers, with the help of parents, shall see that such regulations and rules are implemented. Students shall then be accountable for complying with the standards of conduct. Any student who fails to comply with the rules and regulations concerning student conduct is liable to a range of disciplinary actions.

Parental support in developing self-discipline in their children at home and in cooperating with school authorities about their children's behavior at school is essential to an effective approach to discipline and creating safe and orderly school climates.

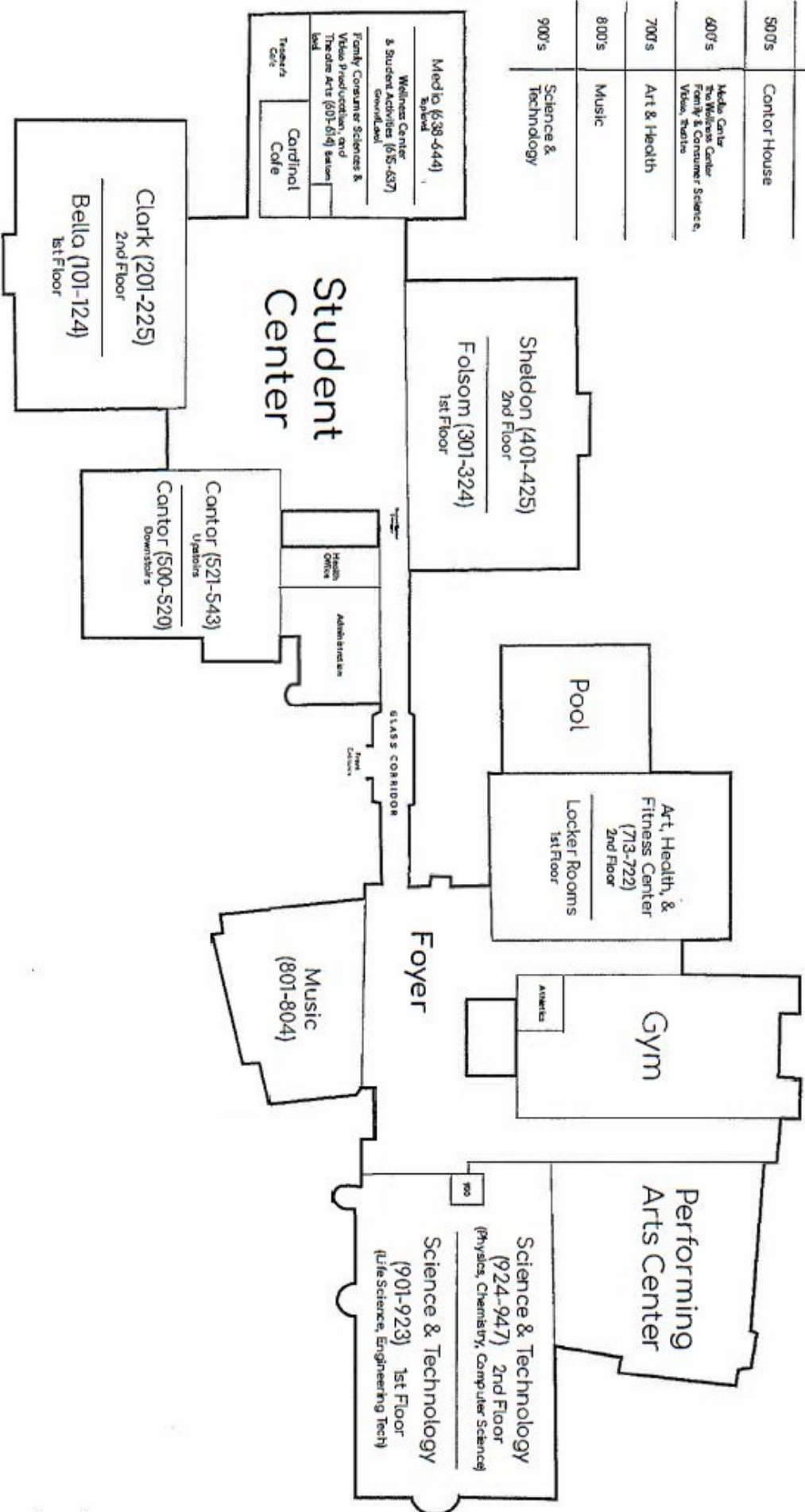
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Room Numbers

100's	Bella House
200's	Clark House
300's	Folsom House
400's	Sheldon House
500's	Cantor House
600's	Media Center The Wellness Center Family & Consumer Science, Video, Studio
700's	Art & Health
800's	Music
900's	Science & Technology

Greenwich High School

Tyler Rozmus '19

I. ORGANIZATION OF SCHOOL

(1) Academic Support Services

The school provides a number of ways to help students who seek academic assistance. Individual teachers are available in assigned classrooms before and after the school day and by appointment. Reading support personnel are available to help students as referred by staff.

Learning Centers are located throughout the school. They are areas set aside for individual or small group work where students can get extra help during the school day with academics. Each house has an English/social studies learning center. The math learning center is located in Sheldon House; biology and physical science learning centers are in the science wing; ESL is located in Clark House; and foreign language is in Cantor House.

If a student earns lower than a C- or if he/she needs additional support, he or she will be assigned to Academic Support by his/her teacher or guidance counselor. Students may go to any learning center during an open block and ask for help from any teacher who is there.

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(2) School Counselor

Each student is assigned a school counselor for the four years at Greenwich High School. Counselors offer a variety of special and general services, including individual and group counseling, academic, career and college planning. The guidance counselor is the key school resource for helping students structure post-high school plans. Counselors are available to help students with questions and problems of both an academic and personal nature. Appointments may be made in the counselor's appointment book with the house guidance administrative assistant.

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(3) House Plan

The school strives to develop in each student a sense of individuality and accomplishment. The heart of this personalized approach is the House plan. Entering students are assigned to one of the five Houses – Bella, Cantor, Clark, Folsom or Sheldon. Each House has its own House Administrator who monitors student progress, supervises House activities and handles student discipline. In addition, each House has guidance counselors, a social worker and a psychologist as well as an assistant dean who work closely with students on academic, personal and social issues.

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(4) Marking Period Dates

1 st MP Ends	2 nd MP Ends	3 rd MP Ends	4 th MP Ends
November 3, 2022	January 17, 2023	April 3, 2023	June 9, 2023

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(5) Methods of Communication

The high school is a complex place. Information about how it works and what is happening is available in several places and formats. Here is a list of publications where you may find useful information.

[GHS Website](http://www.greenwichschools.org/ghs) – www.greenwichschools.org/ghs (A significant amount of school information is housed on this site.)

[Student Bulletin](#) – The daily bulletin is web-based and can be found linked as a front-page button under the Student Life tab on the website.

[Athletic Handbook/Schedules](https://www.greenwichschools.org/greenwich-high-school/athletics) – Available from the Athletics' website, <https://www.greenwichschools.org/greenwich-high-school/athletics>. It provides a summary of rules governing participation in athletic competition. Sports schedules are available for fall, winter and spring athletic events.

[The Beak](#) – The school newspaper distributed at no charge in the Student Center and various places throughout the school.

[Cardinal Road Guide](#) – Available from the Athletic Director's office. It provides directions to area schools and sports facilities.

[College-Career Update](#) – A weekly review of activities relating to career and college placement and college scholarships. It is posted on our website.

[Club/Activities Booklet](#) – A description of all co-curricular clubs and activities available on the website under the Student Life tab, then look for Student Activities.

[Junior Folder](#) – Packet distributed at the College and Career Kick-Off meetings in February to help guide juniors and their families through the post-high school planning process.

[Info Line](tel:2038638835) – 203 863-8835

[GHS Profile](#) – Is located on the website and provides a description of the GHS academic program, statistics and list of courses.

[Course of Study Guide](#) – Is located on the website under the Teaching and Learning tab. This catalog provides a summary of all courses offered at GHS and academic requirements.

[Email](#) – Communication can be sent through the student's GHS email and also to the parent's email.

[Aspen Portal](https://ct-greenwich.myfollett.com/aspn/logon.do) - Secure portal used to post student grades & attendance information; <https://ct-greenwich.myfollett.com/aspn/logon.do>. Requires a login.

[Schoology](http://schoology.greenwich.k12.ct.us) – Information is posted about class activities at schoology.greenwich.k12.ct.us This page requires a login.

(6) Personal Support Services

Social Worker – Each House has the services of a social worker. The social worker offers personal support to individuals and groups and may refer students to other helping agencies in the community.

Psychologist – A school psychologist is available for testing, consultation and career guidance upon the recommendation of the House team.

Speech and Language Therapist – A speech and language therapist is available to help students referred by the staff.

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(7) Public Health Nurse

The Health Suite is located in the main office off the glass corridor. The nurses offer medical assistance and counsel students in health matters. Students with health problems or concerns are encouraged to see the nurses between the hours of 8:15 a.m. and 3:15 p.m. Students who become ill during the school day must be screened by one of the nurses who will contact a parent or guardian if the student is unable to remain in school. A student must obtain a pass from a staff member prior to going to the Health Suite. Students who are ill may not leave school without permission. As per school policy, a student may rest, receive medication, get a quick snack, or use the rest room, but should return to class within 20 minutes. At the discretion of the nurse, an injured or ill student can be excused from the block. Students with injuries requiring the use of the elevators may obtain an elevator key in the health office. Lost or unreturned keys will be treated as an outstanding obligation.

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(8) School Closing and Early Dismissal Times

In the event of inclement weather or other causes (power outages, etc.) for the delayed opening or closing of school, the Superintendent or his/her designee will determine an appropriate and safe course of action. Generally, the decision is made and announced* between 5:00AM and 6:00AM. *Please note that although every attempt is made to determine the opening status of the schools as early as possible, the Superintendent reserves the right to make that decision at any time based on the conditions of the moment.* In the case of a delayed opening, please continue to check the status of the schools, as the status could change to a closing if the weather or an emergency situation continues or worsens.

*The following methods of communication will be used for notification of school closures and delayed openings:

- [GPS Website](#)
- CT Weather Web Site: [CT Weather Website](#), click on IAN Cancellations or follow link on GPS web site
- District ParentLink: The District will use the ParentLink electronic telephone communication system to call the primary number for each family.
- Radio: local and regional stations
- Television: Cablevision Channel News 12 and other local and regional stations

Please note: A delayed opening means faculty will also arrive late to school. Since there is no supervision available before the stated delayed opening time, students must not arrive early on these days. Parents who must report to work at their usual times should arrange for their child to stay with another adult or go to the home of a classmate until school opens.

In the event of an EARLY RELEASE:

In the case of an early release, a decision is made prior to 11:00 a.m. in order to follow the standard early release schedule. However, a decision could be made at any time to dismiss earlier or later than the ‘standard’ schedule. In either case, the early release dismissal times are listed on the GPS Web Site. *It is suggested that if there is a chance of inclement weather, and parents/guardians will not be available that day due to work or other obligations, that parents/guardians check in with emergency contacts and make arrangements in case an early release is called.*

*The following methods of communication will be used for notification of an unscheduled Early Release:

- [GPS Website](#)
- Local Radio Station: WGCH
- Gmail for GPS staff

*The following methods of communication MAY be used for notification of an unscheduled Early Release:

- Other local and/or regional radio and television stations
- School ParentLink: Schools will use their ParentLink electronic telephone and/or email system at the discretion of each school’s building leader and based on the school’s Early Release notification protocol.

Please be sure you are familiar with your school’s unscheduled early release communications plan.

Please check the GPS website at greenwichschools.org/departments/communications/emergency-alerts for additional and/or updated information.

IMPORTANT:

Do not rely on any one form of communication for information related to school closings, delays and/or early release. Please check phone, email, web, television and/or radio in anticipation of any changes of opening status for schools.

The schedules for a delayed opening are:

One Hour Delay

1st Block 9:30-10:11
 2nd Block 10:16-10:57
 3rd Block 11:02-11:43
 4th Block 11:48-1:13 (lunch)
 5th Block 1:18-1:59
 6th Block & FLEX 2:04-3:15

Two Hour Delay

1st Block 10:30-10:59
 2nd Block 11:04-11:33
 3rd Block 11:38-1:03 (lunch)
 4th Block 1:08-1:37
 5th Block 1:42-2:11
 6th Block & FLEX 2:16-3:15

Early Release Days

1st Block 8:30-9:04
 2nd Block 9:09-9:43
 3rd Block 9:48-10:22
 4th Block 10:27-11:01
 5th Block 11:06-12:36 (lunch)
 6th Block & FLEX 12:41-1:15

(9) Where To Go For Help

If you have a question about:

Go to:

School Services

Attendance	House Attendance Secretary
Bullying	House Assistant Dean
Buses	Student Activities Office
Career Research	Career Center
Clubs	Student Activities Office
College Application Process	School Counselor
Course Selection	School Counselor
Elevator Key	Nurse
Harassment	House Administrator/Asst. Dean/School Counselor/Social Worker
Hazing	House Administrator/Asst. Dean/Athletic Director/School Counselor/Social Worker
ID Card	Student Activities Office
Illness or Accident	Nurse
Job Opportunities	Student Employment under the PTA Website Page (Quad Jobs)
Lost and Found	Student Activities Office
Lunch – Express Card	Cafeteria
Lunch – Free or Reduced	Main Office
Medical Waivers and PE Excuses	Nurse
Parking	Student Activities Office
Peer Mediation Service	House Administrator/Asst. Dean Social Worker
Personal Problem	Asst. Dean /School Counselor/Social Worker
Rumors	House Administrator /Asst. Dean/School Counselor/Social Worker
Schedule	School Counselor
Sports	Athletic Director
Tech Help/Support	Media Center
Theft or Lost Item	Security
Threats	House Administrator/Asst. Dean
Transcript	Guidance Counselor
Tutoring or Problems with a Subject	Classroom Teacher/Counselor
Visitors – Student	House Administrative Assistant
Working Papers	Main Office Administrative Assistant

Community

<u>Community Service:</u>	<u>Phone number:</u>
AIDS Hotline	622-6460
Domestic Abuse	622-0003
Emergency (Police/Fire/Ambulance)	911
Hotline	661-HELP
Rape & Sexual Abuse	329-2929
Safe Rides (Friday & Saturday 10pm – 2am)	869-8445
Teen Crisis Service	323-9797
Kids In Crisis	661-2599
Tip Line – Greenwich Police Department	618-8875
Mental Health Crisis Line	211/988

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II. CARDINAL RULES

A healthy community requires a climate of mutual respect and concern for others. The school, in the interest of developing independence of thought and action, gives students the freedom to make choices about where to go and what to do with unassigned time. That freedom is possible because the vast majority of students assume the responsibility to respect people, property and all school rules. For those who do not show such respect, disciplinary action will be taken.

The behaviors described on the following pages are unacceptable and lead to disciplinary action. School rules apply to all school-sponsored activities, including dances, field trips and school athletic events, wherever they occur. When students are being disciplined, their conversation with a school administrator is an informal hearing. Students have the right to know what rules they have broken and have the opportunity to present the facts, as they know them. Students and parents have due process rights, except in cases of emergency when the school must act immediately to protect someone's health or safety.

Suspension/expulsion from school is considered a serious action. Before suspending or expelling a student, school administrators consider the student's history, the specific circumstances and the impact on the school community. While suspended or expelled, a student may not participate in any school activities or be present on school grounds. Students assigned to "in-school" suspension work in the in-school suspension room as directed by the House Administrator and may not participate in school activities on the date of the in-school suspension.

When a student is suspended, Connecticut General Statute section 10-233c(e), requires the Greenwich Public School system to place a copy of the suspension letter in a student's cumulative educational folder. The document will be removed from the student's permanent educational record upon the student's graduation, except if the student is expelled for carrying or using a dangerous weapon. The school, with the advice of legal counsel, will define a dangerous weapon. If a weapon is involved, the expulsion remains permanently in the student's cumulative folder. Expulsion requires a hearing before the Board of Education or a panel designated by the Board of Education.

Misbehavior not covered by these guidelines will be dealt with according to administrative judgment. If it appears that a law has been broken, offenders are referred to the police. **If a law has been broken by a student off school grounds, the police will inform the school system of the infraction. Prohibited conduct that occurs off school grounds may lead to consequences including suspension and/or expulsion if the conduct is seriously disruptive to the educational process and violates school policy.** Parents are notified of referrals to the police and must be present during police questioning if the student is 15 years old. Students 16 – 17 years of age have the right to have a parent, guardian, or suitable person present during police questioning or may waive this right.

(1) Attendance

(See GPS procedure E040.3)

It is the responsibility of parents/guardians to ensure compliance with the State's compulsory school attendance requirements. (Conn. Gen. St. Sec. 10-184, 10-198a). Parents/guardians must contact the appropriate House Attendance if the student will not be in school. To report an absence, please call the following:

Bella 203-863-8883 Cantor 203-863-8847 Clark 203-625-8053 Folsom 203-987-1370 Sheldon 203-625-8065

GHS has an automated dialing service that calls home when a student has an absence recorded for that day. An email is sent home as well. If called out, students should not be on school grounds. Parents may not excuse students from any class if the student remains in the building. Any student found on campus during the time in which he or she has been excused will be subject to disciplinary action.

Connecticut state law requires parents to make sure that their children between the ages of 5 to 18 attend school regularly. A student must remain in school until age 18 unless the student graduates or gets written consent from a parent/guardian on a district-provided form to leave school at age 17.

Notifying the School of an Excused Absence Parents are asked to call the attendance office before noon if their child will be absent from school. This deadline is necessary for GHS to accurately enter the attendance information into our parent notification software. Parents who have unwittingly missed the noon deadline will be given a 24-hour grace period (i.e. before noon the next day) to call the house attendance secretary. If there is no phone call within the 24-hour grace period, the status of the absence will not be changed, and the student's absence will be considered unexcused.

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(2) Attendance Policy

Rationale: Attendance is a critical element that supports teaching and learning. In classrooms, students contribute to class discussions, engage in discourse, are enriched by the synergy of multiple minds working as a team, and benefit from the direct instruction of a qualified teacher. Students learn from their classmates and contribute to the learning of others. We believe that consistent class attendance is vital to students' success.

Types of Absences: The attendance policy of Greenwich High School recognizes three types of absences--no fault, unexcused and excused. No Fault Absences do NOT count towards credit loss. Unexcused and Excused Absences DO count towards credit loss.

- a. **No Fault Absences** are for school related activities (field trips, suspension, standardized testing, athletic events, appointments scheduled by student support staff, and assemblies); they do not count towards loss of credit. Students are allowed to make up missed work and apply it to their grade in the class. Cardinal Rules and class grading rationales apply.
- a. **Unexcused Absences** count toward loss of course credit. Students receive a grade of zero for all work missed or not handed in due to an unexcused absence. Cardinal Rules and class grading rationales apply.
- b. **Excused Absences** count toward loss of course credit but allow for students to make up missed work and apply it to their grade in the class. Upon returning to school, students with valid excuses for missing class must meet with their teacher(s) and arrange how and when the student can make up the class work that was missed. Cardinal Rules and class grading rationales apply. Greenwich High School will only designate an absence as an excused absence if it falls into one of the following categories:
 - Illness (Please see appeals process)
 - Personal Business
 - Death in the family – see FAQ
 - Court appearance – see FAQ
 - Religious holiday
 - College visit (This is capped at 6 blocks per class. After that, the absences will be unexcused.)
 - Medical appointments
 - Family vacation or any other absence due to personal business 3+ days (With the signed extended absence form and the phone call ahead of time to attendance)
- c. Three tardies equal one unexcused absence.
- d. Students who are more than fifteen (15) minutes late for class will be considered to have an unexcused absence.

Thresholds

For a semester course or a yearlong course, credit will be lost on a semester basis. For a quarter long course, credit will be lost on a quarterly basis.

During any one semester, for courses meeting

- Six times per cycle: credit is lost on the eleventh (11) absence (excused and/or unexcused).
- Seven times per cycle: credit is lost on the thirteenth (13) absence (excused and/or unexcused).
- Eight times per cycle: credit is lost on the fifteenth (15) absence (excused and/or unexcused).

During any one semester, for courses meeting three times per cycle, credit is lost on the sixth (6) absence (excused and/or unexcused).

For a quarter class that meets three times per cycle, credit is lost on the fourth (4) absence (excused and/or unexcused).

For the purposes of attendance, three (3) tardies will equal one unexcused absence.

If the course is a semester or year-long course, then the loss will be for the semester in which the absences occur.

School-affiliated activities which cause absence from class (i.e., field trips, suspension, standardized testing, athletic events, appointments scheduled by student support staff and assemblies) are the only absences that do not count towards loss of credit.

Students new to the school (and therefore not in a course for its entirety) will have their attendance requirement pro-rated. Students changing courses (level changes, etc.) will continue their attendance record from the previous course.

Notifying the School of an Excused Absence

Parents are asked to call the attendance office before noon if their child will be absent from school. This deadline is necessary for GHS to accurately enter the attendance information into our parent notification software. Parents who have unwittingly missed the noon deadline will be given a 24-hour grace period (i.e., before noon the next day) to call the house attendance secretary. If there is no phone call within the 24-hour grace period, the status of the absence will not be changed, and the student's absence will be considered unexcused.

All About Absences

Unexcused absences from a non-credit assignment such as learning center will earn a student afterschool detention(s).

Family Vacations and non-GHS athletic events 3+ days

Discretion should be used in planning family vacations and athletic events. The school strongly discourages family vacations during school time,

and travel should only be scheduled during school vacation periods. Please note that any absence due to vacation and non-GHS athletic events will be treated as any other non-school related absence from class and will, therefore, count toward loss of credit. Students and parents should realize that if extended absences contribute to excessive absence, an appeal for reinstatement of credit will not be possible. Extended absences with the signed extended absence form and the phone call ahead of time to attendance are excused absences; extended absences without the signed extended absence form and/or without the phone call ahead of time to attendance are considered unexcused absences. (The extended absence form is available in each house office. Students should see the house secretary well ahead of time to pick up the form. All of the student's teachers need to sign the form which is then returned to the house secretary.)

Students may not be called out of individual blocks during the school day. If circumstances cause a student to miss a single block, a student may file for appeal to the House Attendance Team (House Administrator and/or Assistant Dean). Such appeals must be made promptly (either the next day or the first day the student is back in school) and will address the status (excused absence, unexcused absence or no fault absence) of the particular block that is being appealed.

Medical Appointments

Non-emergency doctor and dental appointments should be scheduled for after-school hours. If after-school arrangements are not possible, then written notice from the physician is required for the absence to be considered excused. This written note must be on letterhead, signed and dated and presented to the attendance secretary upon the student's return to school. Parents who have unwittingly neglected to provide their student with a note from the doctor will be given a 24-hour grace period (i.e. before noon the next day) to provide such a note to the house attendance secretary. If there is no doctor's note within the 24-hour grace period, the status of the absence will not be changed, and the student's absence will be considered unexcused.

Emergency Medical Appointments, Illness or Injury

Visits to the school nurse will count as excused absences if the student brings a pass from the teacher.

Emergency medical appointments (accident, earache, etcetera) will be adjudicated by the House Attendance Team (House Administrator and/or Assistant Dean) on a case-by-case basis. See appeals process in Appendix A.

Students may not go home for illness or injury during the school day without going through the Nurse's Office. The nurse, with parental agreement, will make the decision to dismiss the student from school. Missing class to go home without the permission of the nurse will cause any absences for illness to be unexcused.

Leaving School

Any student who leaves school without the school's permission will be subject to disciplinary action and the absences will be considered unexcused. Students should not expect permission to go home for equipment, uniforms, projects, assignments, etc. If they have forgotten anything, they will have to miss the activity or call parents to bring the needed materials.

Students who go on field trips must complete the field trip form and have all the necessary signatures. If the form is not completed, then the missed classes will be unexcused.

Student Support Staff Appointments

Scheduled appointments with student support staff (guidance counselor, social worker, school psychologist) that are made by the faculty member will count as a no-fault absence. Students who do not return to class in a prompt manner as indicated on the pass will have an unexcused absence.

Student initiated appointments with a guidance counselor, social worker or school psychologist should occur during an open, a learning center or before or after school. In an emergency, the House Administrator or the Dean of Students can give permission for an unscheduled visit to a student support service provider (guidance counselor, school psychologist, social worker) to be identified as an excused absence.

Unscheduled drop-ins to see student support staff during class time will be unexcused.

College and Career Center

College Admissions Representatives frequently come to speak with students in the College and Career Center and are here for approximately 40-45 minutes. Visits with college reps in the College and Career Center (for seniors and juniors) are No Fault—they do not count toward the loss of credit limit. However, seniors and juniors must get permission from their teacher in advance of the visit in order to receive a no-fault absence. In addition, juniors must also get permission and a pass from their school counselor and will be limited to two passes for the school year. All college rep visits are posted on Naviance and in the Update, so students can plan visits and obtain necessary permissions in a timely manner. Sophomores are encouraged to visit the College and Career Center, but only during their opens. They will not be granted permission to miss class. College visits, where a student visits a college campus, are Excused absences.

Errors in Attendance

Students who believe that they have been incorrectly marked absent or tardy must see their teacher within 24 hours of the error. If an error has been made the classroom teacher will ensure the record is corrected. For any other errors please contact the house attendance secretary to have the record corrected.

Greenwich High School Alternative Program: Windrose

Windrose will establish their own attendance policy for classes taught within their programs.

Tardiness

Students are to report to class on time. Any student arriving after the bell is considered tardy. Three (3) offenses of tardiness to any course, regardless of the number of minutes late, will constitute one unexcused absence. Students missing more than fifteen (15) minutes of a class are considered unexcused absent even if they attend the remainder of the class. Students who are more than 15 minutes tardy but less than 30 minutes tardy may hand in work during class for credit. Students who are 30 or more minutes late to class may not hand in work for credit.

Loss of Credit

If credit is lost due to poor attendance, the student's transcript will reflect the appropriate loss of credit. Students losing credit due to poor attendance will still earn a grade in the course. The grade is included in the student's grade point average and may be used as a course prerequisite.

A student who loses credit because of excessive absences should remain in that course to establish a prerequisite for future courses. Should a student receive a passing grade in a course in a sequence and lose credit toward graduation due to absences, this student will not need to repeat the course to move on in the sequence (i.e.: passing grade in Algebra 1 will allow the student to move on to Geometry).

In addition, while a student can lose credit, the grade will be factored into the GPA (except for Wellness and PE courses). For the purposes of the GPA the full grade will count as if the loss of credit did not exist. On the transcript there will be a letter grade with an asterisk indicating a loss of credit. If/when a course is taken a second time, both courses (the first time the course was taken and the second time the course was taken) will be on the transcript.

If a student does not have valid reasons for appealing loss of credit or if credit is not reinstated through the appeals process explained below, the student should contact his/her counselor to schedule the class for the following year/semester.

Any student who had lost credit because of attendance will not be eligible for Honor Roll that semester.

Other

If a senior loses credit for a course because of attendance during the senior year, then he/she will not be eligible for senior internship. A junior who loses credit for a course because of attendance during the junior year will not be eligible for a senior parking permit during first semester of his/her senior year.

Students should be aware that:

1. Teachers are responsible for taking and keeping accurate attendance records.
2. Teachers plan and schedule classes so that the class ends at the bell. Teachers will only write passes for a student in rare cases.
3. Resource room students who need additional time to work on tests or quizzes must find that time during Academic Lab, a learning center, an open, or before or after school. Teachers will only write passes for a student in rare cases.

Appeals Process

Students with five or more unexcused absences per semester in any one course, or the equivalent number of tardies, forfeit the right to appeal. (For a single quarter course students with three or more unexcused absences per quarter will forfeit the right to appeal.)

The Attendance Policy is not designed to deny credit to students who, through no fault of their own, are unable to attend school or class due to illness or other conditions beyond the student's/parents' control. In January and June, students who will be losing credit for the prior semester will have an opportunity to appeal. Additionally, students who have a doctor's note may, at any time, petition their house administrator for an immediate appeal. To be eligible for the appeal process, students must continue classroom responsibilities and attend class faithfully.

Timeline

An announcement will be placed in the student bulletin and on the Greenwich High School website that will state the deadline to sign up for the appeal process. The Appeal Board will meet after school during the week of midterm exams and the week of final exams. Students who qualified for an appeal will be contacted on how to sign-up. If a student signs up to appeal and fails to attend the hearing the appeal will be denied.

Attendance Board

The Appeals Board will be constituted by the Vice Principal and be composed of: 3 classroom teachers, 1 student support services staff with the Vice Principal or Principal serving as the Chair of the Appeals Board

This board will hear cases and make decisions.

Appeals will be heard on a “first to sign up, first to be heard” basis.

Appeals will be heard during January for first semester loss of credit and June for second semester loss of credit.

(A first semester loss of credit must be appealed in January; it may not be appealed in June.)

Decisions will be made within one week of the appeal. This board will notify parents, in writing, of its decision.

This board will not hear cases if the deadline for submitting the appeal request is missed.

Student responsibilities

- Students wishing to appeal will submit a written appeals request and supporting documentation to the Vice Principal by noon of the day that appeals requests are due.
- The student must appear in person before the board at the time of the scheduled appeal; failure to do so will result in denial of the appeal.
- The student may bring a parent or guardian to the hearing.
- To be eligible for the appeals process the student must continue his/her classroom responsibilities and attend all classes faithfully.

Notifications

General:

1. Parents and students will receive an email and a phone call for each absence or tardy that counts toward possible loss of credit indicating the day and period of the absence/tardy.
2. This email will also indicate the history of absences and tardies that count toward possible loss of credit for each class.
3. At the halfway point of each marking period, parents and students will receive a letter indicating that a student is halfway or more toward tripping the threshold for loss of credit in a course.

At the house level, the Assistant Dean and the guidance counselors will work together to monitor students' attendance. The Assistant Dean and the Guidance Counselor will then take steps to meet with the student and parents to explore solutions.

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(3) Truancy

A student from ages five to eighteen inclusive who has four unexcused absences in one month or ten unexcused absences in one year is considered truant.

When a student is truant, all the support services of the school are to be used to assist with the problem with particular emphasis on referral to Pupil Personnel Services staff, the Pupil Review Team and, if necessary, the Planning and Placement Team process. The school will coordinate services with and referrals of students to community agencies providing child and family services.

When none of these interventions is successful, and the parent or other person having control of a truant child fails to attend the required meeting with school personnel and/or fails to cooperate with the school in attempting to solve the truancy problem, the Superintendent or designee will refer the student to the Interagency Team (IAT).

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(4) Behavior Guidelines

(See GPS procedure E002.1)

Behavior Guidelines are all reflected in the following procedure:

Good behavior is expected from all students. It is the responsibility of the professional staff to be knowledgeable about and to use techniques used to reinforce positive behavior and enable students to develop self-discipline and respect for the rights of others. In cases where student conduct endangers persons or property, seriously disrupts the educational process, or violates a published rule of the school or policy of the Board of Education, students will be subject to removal from class, suspension, or expulsion from school.

Teachers may remove from class students who deliberately disrupt the educational process in the classroom. It is the Board's intention that suspension from classes and from school privileges, including transportation, be used for serious disciplinary offenses.

An administrative conference and/or parent conference is possible for each of the behaviors in the table below.

Community Service/Saturday Detention can be a consequence at the discretion of school personnel.

Behavior	Possible Consequences
Arson	Suspension, Expulsion, Police Referral
Bias Referral	Mental Health Referral, Suspension, Expulsion, Police Referral
Bullying/Cyberbullying	Warning, Detention, Suspension, Mental Health Referral, Expulsion, Police Referral *
Class Cutting	Loss of Privileges, Detention, Suspension, Academic Consequences
Creating or participating in a disturbance	Loss of Privileges, Detention, Suspension, Expulsion, Police Referral *
Disruptive Behavior	Detention, Suspension *
Extortion	Suspension, Expulsion, Police Referral, Mental Health Referral
False Alarm	Suspension, Expulsion, Police Referral
Fighting, Assault, Violent Behavior	Suspension, Expulsion, Police Referral, Mental Health Referral *
Fireworks (including smoke/stink bombs)	Suspension, Expulsion, Police Referral
Food Theft	Restitution, Notify Parent, Suspension, Police Referral
Gambling	Detention, Suspension, Police Referral *
Harassment	Warning, Detention, Suspension, Mental Health Referral, Expulsion, Police Referral *
Hazing	Detention, Suspension, Mental Health Referral, Expulsion, Police Referral*
Ignoring an order or request of a staff member	Loss of Privileges, Detention, Suspension
Inappropriate Attire	Administrative Conference
Inappropriate Behavior	Warning, Detention, Suspension *
Insubordination	Loss of Privileges, Detention, Suspension *
Involvement with Drugs or Alcohol	Suspension, Expulsion, Police Referral, Mental Health Referral, Substance Abuse Assessment
Laser Pointer	Detention, Parent Conference, Suspension, Police Referral
Leaving Campus (except seniors with permission)	Loss of Privileges, Detention *
Misrepresentation (giving false name)	Detention, Suspension *
Misuse of Buildings and Grounds	Detention, Suspension, Restitution, Police Referral *
Misuse of Electronic Devices	Confiscation, Parent Conference, Suspension *
Referral Form from Staff	Warning, Detention, Suspension *
Refusal to Identify Self (ID or schedule)	Detention, Suspension *
Rudeness, Vulgarity, Profanity	Loss of Privileges, Detention, Suspension *
Sale or Distribution of Drugs	Suspension, Expulsion, Police Referral
School Threats	Mental Health Referral/Assessment, Suspension, Expulsion, Police Referral
Sexual Misconduct	Mental Health Referral, Suspension, Expulsion, Police Referral
Tampering with Records or Materials (One example: forging signature)	Suspension, Expulsion
Tardiness	Loss of Privileges, Detention
Theft	Suspension, Expulsion, Police Referral *
Threat of Violence to Others	Loss of Privileges, Detention, Suspension, Police Referral, Mental Health Assessment *
Threat of Violence to Self	Mental Health Assessment, Police Referral
Throwing Objects (including snowballs)	Detention, Suspension *
Use of Tobacco, Smoking Materials, Electronic Cigarettes	Parent Conference, Suspension, Mental Health Referral, Police Referral see Vaping Protocol below chart for clarification
Use or possession of firearms, deadly weapons, martial arts weapons	Suspension, Expulsion, Police Referral
Vandalism	Restitution, Suspension, Police Referral *
Violations of academic integrity	Administrative Conference, Loss of Assignment Credit, Suspension, Mental Health Referral
Violation of Computer Usage Policy	Warning, Loss of Privileges, Possible Suspension up to 10 days, Possible Expulsion, Possible Police Referral

Vaping Protocol

When students are caught vaping or with paraphernalia (1) Vape is confiscated, (2) Vape is given to School Resource Officer for testing.

If THC is found, it will result in a one day In School Suspension, SRO involvement with consequences, parent meeting, meeting with Liberation and a follow-up with House team.

If no THC is found, First Infraction is a call home, Second Infraction is a parent meeting, meeting with Liberation and a follow-up with House team. Third Infraction is a one day in-school suspension, SRO involvement with potential consequences, meeting with Liberation and follow-up with House Team.

(5) Honor Code for Greenwich High School

Overview: Mutual trust, fairness, and intellectual honesty are central to the very nature of learning. These values represent the highest possible expression of shared beliefs among the members of the GHS community. As members of the Greenwich High School community, we believe these principles should be upheld at all times in order to foster an environment in which academic integrity is respected and valued.

Responsibilities:

A. Student Responsibilities:

1. To understand the school Academic Integrity Policy and individual teacher assignment guidelines.
2. To proactively seek clarification and communicate openly with teachers about any ambiguity regarding guidelines/expectations for all assignments.
3. To maintain and support the academic integrity of the school community by completing all assigned work, activities, and assessments honestly and fairly without engaging in cheating or plagiarism.

B. Teacher Responsibilities:

1. To maintain and support the academic integrity of the school community.
2. To explain the use of permissible materials and collaboration in coursework.
3. To clearly present the Academic Integrity Policy and individual teacher assignment guidelines and expectations, as outlined in the syllabus.
4. To check student work for cheating or plagiarism through a variety of means, including but not limited to plagiarism-detection software such as Turnitin.com.
5. To report any violation of the Academic Integrity Policy to take other appropriate action as set forth herein.
6. To enforce appropriate consequences for Academic Integrity Policy violations.

C. Administrator and Assistant Dean Responsibilities:

1. To maintain and support the academic integrity of the school community.
2. To enforce appropriate consequences for Academic Integrity Policy violations.
3. To maintain records of Academic Integrity Policy violations in the student's disciplinary record.

D. Parent/Guardian Responsibilities:

1. To support the academic integrity of the school community.
2. To become knowledgeable of the school Academic Integrity Policy and individual teacher guidelines.

Pledge for Students:

On my honor, I pledge to uphold the Greenwich High School expectations of academic honesty and personal integrity. I further understand that failure to uphold this Policy subjects me to the consequences and penalties specified in the Greenwich High School Handbook.

(6) Academic Integrity

Outlined below are guidelines for students concerning cheating and plagiarism as well as consequences for violations outlined in the Greenwich High School Handbook.

Academic Integrity means:

1. Producing your own thinking/writing for any work submitted including but not limited to an assignment, quiz, essay, or test.
2. Submitting your best work and meeting academic deadlines.
3. Keeping your work to yourself unless working on teacher authorized collaborative projects.
4. Appropriately citing all other sources, including study guides and Internet sites, from which you drew quotes, paraphrases, or ideas.

Cheating includes but is not limited to the following examples:

1. Copying from other students during an assessment.
2. Collaborating on a test, quiz, homework assignment, or project without the teacher's authorization.
3. Possessing or using unauthorized materials during an assessment or to complete an assignment.
4. Programming of notes, formulas, or other aids into an electronic device without prior authorization.
5. Using a communication device or the Internet to obtain unauthorized information during an in-class or take-home assessment.
6. Using online or electronic translation devices without the teacher's authorization.
7. Taking an assessment for another student or permitting someone else to take an assessment for you.
8. Allowing others to do research or writing of an assignment; e.g.,
 - a. Using the assistance of another person (family member, friend(s), etc.) inappropriately.
 - b. Having private tutors and/or outside resources/companies draft, dictate, or otherwise do work that the student should be completing on their own.
9. Submitting substantial portions of the same academic work for credit in more than one course without consulting the second teacher.
10. Using invented information or the falsification of facts, research, data, or other findings.

Plagiarism means:

1. Intentionally or unintentionally presenting another's work/writing as your own.
2. Using direct quotes, paraphrases and specific ideas of another person without explicit, appropriate attribution.
3. Obtaining and submitting work from Internet sources without proper citation.
4. Supplying/selling work to another.
5. Failing to properly credit sources (directly cited or paraphrased).

Procedure and Consequences for a Violation of Academic Integrity Policy

Once the teacher determines that a violation of the GHS Academic Integrity Policy has occurred, the following steps will be taken:

- a. Teacher conferences with the student to discuss what occurred.
- b. Teacher submits a referral form and sends documentation of the violation to the House Assistant Dean.
- c. The Assistant Dean will reach out to the teacher to communicate the level of the offense.
- d. Teacher may confer with their Program Administrator.
- e. Teacher will inform students and parents/guardians of the violation in a timely manner.
- f. Teacher will confirm with AD that the parent/guardian was contacted.
- g. Student will meet with the House Administrator or Assistant Dean.
- h. Student and house team will engage in a reflective process
- i. House Administrator follows up with a letter to be sent home indicating the consequences.
- j. The action is documented in the student's disciplinary record and in Aspen as a visible comment to parents/guardians and students attached to the grade, specifically, "academic integrity violation."

First Offense*

- 50% credit on the entire assignment. Assignments include projects, tests, quizzes, essays, homework, etc. Aforementioned procedures and consequences a)-g) will be followed and administered. In order for the student to receive a grade other than 50%, the teacher must consult with the student's House Administrator for approval.

Second Offense

- Zero on the entire assignment. Assignments include projects, tests, quizzes, essays, homework, etc. Aforementioned procedures and consequences a)-g) will be followed and administered with additions below.
- Referral to House Administrator for two after school detentions.
- Student/teacher/counselor/parent/guardian/House Administrator conference will occur.
- Referral to the House Social Worker or Psychologist.

Third and Subsequent Offenses

- Zero on the entire assignment. Assignments include projects, tests, quizzes, essays, homework, etc. Aforementioned procedures and consequences a)-g) will be followed and administered with additions below.
- Referral to House Administrator for two after school detentions.
- Student/teacher/counselor/parent/guardian/House Administrator conference will occur.
- Referral to the House Social Worker or Psychologist.
- Student will complete 5 hours of community service, location to be determined during the team conference.
- Referral to the House Social Worker or Psychologist.

NOTE: *Students accumulate offenses with each infraction during their time at GHS.

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(7) Disciplinary Consequences Defined

- Administrative conference: Meeting with Administrator or Assistant Dean
- Removal from Class: Student is removed from class and brought to the House Office for the remainder of the block
- Loss of privileges: Student could be banned from the Student Center; banned from receiving a parking permit on the school campus; banned from co-curricular activities; student could lose open blocks and be required to report to a Learning Center.
- After school detention: Student reports to the detention room at 3:30 p.m. sharp and remains there until 4:45 p.m. with quiet study materials.
- In school suspension (ISS): Student reports to the in-school suspension room and spends the whole day there doing school work. Student is responsible for collecting work from teachers and is excluded from sports and school activities on the day/s of suspension.
- Out of school suspension (OSS): Student stays home and is not allowed on school grounds. Student is responsible for all classwork missed and will be excluded from sports and other school activities while suspension is in place, for no more than 10 consecutive school days.
- Expulsion: An exclusion from school or school privileges for more than 10 consecutive school days.
- Re-entry conference: With Administrator, parent, student and support service staff as needed.

****STUDENTS SUSPENDED OR EXPELLED MAY NOT BE ON SCHOOL GROUNDS, PARTICIPATE IN ACTIVITIES, ATHLETIC PLAY OR PRACTICES OR PERFORMANCES ANYTIME DURING THE DATE(S) OF SUSPENSION OR EXPULSION. STUDENTS ARE ALLOWED TO MAKE UP ALL WORK MISSED DURING A SUSPENSION.****

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(8) Dress Code

Students should dress within reasonable limits so that their dress does not jeopardize the health or safety of the wearers or others, or cause distraction or disruption of the educational process as determined by the administration. (Clothing which advertises drugs or alcohol is inappropriate for school wear.) GHS reserves the right to determine what constitutes dress that is disruptive to the educational climate or process. Footwear, shirts and pants/shorts must be worn at all times. Clothing should be neat and clean. Teachers may ask students to remove their hats during class time.

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(9) Harassment/Threatening Behavior

Every student has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their color, their religion, the country in which they or their parents were born, their sexual orientation, or any disability they may have. The District has zero tolerance for harassment or threatening behavior of any kind.

Parents are urged to reinforce with their children that if they are harassed or witness harassment happening to someone else that they should report the behavior to a teacher or their House Administrator. To maintain a productive and positive learning environment, the Board of Education will make every attempt to halt any harassment of which it becomes aware by calling attention to this policy or by direct disciplinary action, if necessary. For serious threats, disciplinary action will include notification of the superintendent or his/her designee, possible involvement of the Youth Division of the Greenwich Police Department, and/or suspension.

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(10) Mask Regulations (if applicable)

(See GPS Procedure 4118.237/4218.237/5141.8)

Because we in the GHS community “care for self and others,” it is vital that we all follow proper precautions to stay healthy. Regardless of vaccination status due to the Governor's executive order and GPS Board Policy masks are to be always worn. One way we can do this, per CDC regulations and GPS District Policy, is to wear a mask properly. What does that mean?



If a student is not wearing a mask correctly:

Scenario 1

- Ask the student to ensure the mask is covering the mouth and nose
- If a student complies, no further steps

Scenario 2

- Ask the student to ensure the mask is covering the mouth and nose
- If a student does not comply, the teacher will call security (8838) or the House Assistant Dean
- House Assistant Dean to speak with student and follow-up with a phone call home

Scenario 3

- If a student still does not comply with a request to wear a mask, the student will be referred to the House Administrator or Dean of Student Life
- The House Administrator or Dean of Student Life will make a phone call home to inform the parent that the student must comply. If the family refuses to comply, the student will be sent home immediately.
- A re-entry meeting will be scheduled
- If appropriate mask wearing is a continual issue other disciplinary measures will be utilized

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(11) Reporting Systems

Students can report any issues to any school personnel. Greenwich High School personnel will follow up with the students involved.

Anonymous Alerts

Anonymous Alerts allows students or parents to anonymously submit any sensitive or urgent student issues quickly to school officials. Students or parents can submit reports such as bullying, cyber bullying, depression, dating violence, drug or alcohol use, threats against the school, weapons on campus and more. All messages submitted remain completely anonymous. To send a report, either go to www.anonymousealerts.com/greenwichps or download the FREE anonymous Alert Apple iOS app or Android App. Login: gps and password: gps This is monitored on school days from 8:00 am to 5:00 pm

Gaggle

The Greenwich Public Schools has a filtering system for student email. There are a large number of words and pictures which trigger a Gaggle response. Once a student's email is flagged, an email is sent to Greenwich Public School personnel to alert them. Greenwich High School personnel will follow up with the students involved. This is monitored on school days from 8:00 am to 5:00 pm

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(12) Student Center Rules

- All students are required to wear their ID cards as well as access their schedules and present them upon request.
- All food must be eaten at tables.
- Students are required to clear tables of all trash, using appropriate barrels for recycling, before leaving the Student Center.
- Students may not sit on the floor, on another student's lap, on back of chairs, or on tables.
- Belongings must not be left unattended.
- Vulgar and profane language and loud and disruptive yelling are prohibited.
- All aisles of passage, including areas around stairways, must remain clear.
- No balls, hacky sacks, skateboards, frisbees or similar objects may be used inside the building.
- Gambling is forbidden.
- Students who wish to listen to personal music must use headphones.

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(13) Tardiness

If students arrive in class after the bell but within fifteen minutes of the beginning of the block, they are tardy. If they arrive in class more than fifteen minutes late, they will be considered absent. “Oversleeping,” “missing rides,” etc. are not acceptable excuses for lateness. Teachers will enforce appropriate disciplinary action: warning, notifying a parent. If the student is chronically tardy, the teacher will consult with student’s guidance counselor , Assistant Dean or House Administrator. Questions about the accuracy of school records should be directed to the House Administrator. See Attendance Policy for more info.

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(14) Vacations while school is in session

Loss of instruction caused by absences due to vacation is the responsibility of parents and students. Parents are urged to discuss the effects of school absence with the House Administrator before making plans for vacations that may occur during the school year. School cancellation days during the winter months may extend the date for the last day of school or may subtract days from the Spring Recess. Please consider the possibility that the school year may be extended through the last week of June when making summer plans. For procedures, please see Attendance Policy.

(15) Flex Time & Advisor Base

Advisor Base is a scheduled time through which GHS ensures that each student is known by adult mentors in the school, other than the student's counselor. During this time, students will participate in activities to support their academic, personal and interpersonal growth, such as goal setting, course selection and college planning. Advisor Base will be held roughly one to two times a month on alternating Wednesdays. Advisor Base will take place from 8:30 - 8:55 am on those scheduled days. On days when Advisor Base is held, there will be no Flex Time.

Flex Time is one way through which GHS takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student. This designated time at the end of each day is focused on providing a balance of academic, social, and civic opportunities to meet the needs of diverse learners. Flex Time is scheduled from 2:50pm – 3:15pm everyday, with the exception of Advisor Base days. Students may be scheduled by staff for meetings or extra help. After the first marking period progress reports, students will be able to schedule themselves for extra help or participate in enrichment activities. If a student's grade is a C- or below in a class when Progress Report and Marking Period grades are posted, students will automatically be assigned to Flex Time with their teacher.

Students are required to use the My Flex Learning platform to see their schedule and sign up for additional activities.

** Attendance in Advisor Base and Flex Time is mandatory and appropriate consequences will be issued to students who do not attend.

***Parents will be able to view their child's attendance for Advisor Base and Flex Time.

III. POLICIES AND PROCEDURES

(1) Responsible Computer, Network, and Internet Use

(See GPS procedure 6141.321)

Overview

The Greenwich Board of Education (Board) provides its students and staff access to a multitude of technology resources. Access to information and communication technologies (ICT) is considered a privilege and not a right. ICT resources consist of any technology and/or devices that access or convey information, software applications, Internet resources and Internet environments.

These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond the local campus. The advantages of having access to these resources are viewed by the Board as far greater than any potential downside. However, with the privilege of access is the responsibility of students, teachers, staff and the public to exercise appropriate personal responsibility in their use of these resources. The policies of the Board are intended to promote the most effective, safe, productive, and instructionally sound uses of networked information and communication tools. The District also makes a good faith effort to protect its students from exposure to Internet materials that are harmful or explicit. The District maintains a system of Internet content filtering devices and software controls that meet federal standards established in the Children’s Internet Protection Act (CIPA).

Digital Citizen

The District uses information and technology in safe, legal, and responsible ways. It is incumbent upon all members of the school community to use technology ethically, constructively, and with respect for the work of others. Independent and appropriate use of information and communication technologies is predicated upon responsible and ethical conduct. Therefore, a responsible digital citizen, whether staff, student or volunteer, is one who:

- **Respects One’s Self.** Users will select online names that are appropriate and honest about one’s identity and will consider the information and images that are posted online. Users will communicate and interact with others in respectful ways.
- **Respects Others.** Users will refrain from using technologies to bully, tease or harass other people. Users will not access or use hate-based or sexually explicit materials, nor will they disparage others.
- **Protects One’s Self and Others.** Users will protect themselves and others by reporting abuse and not

forwarding inappropriate materials or communications. Users will adhere to age requirements and guidelines of all websites. Users will protect personal information and respect the privacy of others' information.

- **Respects Intellectual Property.** Users will suitably cite any and all use of websites, books, media, etc.
- **Protects Intellectual Property.** Users will request to use the software and media others produce. Respect will be shown for intellect and creativity by asking permission, giving credit, and observing the law.
- **Respects Classroom Guidelines.** Users will follow all guidelines set by teachers regarding the use of electronic devices. Users will respect teachers by keeping all communication school related.

Expectations

Responsible use of the technology resources provided by the Board is expected to be ethical, respectful, academically honest, and supportive of the school's mission. Each computer user has the responsibility to respect every other person in our community and on the Internet. Digital storage and electronic devices used for school purposes will be treated as extensions of the physical school space. Administrators, or their designees, may review files and communications (including electronic mail) to ensure that users are using the system in accordance with Board policy. Users should not expect that files stored on servers or disks will be private.

All use of the Internet, electronic services or any telecommunications network must be in support of educational objectives and be in accordance with all local, state, and federal laws. Some activities are expressly prohibited by law. Users are expected to abide by the generally accepted rules of network etiquette. The following guidelines are intended to clarify expectations for conduct, but they should not be construed as all-inclusive. Given the nature of emerging technologies, it is impossible to anticipate or prevent all problems that may occur.

- Use of electronic devices should be consistent with the Board's educational objectives, mission and curriculum.
- Transmission of any material in violation of any local, federal, and state laws is prohibited. This includes, but is not limited to copyrighted material, licensed material and threatening or obscene material.
- Intentional or unintentional use of computing resources to access or process, proxy sites, pornographic material, explicit text or files, or files dangerous to the integrity of the network is strictly prohibited.
- Software and/or services may not be installed or downloaded on school devices without prior approval of the Superintendent or designee.
- Use of computing resources for commercial activities, product advertisement or religious or political lobbying is prohibited.
- Users may be held personally and financially responsible for malicious or intentional damage done to network software, data, user accounts, hardware and/or unauthorized costs incurred.
- Files stored on district-managed networks are the property of the school district and, as such, may be inspected at any time and should not be considered private.
- Materials published for electronic publication must be for educational purposes. School administrators, teachers and staff may monitor these materials to ensure compliance with content standards.

Communications via ICT resources are often public in nature and general school rules and communication apply. It is expected that users will at all times comply with District standards and will act in a responsible and legal manner in accordance with District standards as well as with federal and state laws.

It is important that all users and parents understand that the District, as owner of the ICT resources, reserves the right to monitor and review the use of ICT resources. Such monitoring or review will be limited and done, as needed to ensure that the systems are being used for District-related educational purposes. Therefore, all users must be aware that they should not have any expectation of personal privacy in the use of these ICT resources.

Optional Language: Monitoring access is for, but not limited to, the following reasons:

- Ensuring the safety and security of people and resources.
- Ensuring positive learning and work environments.
- Keeping schools safe from harassment, intimidation, or threats.
- Ensuring ICT resources use relates to educational mission and goals.
- Preventing breaches of confidentiality.
- Prevention of copyright infringements.
- Ensuring appropriate Internet access.
- Ensuring appropriate communication messages, such as email, blogs, chats, and discussion forums; and
- Ensuring appropriate file downloads and print requests.

Policy Violations

The District reserves the right to refuse access to the Internet to anyone. Violating any portion of this policy may result in disciplinary action, including temporary or permanent ban on computer or Internet use, suspension or dismissal from school, and/or legal action. The District may cooperate with law enforcement officers in investigations related to illegal activities conducted through its network.

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(2) Asbestos in Schools

The State of Connecticut enacted legislation requiring all public buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. Greenwich Public School buildings have on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Requests to review these plans may be made in the school office. Asbestos Management Plans are updated every three years and more frequently as required, often as a result of capital projects.

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(3) Bullying Behavior in the Schools **(See GPS procedure 5131.911 and 5131.911R)**

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

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

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

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

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

- (A) causes physical or emotional harm to an individual
- (B) places an individual in reasonable fear of physical or emotional harm, or
- (C) infringes on the rights or opportunities of an individual at school

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)

Greenwich Public Schools Safe School Climate District Norms

Be Here Be Safe Be Honest Care For Self and Others Let Go and Move On

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(4) Ceremonies and Observances **(See GPS procedure E001.1)**

Opening Exercises, The morning opening exercises shall include the following:

1. An opportunity at the start of each school day to allow those students and teachers who wish to do so to observe this time in silent meditation.
2. An opportunity each school day for students to recite the Pledge of Allegiance. Students may decline to recite the Pledge of Allegiance and may refrain from saluting the flag. A student who chooses not to participate may remain seated during the flag salute.

The morning opening exercises may also include activities such as one or a combination of the following:

- Patriotic song (participation is voluntary)
- Reading
- Music
- Student speakers
- News reports
- Sharing experiences
- Announcements
- Planning the day's work
- Appropriate activities for special days
- Assignment of duties

United States Flag

The flag of the United States of America shall be displayed in each classroom and raised above each schoolhouse and at other appropriate places during all school sessions, weather permitting. The flag shall be raised before the opening of school and taken down at its close every day.

Flags at all schools and building administered by the Board shall be displayed at half-staff as directed by the chief executive officer of the Town of Greenwich.

Religious Ceremonies

Decisions of the United States Supreme Court ruled public schools shall be religiously neutral and any practices must:

- Have a secular purpose
- Have a primary effect which neither advances nor inhibits religion
- Avoid excessive government entanglement with religion

1. Prayer in Public Schools – vocal, denominational, or nondenominational prayer – and ceremonial reading from sacred texts, such as the old and new testaments of the Bible and the Koran, are unconstitutional practices in public schools. Prayers delivered by clergy at official public school graduation ceremonies are unconstitutional. School officials, employees, or outsiders may not deliver prayers at school assemblies. Student volunteers may not deliver prayers at school assemblies, even if the assemblies are voluntary.

It is unconstitutional for teachers to pray with or in the presence of their students in school, or in their capacity as a teacher or representative of the school.

A student may engage in private prayer or other religious activities, including engaging other students in religious discussion, as long as that private religious activity does not materially disrupt the school's educational mission and activities. Personal religious activity may not interfere with the rights and well-being of other students.

2. Religion in the Curriculum – religion may be presented as part of a secular educational program, with the goal of teaching students about the role of religion in the historical, cultural, economic, and social development of the United States and other nations, and instilling understanding, tolerance, and a respect for a pluralistic society. Religion must be discussed in a neutral, objective, balanced, and factual manner.

The student of religion may naturally occur within the context of studying other topics. The curriculum's approach may not be devotional or doctrinal nor have the effect of promoting or inhibiting religion. Sacred texts, such as the old and new testaments of the Bible and the Koran, may be studied as literature, but not as religious doctrine. The lesson must be secular, religiously neutral, and objective.

If religion is discussed, care must be taken to include minority as well as majority religions. Any discussion of religion in the classroom should be very sensitive to the beliefs of different students in the class. In no event should any student feel that his/her own beliefs or practices are being questioned, infringed upon, or compromised.

Students may be excused from a class or program due to the conflicting religious beliefs of the students or their parents. A written request from a parent or partner is required.

3. Religious Holidays – observing religious holidays in the form of religious worship or other practices is unconstitutional.

Teaching about the historical, contemporary, and cultural aspects of holidays with both a religious and secular basis may be constitutional if it furthers a genuine secular program of education, is presented objectively, and does not have the effect of advancing or inhibiting religion. The study of religious holidays should reflect this nation's diversity.

Religious symbols such as crosses, crèches, and menorahs may be used as teaching aids in the classroom provided the symbols are displayed as an example of the cultural and religious heritage of the holiday, and are temporary in nature. They may not be used as decorations. Symbols of religious holidays which have acquired secular meaning, such as Christmas trees, may be permissible decorations. Students may be excused from classes if the religious beliefs of the students or their parents conflict with the content of a classroom activity. A written request from a parent or guardian will be required.

Music, art, literature, and drama with religious themes may be included in teaching about holidays, provided they are presented in a religiously neutral, prudent, and objective manner, and relate to sound, secular educational goals. Religious music or drama may be included in school events such as assemblies, concerts, and programs so long as the programs are objective and educational and do not focus on any one religion or religious observance. Student participation should be voluntary.

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(5) Child Abuse

(See GPS procedure E051.30)

The Board of Education shall protect the health and welfare of all students who may be subject to injury or neglect by requiring certified professional staff members and instructional aides to make a report when they have reasonable cause to suspect that a child under the age of 18 years has been abused. While certified and paraprofessional staff members are mandated by statute to report suspected child abuse, all staff members are encouraged to make a report when they have reasonable cause to suspect a child under the age of 18 years has been abused. The staff member may make the report to the building administrator, the Superintendent of Schools, the Department of Children and Families, or a law enforcement agency.

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

A certified professional staff member or instructional aide who has reasonable cause to suspect a child has been subject to abuse shall make or cause to be made an oral report to the Commissioner of the Department of Children and Families or a law enforcement agency within 24 hours of reasonably suspecting a child has been abused or neglected.

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(6) Communicable/Infectious Diseases

(See GPS procedure E001.17)

Students with any medical condition that may expose others to disease or contagious and infectious conditions within the school setting will be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse.

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(7) Drugs, Tobacco, & Alcohol

(See GPS procedure E001.19)

The schools play three important roles in helping to prevent student drug, tobacco, and alcohol use. Operating in conjunction with the home and community, they:

- Try to prevent drug use through education
- Intervene with drug users and at-risk students
- Promote recovery through referrals and reentry support

Smoking and/or use of smokeless tobacco is prohibited for elementary, middle, and high school students.

Students shall not manufacture, possess, sell, distribute, or use illegal or harmful substances in school buildings, on school grounds, or while involved in any school or school-approved activity.

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

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(8) Electronic Devices

(See GPS procedure E-040.15)

Students may use electronic communication devices including, but not limited to, cell phones, beepers, and pagers on campus (except in the classroom) as long as the device does not create a disruption as determined by an employee of the Greenwich

Public Schools. In the classroom these devices may be used for instructional purposes at the teacher's discretion. An electronic communication device that creates a disruption will be confiscated. A confiscated device will be sent to the student's House Administrator and the student will be responsible for contacting the House Administrator at the end of the school day to retrieve the device.

Students are personally responsible for the security of their electronic communication devices. The school is not responsible for loss or theft of such devices.

GHS Cell phone procedure:

Research has shown that cell phone use for adolescents is on the rise, and that it is contributing to negative consequences for their academic and social-emotional growth. To mitigate the challenges posed by this technology, cell phone pocket holders have been purchased for each classroom, and we have created the following procedure. During class time it will be expected for students to have cell phones put away in either their backpacks or the cell phone pocket holder located in the classroom. School issued devices will be the best choice for students during class. Pocket holders need to be visible and in close proximity to the teacher.

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(9) Emergency Response Plan

The Greenwich Police Department believes our school to be a safe environment. However, in the unlikely event of an emergency it is ready to respond. If an emergency is declared, students must follow all instructions given by teachers and administrators. The Police Department, upon being notified, will quickly respond to the school to ensure student safety. Both uniformed and plain-clothes police officers will be dispatched to the school campus. Police officers will attempt to contain an incident in the general area where the situation/emergency is taking place and, if necessary, advise the administration and students of the evacuation routes. Students will be instructed to follow the directions of the police officers.

The police officers may ask staff and students to place their hands on their heads during the evacuation process, should someone be in the school with a weapon or an explosive device. This is a safety measure for everyone, including students, staff and the emergency personnel. It is important that everyone remains as composed as possible and cooperates to provide comfort and restore calm once everyone has reached a safe area. Police officers may request that we board buses or other transportation. Parents and relatives will be informed by the media of the location to which we will be transported so that we may meet with them and advise them of the situation.

FAILURE TO COMPLY WITH THE ABOVE RULES, UPON THE REQUEST OF A STAFF MEMBER,
CONSTITUTES INSUBORDINATION

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(10) Expulsion

Expulsion is authorized if a student's conduct on campus or at a school sponsored activity violates a publicized rule of the Board of Education, seriously disrupts the educational process or endangers persons or property. Expulsion is defined as any exclusion from school privileges for more than 10 days up to one calendar year. An expulsion is also defined as an exclusion from the school to which a student was assigned at the time of the disciplinary action.

Mandatory Expulsion

The following student misconduct in-school or out-of-school mandates up to one calendar year school expulsion:

1. Possession of a firearm as defined in 18 U.S.C. 921
2. Possession and use of a firearm, a deadly weapon, a dangerous instrument or martial arts weapon in the commission of a crime or
3. The sale or distribution of drugs which are controlled substances as defined by CGS 21a-240

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(11) Fire Drills

1. These procedures are for student safety. They have been formulated to assure a quick, orderly, safe evacuation of the building.
2. Fire drills are extremely serious. Each drill should be treated as a real emergency. Fatal fires do occur.
3. Students must follow the teacher's instructions immediately and without question.

4. Students must follow the teacher through the emergency exit to the assembly area. Do not stop right outside the building near an exit, as this will block other people. Students must stay with the class and not wander from the assigned area. Students should move quickly from the building to the assigned areas; running is not permitted.
5. Students with open blocks when the alarm sounds must follow the instructions of the nearest staff member.
6. Quiet must be maintained during a fire drill so that everyone will be able to hear instructions.
7. There is to be no smoking by anyone during a fire drill. This is a state law. It is non-negotiable.
8. Students should not stop in the parking lots or in any driveway or roadway, sit in cars or leave campus.
9. Students must wait for instructions from teachers before returning to the building, returning through the regular entrances to class. If the block changes during a drill, students should collect their belongings and report to their next class.

The school campus has been divided into three zones. Under this system evacuation of students and staff is limited to the zone that is affected. If a fire alarm sounds in one zone, the bells may be held until the situation is resolved. Therefore classes in the other two zones may not be dismissed on schedule.

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(12) Guidelines for Childhood Illness

The following guidelines are to help us provide a healthy environment for your child in school.

Please keep your child home when he/she has:

- cold symptoms with fever, malaise, cough, discolored nasal drainage
- diarrhea &/or vomiting
- eye drainage (profuse &/or thick)
- fever (for any reason)
- rash (undiagnosed – not seen by M.D.)
- when your child feels too sick to take part in the school day

Your child may return to school when:

- Temperature is normal for 24 hrs after stopping Tylenol or Ibuprofen
- diarrhea &/or vomiting has stopped for 24 hrs
- rash has been seen by M.D (must bring note to school nurse)

Children are generally non-infectious:

- 24 hrs after starting antibiotics
- 1 week after the onset of any communicable disease

Any injury (causing the child to wear a cast, splint, or to use crutches or have stitches) or illness which would prevent the child from participating in activities, such as phys ed, requires a note from the child's health care provider explaining the restrictions and the anticipated time frame.

Greenwich School District and the public health school nurses reserve the right to send home any student who displays signs of ill health or injury that, in the nurse's judgment, may jeopardize the general welfare of the student and/or the class.

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(13) Hazing

See GPS procedure E002.1

Hazing is any form of verbal, physical or emotional mistreatment, harassment or abuse of a student in connection with his/her membership on an athletic team or in any school sponsored club or activity. The Connecticut Interscholastic Athletic Conference (CIAC) defines hazing as "any activity that humiliates, degrades, abuses or endangers a person's physical or emotional health." Hazing may also involve forcing, coercing or intimidating any student to participate in any illegal, inappropriate and/or embarrassing activities as a requirement to become a member of a team or club. Students should be aware that hazing can also constitute a violation of Connecticut Statutes as a form of assault and can make the student liable for arrest and prosecution, as well as for civil liability.

Hazing is prohibited on or off school grounds prior to, during, or after the school day or the sports season. Agreement by a candidate for a club or sports team to participate in hazing activities as a requirement for admission does not absolve those proposing the activities (the offenders) of responsibility for violation of the GHS hazing policy.

Students who engage in hazing activities will be subject to disciplinary action by the school administration up to and including exclusion from the activity or team and suspension or expulsion from school.

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(14) Misuse of Greenwich High School Name

The use of the Greenwich High School name or the names of Greenwich High School publications without permission will result in disciplinary action including a legal response. Any student(s) or organization that wishes to use the name "Greenwich High School" for any purpose must obtain written permission from the Principal.

(15) Out of School Misconduct

Students are subject to discipline, up to and including suspension and expulsion for misconduct which is seriously disruptive of the educational process and is a violation of a publicized board policy, even if such conduct occurs off school property and during non-school time.

Out of School actions that will result in a mandatory expulsion for one calendar year include the following:

1. Possession of a firearm as defined in 18 U.S.C. 921
2. Possession and use of a firearm, a deadly weapon, a dangerous instrument or martial arts weapon in the commission of a crime or
3. The sale or distribution of drugs which are controlled substances as defined by CGS 21a-240

Certain other out of school misconduct may result in disciplinary action up to and including suspension and expulsion. In determining whether the out of school misconduct will result in any disciplinary action the school administration or the Board of Education will consider whether the misconduct was violation of a publicized policy of the Board and seriously disruptive of the educational process. The same factors will be considered by the school administration in determining suspensions and the Board of Education in determining expulsions in situations involving out of school misconduct. If a student receiving special education services is involved in out of school misconduct, appropriate state policy and procedures will be followed.

The school administration or the Board of Education will consider any publicized policy that governs student conduct in evaluating the misconduct. Some examples of misconduct that may result in suspension or expulsion would be making a bomb threat or threatening physical harm to a student or member of the staff.

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(16) Pesticide Application

(See GPS procedure E051.17)

The Superintendent directs his/her designee to provide adequate and appropriate notice to students, staff and parents/guardians prior to pesticide application in school buildings and on school grounds, in conformity with applicable statutes. The definition of pesticide application excludes disinfectants, sanitizers and bait formulations. Parents/guardians who want to be notified prior to pesticide applications inside their child's school assignment area may contact the school office for information.

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(17) Physicals (10th Grade)

All sophomores are required by state law to have a physical examination or be excluded from school. This information must be presented to the health office on the appropriate form(s). Please see the GPS website for details.

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(18) Promotion/Acceleration/Retention

(See GPS procedure E040.18)

Student promotion is dependent on each student's mastery and acquisition of basic learning objectives. Normally, students will progress annually from grade to grade. Students who master objectives at an exceptional rate may be considered for acceleration to another grade or class. Students who fail to master basic learning objectives at a normal rate will be provided remediation by the teaching staff during the school year and their parents will be notified of such. If remediation efforts fail to result in mastery of the learning objectives, retention will be considered. Retention and acceleration decisions will be the responsibility of the teaching staff and principal, after prior notification and discussions with parents. The final decisions rest with the building principal in accordance with regulations established by the superintendent.

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(19) Property, Lockers and Equipment

It is the policy of the Board to hold students responsible for any loss of or damage to the property of the school under the jurisdiction of the Board when the loss or damage occurs through fault of the student. Any student damaging or defacing school property will be financially liable for restoring the property regardless of the condition of the property at the time of the destructive act, in addition to any other discipline up to and including arrest or civil prosecution as deemed appropriate. In addition, anyone who witnesses such an act and fails to report it to the proper authorities will be considered as having contributed to that action. Such charges for damaged property will be exactly those which the school must incur to repair the damage. Each student is assigned a locker and other materials and equipment. These items are the property of the school, loaned to students for their convenience during the school year, should be kept in good order and not abused, and may be opened and subject to inspection from time to time by school officials. Lockers and desks are school property and are loaned to students, and therefore may be searched.

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(20) Psychotropic Drug Use

(See GPS procedure E001.18)

School personnel members are prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. Members of the school medical staff, including school nurses, may recommend that a student be evaluated by an appropriate medical practitioner. Additionally, with written consent from student's parent/guardian, school personnel may consult with the medical practitioner regarding the use of such psychotropic drugs.

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(21) Requests to Withhold Directory Information

Federal legislation, the No Child Left Behind Act of 2001 and the National Defense Authorization Act of 2002 require the Greenwich Board of Education to provide, upon a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings. These statutory provisions took effect on May 31, 2002. *The legislation provides for a parent of a secondary school student or a student who has reached the age of majority to object to the release of directory information to such organizations without written consent.* A parent or eligible student who objects to disclosure of such information without prior consent may file a notice of objection with the school district. However, parents objecting to release and filing appropriate forms may not object to only one organization. Requests to withhold directory information will apply equally to both military recruiters and institutions of higher education.

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(22) Residency Verification and Registration

Connecticut General Statute and Greenwich Board of Education Policy require students enrolling in Greenwich Public Schools to be residents in the Town of Greenwich. Prior to registering, parents are required to provide proof of residency. Verification is required of all incoming and rising ninth grade students. Verification is conducted at the students school; all required forms detailing required documentation can be found on the Greenwich Public Schools website, www.greenwichschools.org link to the Residency Verification section.

Parents who move during the school year must re-verify their new address and complete numbers 1 through 4 on the Residency Verification Checklist before the new address can be added into the student database. Parents who lease property must supply a new lease or extension letter from their Landlord/ Property Manager along with a Parent/Guardian Affidavit when their lease expires.

Students who are living with someone other than a parent or legal guardian are referred to central office for sponsorship. In this case, the adult with whom the student is living provides proof of residence and signs an affidavit attesting that the student is living with him or her on a permanent basis. Once residency and sponsorship have been verified, the registration process is completed at the school level. Sponsorship must be re-verified every year.

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(23) Rumors

Occasionally students will hear rumors that may cause concern about safety and security at GHS. In such cases, it is important to contact an adult to assist in investigating such rumors and determining the appropriate cause of action.

A trusted teacher or security person may be able to help, but if possible, it is best to refer the matter to the appropriate House Administrator or counselor. House Administrators will be able to clear up any rumors or investigate the accuracy of what is being reported.

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(24) Safety and Security of Pupils, Personnel, and School Buildings

(See GPS procedures E-0151.16)

In accordance with Public Act 09-199, effective September 1, 2009, whenever a registrant on the Sex Offender Registry is released into the community, the Connecticut Sex Offender Registry will notify the Superintendent of the district in which the registrant resides or plans to reside. This notification is in addition to that which is made to the local police department.

This information is available to the public at: http://www.communitynotification.com/cap_office_disclaimer.php?office=54567

Please note: You should type in the names of each Greenwich post office to search the entire Town e.g. "Cos Cob, Old Greenwich, Riverside, Greenwich, etc."

If you are interested in receiving notification of specific registrants being released into the community and/or changes in their status, you may sign up for notification on the Connecticut Sex Offender Registry web site listed above. We strongly recommend frequently checking the Connecticut Sex Offender Registry website to keep apprised of any status changes or additions to the list of registered sex offenders living in Greenwich.

District Procedure E-0151.16 outlines the internal notification of Principals and all staff members with each registration and/or change in status on the Sex Offender Registry. Principals maintain a file on all registrants with the information available from the Sex Offender Registry site. This file is available to be reviewed upon request.

As with any possible emergency, all staff members are on alert and understand the procedures in place should they encounter a situation requiring emergency action. Please take this opportunity to speak to your children and remind them to be alert for strangers and to immediately report and suspicious activity to a responsible and trusted adult. Please know that we maintain close contact with Greenwich Police Department on all reported incidents involving sex offenders.

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(25) Search and Seizure

The right to inspect desks, lockers and other equipment assigned to students may be exercised by school officials to safeguard students, their property and school property. School officials may search students and their effects only when they have reasonable suspicion that the search will lead to evidence that school rules or the law were violated. This document serves as advance notice that school board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

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

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(26) Special Education

Please refer to the district website for services. <http://www.greenwichschools.org/page.cfm?p=55>

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(27) Special Health Care Needs

(See GPS procedures E001.20)

Meeting Students' Needs: "Students with Special Health Care Needs" refers to those students who have a medically diagnosed chronic health condition, such as asthma, diabetes, life threatening food or insect allergies, seizures, cardiac abnormalities, chronic infectious disease, acquired disability, mental health conditions, or a significant acute illness or injury requiring treatment and a recovery period, such as mononucleosis, lyme disease, or a fractured arm or leg. These students have needs that often require accommodations in a school setting to provide a safe environment where the child is able to achieve at a level equal to his/her ability. For those students, access to education may require:

- Assessment and periodic reassessment of the child's health status and level of functioning in order to determine what special services or program modifications he or she may need;
- Close collaboration with families;
- Development of an individualized health care plan (IHP) and/or school health plan (SHP), and/or emergency care plan (ECP) to address health and safety needs for school attendance;
- Related services necessary to ensure successful functioning in educational settings;
- Enhanced communication with staff health and social service providers in the school and the community;
- Education of school personnel.

The State of Connecticut Department of Education Guidelines for Serving Students with Special Health Care Needs, 1992, as adapted, will be used to develop and promote safe and appropriate educational opportunities for students with special health needs on a case-by-case basis.

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(28) Student Insurance

School insurance is made available to families through a specific program. Brochures are distributed to all students at the beginning of each academic year. While the program is not mandatory, it is desirable that parents take advantage of the opportunity to provide adequate protection for their children while in school. Any such arrangement is contractual between the parent and insurance carriers and the Greenwich Public Schools assumes no liability from disputes arising from such contract.

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(29) School Records and Directory Information

(See GPS procedures E080.10, E040.29, E040.28, and E051.9)

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

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

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

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

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

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

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

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

Copies of student records are available without a charge for the first set of copies and then at a cost of \$0.50 per page, payable upon receipt for duplicate copies of records. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the District is given a copy of a court order terminating the parental rights.

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

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

On an annual basis the school system gives parents annual notice of their rights, including the right to refuse to permit disclosure of any or all *Directory Information* as defined. Denial to disclose *Directory Information* represents a denial to disclose same information to any/all institutions without express permission. If a parent (or eligible student) does not object within the time specified in the notification, school and district administrators will release such information upon request without the specific consent of the parents or eligible student to the following entities. Each organization may request the information in a standard print or electronic format. The production of mailing labels or the development of custom formats is the responsibility of the requesting organization using the data provided.

- Federal, state and local governmental agencies including but not limited to regional, inter-district, and other specialized schools and programs
- Representatives of the news media
- Employers or prospective employers
- Nonprofit youth organizations
- Parent Teacher Associations for the purpose of producing and distributing class lists and/or school directories to members of the school community
- Military recruiters or institutions of higher education as described in related procedure E-040.28

No information may be released directly or indirectly to a private profit-making entity other than employers, prospective employers and representatives of the news media. School or district administrators should forward any question regarding disclosure, including but not limited to the type of organization, to the Assistant Superintendent for Research & Evaluation.

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

Parents and eligible students have the right to file a complaint with the U.S. Department of education concerning alleged failures by the District to comply with the Requirements of FERPA. Complaints may be addressed to: Family Policy Compliance Office, US Department of Education, 5400 Maryland Avenue, SW, Washington, DC 20202-4605.

The District's HIPPA Privacy Officer is the School Nursing Supervisor.

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(30) Teacher and Paraprofessional Qualifications

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

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(31) Title IX/Equal Opportunity/Sexual Harassment

Title IX of the Federal Education Amendments of 1972 (20 U.S.C. 1681, 1682) prohibit school systems from engaging in employment practices and operating educational programs or activities, which discriminate on the basis of sex. Sexual Harassment is also prohibited based on 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. Sexual Harassment is defined as **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.

The Greenwich Board of Education has adopted an internal Grievance Procedure providing for the prompt and equitable resolution of complaints alleging any action prohibited by regulations implementing Title IX of the Education Amendments of 1972. A copy of the Title IX Policy and Grievance Procedure is on the Website.

Policy L20 – Professional Personnel Practices

Procedure L020.2 – Grievance Procedures Regarding Title IX

Infractions can be obtained at each school in the main office, at the Board of Education, Department of Human Resources or on the district's website at www.greenwichschools.org by clicking on Policies and Procedures.

District Title IX Compliance Officer

The Director of Human Resources shall service as the District Title IX Compliance Officer. In addition, each middle school and the high school have a Title IX Coordinator located at the building.

District Title IX Officer - Dr. Ann Carabillo , Deputy Superintendent
Greenwich Public Schools
290 Greenwich Avenue, Greenwich, CT 06830
Phone Number: 203-625-7460 Fax Number: 203-625-7408
Email: elizabeth-ann_carabillo@greenwich.k12.ct.us

Title IX Coordinator – GHS
Thomas Pereira, Dean of Student Life
Phone Number: 203-863-8891
Email: thomas_pereira@greenwich.k12.ct.us

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(32) Use of Buildings and Grounds

To ensure the safety of students and adults, the use of skateboards and inline skates is prohibited. Students are prohibited from bringing these items to school. These items may be confiscated by the school staff and given to the student's House Administrator. If a student persists in bringing the above-named items to school, the item will not be returned until a parent conference is held. Throwing snowballs is also prohibited.

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(33) Visitor Policy

(See GPS procedure E080.2)

All visitors to Greenwich High School, including alumnus, must sign in at the school's Visitors/Information Desk where they will be given an identification badge. The Greenwich High School Visitors/Information Desk, located in the glass corridor, is in operation between 8:00 a.m. and 3:30 p.m. At the end of the visit, the visitor must sign out and return the badge.

A current student wishing to sponsor a visitor to the high school must apply to his/her House Administrator at least two days in advance of the visit and indicate the purpose of the visit. Only prospective GHS students are permitted a day's visitor's pass. The sponsor must have each classroom teacher sign the visitor's pass, thereby agreeing to have the visitor attend classes with the sponsoring student. On the day of the visit, the sponsor must have the visitor sign in at the Visitors/Information Desk; at the end of the day, the student will return the pass to the House Office. The guest must remain with the GHS student sponsor and attend classes for the entire day. Visitors are not permitted during a testing period, on the day preceding a vacation, or during the first two weeks of the school year or the month of June. The administration reserves the right to deny visitor access at any time.

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(34) School Volunteer

(See GPS procedure E080.6)

The Superintendent encourages the use and involvement of volunteers in the Greenwich Public Schools in the belief that this

provides an opportunity for citizens to render genuine services to the public schools. The Superintendent also believes that such involvement furthers the District's goals and objectives in community relations. Efforts shall be made to involve all segments of the community in the volunteer program.

(35) Weapons, Dangerous Instruments or Martial Arts Weapons

The Board of Education is concerned for the safety and welfare of all students and school personnel in school or at school sponsored activities. For this reason the Board prohibits student possession of a firearm, a deadly weapon, a dangerous instrument or a martial arts weapon in any school building, on school grounds, in any school vehicle or at any school sponsored activity. A violation of this policy will result in the mandatory recommendation by the Superintendent of Schools for expulsion for one calendar year.

Further, the possession of a facsimile weapon, dangerous instrument or martial arts weapon in any school building, on school grounds, in any school vehicle or at any school sponsored activity may result in disciplinary action including suspension and/or expulsion.

The possession of a facsimile firearm, deadly weapon, dangerous instrument or martial arts weapon out of school may result in disciplinary action including suspension or expulsion if the possession and/or use is seriously disruptive of the educational process.

IV. ACADEMICS

(1) Academic Expectations

The standards for assessment of the Academic Expectations for Student Learning are delineated in the following rubrics. A rubric is an assessment instrument that describes student performance at various levels of achievement. In addition, these general rubrics for each of the Academic Expectations will guide teachers in all subject areas as they assess student progress in those subjects.

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(2) Graduation Performance Standards

All students must demonstrate proficiency in the Graduation Performance Standards in order to graduate from Greenwich High School. The usual way that students demonstrate this learning is by achieving the proficiency level in the Reading and Mathematics sections of the Connecticut Scholastic Aptitude Test (CTSAT). Alternatives for demonstrating the competencies will be available for those students who do not achieve proficiency on the CTSAT.

Reading Performance Standard *The student will read literary, informational and persuasive texts and will analyze, interpret, and evaluate them.*

Students will demonstrate competency by attaining the proficient level or higher on the Critical Reading section of the CTSAT. Students may also demonstrate proficiency by attaining a 3 or higher on the AP English Composition and Literature Exam, a 3 or higher on the AP U.S. History Exam, a 50 or higher on the Critical Reading PSAT. Students in need of remediation will be assigned to a staffed Learning Center.

Writing Performance Standard *The student will use Standard English to communicate effectively to an audience for a specific purpose.*

Students will demonstrate competency by demonstrating proficiency on the Sophomore Research Paper, through attaining a 3 or higher on the AP English or U.S. History exams, or by attaining a proficient score of 500 on the SAT optional essay (not included with the CTSAT). Students in need of remediation will be assigned to a staffed Learning Center.

Mathematics Performance Standard *The student will acquire and demonstrate the conceptual, computational, and other mathematical skills necessary to formulate, analyze, and solve quantitative problems.*

Students will demonstrate competency by attaining the proficient level or higher on the Grade 11 CTSAT (Mathematics subtest), by attaining a 500 or higher on the math SAT or the math SAT subject test, or by attaining a 50 or higher on the math portion of the PSAT. Students in need of remediation will be assigned to a staffed Learning Center.

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(3) Academic Records

The final grade earned in a course becomes part of the student's permanent academic record (transcript). In a full year course, each quarter grade is worth 20%. Both midterm and final examination grades are combined to equal the remaining 20% of the final grade. In a semester course, each quarter grade counts as 40%, and the final examination grade counts as 20% of the final grade.

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(4) Add/Drop Policy

Students must maintain the required course load at all times.

Withdrawal from a course will result in a failing grade if the withdrawal occurs after the first marking period in a semester course or after the first semester in a full year course. Students withdrawing from a course on or prior to these dates will receive a grade of W and the course will be deleted from their transcript.

A semester course dropped on or before the end of its first marking period will not appear on the final transcript. A semester course dropped after that time will appear as an "F" (failure), regardless of the grade earned at the time the course was dropped. A full-year course dropped on or before the end of the second marking period will not appear on the final transcript. If it is dropped after the beginning of the second semester, the final grade will appear as "F" (failure) on the transcript regardless of the grade earned at the time the course was dropped.

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(5) Advanced Placement Courses

Greenwich High School offers Advanced Placement courses in Biology, Calculus AB and BC, Computer Science, Chemistry, Economics, English, Environmental Science, European History, French Language, German Language, Music Theory, Physics AB and BC, Psychology, Spanish Language, Spanish Literature, Statistics, and US Government and Politics, US Comparative Government and Politics and US History. Greenwich High School encourages all students to take challenging courses. The high academic expectations in Advanced Placement courses require students to receive guidance about the course selection process. Prior teachers, guidance counselors, and program administrators will have significant input in the placement process. After receiving this guidance, the ultimate choice to select an Advanced Placement course is made by the student and his or her parents/guardians and, if necessary, a waiver will be signed. In May, the students will be expected to complete the Advanced Placement examination, which may earn college credit or advanced standing.

GHS places a “soft limit” on the number of AP classes a student takes in a given year. A “soft limit” is a recommended maximum number of AP classes a student can take in a given year. AP classes are typically the most rigorous high school classes and require a student to complete up to 60 minutes of homework nightly per AP class. Our intention with the “soft cap” is to help students and parents make informed decisions about the overall workload for a student. A student who wishes to exceed the limit must meet with his/her counselor to discuss the choice and both the student and parents will have to sign a waiver form.

Academic Year	Soft Cap on the number of AP Classes
Freshman	1
Sophomore	2
Junior	3
Senior	4

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(6) AVID

AVID is designed to increase school-wide learning and performance. The mission of AVID is to ensure that ALL students, and most especially the least served students who are in the middle will: succeed in rigorous curriculum, complete a rigorous college preparatory path, enter mainstream activities of the school, increase their enrollment in four-year colleges, and become educated and responsible participants and leaders in a democratic society. AVID’s systematic approach is designed to support students and educators as they increase school-wide/district-wide learning and performance.

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(7) Crisis Team

The Greenwich High School Crisis Team is a multi-disciplinary group of staff members which meets in response to a significant event (e.g. death, serious accident) affecting the GHS community. Once the Crisis Team is notified of the significant event, it gathers to develop a timely action plan, and follow up on the initial meeting, to monitor its plan and provide the team with updated information, as needed. The Crisis Team has completed its responsibility once its action plan has been successfully implemented.

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(8) Exam Policy

Final examinations are given at the end of each semester. Final exams in a semester course account for 20% of the final grade. Midterm exams and final exams in a full year course account for 10% each of the final grade. In the event of an emergency day prior to or during the examination period, the calendar will be revised to reflect the number of days missed. During the exam periods, students must attend school only during their scheduled examinations; modified bus service is provided.

Students bear the responsibility for attending all of their final examinations or communicating with the school about an absence. Students must sign all exam materials. In case of illness, parents/guardians must notify the house attendance aide to explain the absence. Students must contact their teachers immediately to arrange a make-up exam. If a question arises about the legitimacy of an absence, the House Administrator will consider the information presented and make the determination. If the absence is excused, no loss of credit will occur. If the absence is unexcused, a student will be penalized two letter grades on the examination.

Graduating seniors may request a final exam exemption on January 1 (for mid-year graduates) or June 1 if they have an average of A- or better in the course and have been present for 90% or more of the class meetings. The attendance requirement includes all class days in January and June. If the final exam is waived in a full-year class, the student’s final grade is the average of the marking period and mid-term grades. If the final exam is waived in a semester class, the student’s final grade is the average of the two marking periods.

Students have the right to review their final exam and the manner in which it was graded no later than March 1/October 1 of the semester following course completion.

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(9) Grading Policy

The school uses a plus/minus letter grade system to evaluate student academic performance. Quarter grades and the mid-term/final exam grade are averaged to produce a course grade. Course grades are recorded on your transcript and are used to determine your cumulative grade point average. Honors and Advanced Placement courses receive a weighted grade toward the calculation of grade point average. The Board of Education is in favor of weighted grading for honors and advanced placement courses. The grading system reflects their position. The cumulative grade point average is used when determining the valedictorian, salutatorian, and the Principals Award recipients.

Grade Standard

A+, A, A- =Excellent
B+, B, B- =Very Good
C+, C, C- =Satisfactory
D+, D, D- =Poor
F =Failing

Individual Effort

1 = Excellent
2 = Average
3 = Unsatisfactory
4 = Conditional
5 = Parent Conference Requested

W	=Withdrawn
I	=Incomplete
N	=Audit

Full time students are eligible for Honors and High Honors status based upon their quarterly Grade Point Average (GPA). Students with GPA's of 3.6 to 3.9 are named to the Honor Roll; students with GPA's of 4.0 and higher are named to the High Honor Roll. Students having any incomplete grades are not eligible for the honor roll.

Withdrawal from a course will result in a failing grade if the withdrawal occurs after the first marking period in a semester course or after the first semester in a full year course. Students withdrawing from a course on or prior to these dates will receive a grade of W and the course will be deleted from their transcripts.

A D4 may be given as the final grade for the year to indicate that the student has passed the course with minimal success. This grade is given only in sequential courses and indicates the teacher's recommendation that the student not continue with the next course in the sequence the following year. If the student wishes to continue with the next course in the sequence, repetition or summer school enrollment is strongly recommended. Parents are notified of a D4 through a letter sent home.

Students may elect to audit a course with the permission of the teacher. The student will be expected to attend the course regularly and complete all work and testing. Students must decide to audit a course within the first three weeks of the course. Once a student has elected to audit the course, this status may not be changed for the duration of the course. Students will receive no letter grade or points towards graduation, but the audited course will be noted on the report card and transcript by an asterisk (*).

Course Load: Students should be aware of the rate at which they accumulate credit. They must pass 6 credits per year to progress normally in the ninth and tenth grades. All ninth graders are required to be enrolled in at least 6 credits. Honors and Advanced Placement courses receive a weighted grade toward the calculation of grade point average.

To be promoted from grade to grade, a student in the Class of 2022 must accumulate:

- 6 credits to be considered a sophomore
- 11 credits to be considered a junior
- 17 credits to be considered a senior

To be promoted from grade to grade, a student in the Class of 2023 and beyond must accumulate:

- 6 credits to be considered a sophomore
- 12 credits to be considered a junior
- 18 credits to be considered a senior

As part of the prescribed course of study, students must demonstrate mastery of specific proficiencies – the basic skills and knowledge essential to further learning and productive citizenship. While many of students have mastered these proficiencies in earlier grades, some students need to focus their secondary school program on achieving them. If a student is not proficient he/she will be placed in course sequences that lead to mastery. If a student does not demonstrate proficiency with the skills taught in these courses he/she will be assigned to academic support.

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(10) Graduation Requirements

(Per BOE Policy E004)

Listed below are the minimum credit requirements needed to earn a Greenwich High School diploma. Alternative course schedules are permitted with approval of the Administration. Students are encouraged to go beyond minimum course requirements.

Credits Required for Graduation: See the [Course of Study Guide](#) for more information. Pages 5 & 6

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(11) Homework

(See GPS procedure E040.23)

The responsibility of the school District to educate the student is carried out by the teachers through effective classroom instruction and the careful delegation of independent study. It is important for the student to be taught the concepts related to the subject area and how to study in school before he/she is given work to do at home. There is, therefore, a steady increase in the amount of homework expected of students from the elementary grades through the senior high school.

Worthwhile homework benefits students. Homework should be an extension of the class lesson, be clearly understood by the students, be well planned and meaningful. It needs to be evaluated, corrected, and returned promptly, and count for class credit. Homework shall not be used as a form of punishment. Homework assignments should be minimized over vacations and should not be assigned on major religious holidays.

Basically, there are three types of homework:

- Practice Skills – Practice provides students with the opportunity to reinforce and master specific skills presented in class and to review content.
- Preparation for Future Classes – Prepares students for the next class meeting, and may include reading, library research, or other information-gathering activities.
- Extension of Classwork – Extension focuses on individual application, research, and study; takes students beyond work covered in class.

In an effort to help both students and staff manage the challenging workloads of high school, GHS adopts the following homework guidelines and “soft limit” on Advanced Placement classes.

Greenwich High School adopts the following guidelines* regarding the amount of homework expected for a particular class each night and over the course of an eight-day cycle:

Type of Course	Minutes of HW/night	Minutes of HW/Cycle
Non-Honors	30	180
Honors	45	270
AP	60	360

* Guidelines are not hard limits. They are intended as an average amount of time. Some students will require more than the amount of time indicated above and some will require less.

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(12) Honors Courses

Greenwich High School offers many honors level courses. All honors courses meet the following criteria:

1. The prerequisites for admission to an honors course are more demanding in terms of performance in prior courses, skill level, ability, and motivation.
2. The honors curriculum proceeds at an accelerated pace in terms of the quantity of material covered and assigned, demands higher quality work from the student, and requires the student to exercise a high degree of academic independence.

When considering courses, the prerequisites must be carefully considered. For a description of specific honors courses and prerequisites, see the learning program course listings in the *Course of Study Guide*. An exception to these prerequisites may be appealed to the Program Administrator responsible for the course.

All honors courses carry a weighting factor of +1.0, e.g. a B in an honors level course has a grade point equivalent value of 4.0 instead of the standard value of 3.0.

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(13) Incomplete Grades

When students receive an incomplete (I) as a quarter or final grade, the teacher must file a progress report indicating the work still not completed and the deadline for making up the work. If work is not completed by the deadline, the student will receive a grade of F for the marking period.

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(14) Independent Study

At Greenwich High School any student interested in pursuing an area of study not offered in the curriculum may submit an Independent Study proposal. Under the guidance of a sponsoring teacher, who must be a member of the Greenwich High School faculty, a student may self-design an independent study. Independent Study has the support of the administration and faculty of the school because it furthers the goal of personalized learning and encourages students to take responsibility for pursuing their own education plan. The independent study proposal must be presented to the student’s School Counselor for review by the Independent Study Committee. The sponsoring teacher monitors the student’s progress, meets with the student at least once per cycle, and issues a grade upon completion of the independent study. A student may earn a maximum of one credit for an independent study per school year unless approved by the Vice Principal. Independent study may not be honors-weighted unless approved by the Vice Principal.

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(15) Mid-Year Graduation

Students who complete all of their academic requirements by mid-year are eligible to graduate at that time. Such students must apply to their counselor and complete an academic contract for January graduation no later than June of the preceding year.

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(16) National Honor Society

The purpose of the Greenwich High School Chapter of the National Honor Society is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership and to develop character in the students of Greenwich High School. Students who are accepted into the National Honor Society are expected to peer tutor when a request is made, or explain their community service for senior year to the NHS Advisor in September of senior year. If a student fails to do community service in senior year, it is understood that the council may vote to rescind his/her membership.

In the spring of junior year, each student who has earned a five semester cumulative GPA of 3.6 or higher is invited to complete a membership packet. Those students with a GPA of 3.5 – 3.59 are also invited to fill out a membership packet with the understanding that they must have a cumulative 3.6 or higher by the end of the sixth semester. Students are asked to verify a minimum of 30 hours of service for each of their years at GHS and to show evidence of their character and leadership. Students must have a record free of any serious disciplinary actions. In the event a student has been disciplined by Greenwich High School administration, the student may jeopardize his or her admittance into the National Honor Society. Moreover, if a student has not been formally disciplined, yet information has come to the attention of the council that the student has exhibited behavior contradicting the spirit and purpose of NHS, the council may take this into consideration when deciding whether or not to offer membership to the student.

The NHS Faculty Council is made up of one teacher from each house plus an advisor and guidance counselor. The Faculty Council meets during the month of May and reads each membership packet. The council then decides whether to accept or deny a student membership. Letters of acceptance or denial are sent out in July after the sixth semester cumulative GPA's are verified. This GPA must be a 3.6 or higher. Students who would like to appeal the council's decision may do so, but the appeal must take place ten or more days prior to the induction ceremony. No appeals will be heard after the induction ceremony.

Students new to the high school in senior year who meet the requirements are invited to fill out a membership packet upon their enrollment. Also, students who had a GPA lower than a 3.5 for five semesters, but earned a cumulative GPA of 3.6 or higher at the end of the sixth semester are also asked to fill out a membership packet. Students who were invited to fill out a packet in the spring are not invited again in the fall. They have missed the opportunity for membership.

The NHS induction ceremony will be held in the month of October. All accepted students and their parents are invited to attend the ceremony which is held in the high school auditorium.

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(17) Norwalk Community College Courses

In conjunction with Norwalk Community College, GHS students can receive college credit for the Honors Culinary Skills course. To qualify for the course, the student must have 1 ½ credits of cooking: ½ credit from Cardinal Cooks and 1 credit from Advanced Cardinal Cooks with a grade of B or above. To qualify for college credit, the student must pass the NCC exam with 75% or better and satisfy lab requirements of Advanced Foods.

GHS also offers NCC credit for Honors Financial Accounting. To be enrolled in the NCC section of this course, students must pass the qualifying English exam at NCC. To receive college credit students must earn 75% or better on the final exam.

Additionally, the HEIGHT Program offers students college credit for the following GHS courses upon enrollment at NCC: Keyboarding with Word Processing, Advanced Word Processing, PowerPoint, and Desktop Publishing for a maximum of 12 credits. The college credits will be awarded for each one of the approved courses based on the following requirements:

- Academic final grade of C or better.
- Credit will be awarded to any student who completes one semester at NCC as an Office Administrative Careers student within one year of graduation from high school.

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(18) Physical Education

Requirements are in the [Course of Study Guide](#) page 82. Students who fail Physical Education may make up the missed credit by:

1. Doubling up the next quarter
2. Attending summer school

No student will be permitted to take three Physical Education classes in the same marking period. A medical excuse may not be used to make up a Physical Education class from a previous quarter.

(19) Progress Reports

At mid-quarter, Progress Reports will be made available through Aspen Parent/Student Portal for all students. After the mid-quarter, teachers will issue Progress Reports any time a failure or two-letter grade drop is anticipated.

(20) Regional High School

One regional specialized high school program is open to Greenwich High School students. The Academy of Information Technology & Engineering (AITE) is the first program of its kind in Connecticut for high school students interested in all aspects of technology. The program combines traditional high school courses, cutting edge technology training, industry certification, college credit, and paid corporate internships. All classes take place in the Rippowam Center on High Ridge Road. The program is designed to give students in grades 9-12 a decided edge upon graduation from high school, whether they are looking to secure high paying jobs or gain admittance to competitive colleges. Interested students should contact the GHS Coordinator of Guidance Services.

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(21) Report Cards

(See GPS procedure E003.1)

A system of annual evaluation of student performance shall include standardized measures of achievement and school learning ability. It shall also measure attainment of Greenwich curricular objectives. Annually, the Superintendent shall report on these measures to the Board and the public through monitoring reports. Reporting progress in academic, learning, attitude, effort and attendance to students and their parents will be done on a regular basis.

Report cards are issued four times during the school year in all grades. Please carefully review your child's report card. You are encouraged to contact your child's teacher if you have any questions or concerns.

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(22) Scholarships, Financial Aid and Awards

Students should start early to establish records worthy of scholarship consideration. In general, requirements for scholarship consideration are some combination of the following: serious attention to studies, good character, financial need and involvement in the activities of the school. Many scholarships and awards are available to qualified students. Students should consult their Guidance Counselor and read the *College/Career Update* for information about what scholarships are available and how, when and where to apply.

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(23) Senior Options

Senior Internship Program

The Senior Internship Program helps students learn independence and decision-making skills and fosters a better understanding of the Greenwich community by allowing them to explore a career interest or service opportunity before they begin their post-secondary schooling. This program provides students with an opportunity to make a smoother transition from high school to college, the work place, or military service. Seniors must meet the following prerequisites to qualify for the program.

1. A minimum of a cumulative 2.0 grade point average
2. Satisfactory attendance record
3. Guidance Counselor's, House Administrator's, and parent's endorsement
4. Successfully meeting June graduation requirements
5. Must have fulfilled all physical education requirements

Senior Project

Through the Senior Project program, students create a culminating activity in which they apply the knowledge and skills they have acquired during high school to an area of personal interest. Students involved in this program are encouraged to synthesize information and ideas, to think critically, and to complete their research both on campus and through the many resources available to them in the community. Students in senior project may drop two courses for the last four weeks of school.

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(24) Social and Civic Expectations

Students will demonstrate the Social and Civic Expectations by keeping an ongoing record of relevant activities. Some examples of activities related to the Expectations might include: participation in a school club or activity, employment, expressing concern and support for others in need, not using insults or prejudicial remarks, not abusing or damaging property, active participation in a volunteer organization, completing the public service requirement in Civics, representing work of self and others in an honest fashion, accepting responsibility for one's behavior. In their senior year, students will complete a self-assessment as evidence of their meeting the Social and Civic Expectations.

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(25) Stand By Me

The Stand By Me program offers academic peer support to 9th graders who would benefit from this service. Ninth graders are matched with juniors and seniors who act as tutors and mentors. Each pair meets three times per cycle. They work on organization, study skills, homework completion and test preparation. The program also offers an individualized goal setting meeting at the beginning of each quarter, a bi-weekly progress report for each student, award luncheons and field trips. One field trip includes a tour and information session at one of several local colleges.

(26) Standardized Testing Program

Occasionally STAR Assessments in Reading and Math are given to students in the ninth grade. Sophomores take the Preliminary Scholastic Aptitude Test (PSAT) in October and the CTSAT in May. Most juniors take the PSAT in October and NGSS exams in May.

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(27) Summer School **(See GPS procedure E001.2)**

The Greenwich Public Schools offers a wide range of courses during its five-week summer session. In addition to the traditional improvement-review and make-up courses in English, math, foreign language and physical education, the Summer School also provides enrichment courses and credit recovery. Extended school year services (ESY) are provided for all students with IEPs found eligible during a PPT meeting.

Students may retake a course for credit in summer school depending on course availability. The grade for a course successfully completed in summer school is averaged with the grade of the course taken during the school year when the cumulative GPA is calculated. Both grades will appear on the official transcript.

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(28) Device, Textbook and Equipment Care and Obligations

Students are responsible for the care of school issued devices (including chargers) books and supplies entrusted to their use. They will be assessed for damage to devices, textbooks, equipment or materials. In accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student pays for or returns the devices, textbooks, library books or other educational materials. Students must return their textbooks, materials and supplies before taking a final exam. If the student does not meet this requirement, he or she will be rescheduled to take the exam during a “conflict” or make-up period. No loss of credit will occur.

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(29) Transfers and Withdrawals

Students withdrawing from school must notify the house administrative assistant one week in advance of their last day. At that time, they will be given forms for their parents to complete. Included will be a formal written statement of withdrawal and release of records form.

On their last day of attendance, students will be given a form that must be signed by each of their teachers. This form will indicate their grade at the time of withdrawal and that all materials have been returned. Records cannot be forwarded until all materials have been returned.

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(30) University of Connecticut Early College Experience Courses

Greenwich High School offers cooperative courses in collaboration with the University of Connecticut: AP Biology, Honors Individual & Family Development, AP European History, AP Political Science, AP Environmental Science, AP Macro and Micro Economics. To qualify for dual enrollment at the University of Connecticut, students must meet the High School’s learning programs’ prerequisites for the specific course and submit an application and the required fee to UCONN.

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(31) On Campus Recruitment

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

V. STUDENT LIFE AND HELPFUL HINTS

(1) Assemblies

There are times when classes, grades, teams or the entire school may gather for assembly programs. These programs are arranged to bring information or educational enrichment to the student community. A student's conduct in assemblies must meet the same standards as in the classroom.

Optional Assemblies

When a teacher elects to bring a class to an optional assembly which may compromise a family's values or religious beliefs, the teacher will announce to the class at least two days prior to the assembly the topic of the assembly. Students will be informed that they may be excused from the assembly and scheduled into a learning center or media center during that block. Teachers will encourage students to see them privately to discuss their attendance at an optional assembly.

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(2) Athletics

Interscholastic athletics are a vital part of school life and Greenwich High School offers a variety of opportunities. We believe that participation in athletics provides many experiences in the development of young people. Our athletic program strives to provide our student athletes with an educational, worthwhile, and memorable experience. While some sports are very competitive because the number of players and the facilities are limited, other sports are more open. We encourage all students to participate in our athletic program to enjoy the teamwork and friendships that come from playing high school sports.

Requirements For Participation

In order to participate:

- All student-athletes must file a Greenwich High School Athletic Physical Form with the health office signed by the athlete's physician and parent/guardian prior to participation. No one will be permitted to participate without this form. An athletic physical is good for 13 months.
- All student-athletes and their parents/guardians must sign and submit the Greenwich High School Athletic Code of Conduct prior to participation.

In order to be eligible:

- All student-athletes must pass at least four core courses at the end of the regular marking period and have earned a minimum of four (4) credits toward graduation to be eligible for the fall athletic season.
- All student-athletes must be an enrolled as a full-time student.
- A student-athlete may compete in interscholastic athletics up to their twentieth birthday. If their twentieth birthday falls during a season they may not start that season (start of the season is defined as the date of the first scheduled game in that sport for that season).
- A student-athlete who transfers to Greenwich High School must have a legal change of address and legal residence in Greenwich.
- A student-athlete must not have played the same sport for more than three seasons in grades 10, 11, 12. Beginning with the class of 2010, a student-athlete will have eight consecutive semesters, or four consecutive years, to compete in high school interscholastic athletics.
- A student-athlete must not play under an assumed name on an outside team.
- A student-athlete must not receive personal economic gain for participation in any CIAC sport.
- A student-athlete must not play or practice with an outside team in the same sport while a member of their high school team after the first scheduled game in any season (*exceptions shall be: participation in parent-child tournaments and individual rules with swimming, tennis and gymnastics*).

Athletic Code of Conduct

Our athletes have a responsibility to provide a positive image in the classroom, on the playing fields, and in our community. They must be reminded that participation in athletics is a privilege and not a right. All athletes are expected to meet this athletic code and failure to comply during their season could result in suspension or removal from a team. All athletes and parents must sign our code of conduct prior to participation.

While at school: A good athlete is also a good student and one who obeys all school rules and regulations. This means good attendance, participation, effort and behavior. An athlete must be in school and attend all scheduled classes, including physical education, to participate in any practices or contests. If an athlete is suspended from school, she/he may not participate in practices or games during her/his suspension period.

On the playing fields or courts: Fair play and good sportsmanship are expected at all times. No athlete will use profanity. An athlete will respect teammates, opponents, officials and spectators.

In our community: The way an athlete acts in our community is very important. As an athlete, she/he shall respect the rights of others and represent our team, our school and the Town of Greenwich with dignity.

The use of illegal substances: Any use, possession of, or involvement with illegal substances (drugs/alcohol/steroids) by an athlete is prohibited. This is a twenty-four hour rule, extends beyond the school day, and includes the following circumstances:

- Being in a motor vehicle with alcohol or drugs regardless of whether the athlete is the passenger or driver, or whether the athlete is in personal possession of any alcohol or drugs.
- Permitting the illegal consumption of alcohol or use of drugs in the athlete's home or on an athlete's premises.
- Postings on blogs and social-networking web sites that confirm a violation.

Failure to comply with this code will result in the following consequences:

- First offense - A two week suspension from all practices and games (minimum of two games). The athlete will be required to meet with her/his school social worker prior to rejoining the team. Upon completion of the suspension, the athlete may apply for reinstatement through a conference with the Athletic Director, Coach and Parent.
- Subsequent offense - A subsequent offense will result in the removal of the athlete from his/her team for the remainder of the season. The athlete will be ineligible for any post-season awards, recognition or participation at team events, and excluded from the opportunity of becoming a varsity captain.

The use of androgenic/anabolic steroids or other performance enhancing substances: Any athlete who has been determined to have used, in or out-of-season, androgenic/anabolic steroids or other performance enhancing substances shall be declared ineligible for all CIAC-controlled activities for one hundred eighty (180) school days on each occurrence. This one hundred eighty (180) school day period of ineligibility commences on the day the CIAC Board of Control makes such determination.

The use of tobacco products: An athlete shall not use or have in possession any tobacco products. This is a twenty-four hour rule and extends beyond the school day. Failure to comply with this code will result in the following consequence:

- A one-week suspension from all practices and games (minimum of one game). The athlete will be required to enroll in our high school smoking cessation course. Upon the conclusion of the suspension, the athlete will be reinstated with the understanding that the smoking cessation course must be completed.

The Greenwich High School Athletic Department does not wish to penalize an athlete attempting to act correctly in situations not of their own making or that could not be avoided. The Director of Athletics and Coach will assess each alleged violation and provide enforcement of this code when and where appropriate. A violation of the Athletic Code of Conduct or Cardinal Rules during team tryouts could negatively impact an athlete's selection to that team.

Disassociation

Captains and teammates should discourage others from acts of inappropriate behavior. However, if athletes innocently find themselves in a situation that violates this code, they should immediately disassociate from the person(s) acting inappropriately. If they fail to do so, they will be considered a willing participant. An example would be leaving a party where alcohol is being served.

School Suspensions

Athletes suspended from school (in school or out), may not participate in practices or games during the suspension period.

CIAC

Greenwich High School is a member of the Connecticut Interscholastic Athletic Conference (CIAC). The CIAC controls the boys and girls athletics in the state of Connecticut. The CIAC regulates and determines eligibility, supervises tournament play and sets game limitation and practice dates. The CIAC is the only association which governs interscholastic athletic programs for secondary schools in the state of Connecticut.

FCIAC

Greenwich High School belongs to the Fairfield County Interscholastic Athletic Conference (FCIAC). The FCIAC is comprised of the following 16 schools: Brien McMahon Senators, Bridgeport Central Hilltoppers, Danbury Hatters, Darien Blue Wave, Fairfield Ludlowe Falcons, Fairfield Warde Mustangs, Greenwich Cardinals, New Canaan Rams, Norwalk Bears, Ridgefield Tigers, St. Joseph Cadets, Stamford Black Knights, Staples Wreckers, Trumbull Eagles, Westhill Vikings, Wilton Warriors.

Athletic Offerings

Fall

cheerleaders (varsity, junior varsity, freshman)
boys cross country (varsity, junior varsity)
girls cross country (varsity, junior varsity)
boys golf (varsity, junior varsity)
dance (varsity, junior varsity)
field hockey (varsity, junior varsity, freshman)
football (varsity, junior varsity, sophomore, freshman)
boys soccer (varsity, junior varsity, freshman)
girls soccer (varsity, junior varsity, freshman) girls
swimming (varsity, junior varsity)
girls volleyball (varsity, junior varsity, freshman)
boys water polo (varsity, junior varsity, freshman)

Winter

boys basketball (varsity, junior varsity, freshman)
girls basketball (varsity, junior varsity, freshman)
bowling Co-ed (varsity, junior varsity)
cheerleaders (varsity, junior varsity, freshman)
dance (varsity, junior varsity)
fencing Co-ed (varsity, junior varsity)
girls gymnastics (varsity, junior varsity)
boys ice hockey (varsity, junior varsity)
girls ice hockey (varsity)
boys indoor track (varsity)
girls indoor track (varsity)
skiing Co-ed (varsity, junior varsity)
boys swimming (varsity, junior varsity)
wrestling (varsity, junior varsity)

Spring

baseball (varsity, junior varsity, freshman)
girls golf (varsity, junior varsity)
boys lacrosse (varsity, junior varsity, freshman)
girls lacrosse (varsity, junior varsity, freshman)
boys rugby (varsity, junior varsity)
sailing Co-ed (varsity, junior varsity)
softball (varsity, junior varsity, freshman)
boys tennis (varsity, junior varsity)
girls tennis (varsity, junior varsity)
boys track (varsity, junior varsity)
girls track (varsity, junior varsity)
boys volleyball (varsity, junior varsity) girls
water polo (varsity)
girls rugby (varsity, junior varsity)

GHS Guidelines for Sportmanship

The Student Athlete:

- Will accept the responsibility and privilege the student-athlete has in representing their school and community by learning and showing teamwork, sportmanship and discipline in all aspects of the game.
- Will demonstrate respect for self, coach, teammates, opponents, officials and spectators by exhibiting good character and conducting themselves as a positive role model.
- Will have a thorough knowledge of and abide by all rules of the game and CIAC.
- Will always work for the good of the team.
- Will cheer for your team, not against your opponent.
- Will congratulate opponents in a sincere manner following either victory or defeat.

The Spectator:

- Cheer for your team, not against your opponent.
- Is expected show respect and courtesy to both players, fans, and coaches from both teams.
- Should enjoy and acknowledge good performance from players on all teams.
- Must respect the decisions of the officials and demonstrate self-control and restraint if they do not agree with a call made, recognizing that they, too, are human.
- Must recognize that attending a high school athletic contest is a privilege to enjoy the contest, not a license to verbally assault officials or coaches.
- Should congratulate players, coaches and fans from both sides following the contest.
- Will refrain from using foul or abusive language.

Responsibilities as a GHS Student-Athlete

As participants in extracurricular activities, including athletics, students are representatives of GHS; this representation is expected to be exemplary. Inappropriate behavior will be subject to discipline and/or denial of the privilege to participate. The following are examples (not all-inclusive) of inappropriate behavior:

1. Cheating/plagiarism
2. Theft/property damage
3. Lewd conduct, i.e. language, gestures, pranks, etc.
4. Insubordination – failure to follow instructions of an administrator, teacher, coach or his/her designee
5. Fighting/Hazing
6. Violations of State or Federal laws that lead to an arrest

All inappropriate behavior will be dealt with on a case-by-case basis.

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(3) Bus Info

Buses are available for all students living more than two miles from school. Bus routes are posted in each House, the Student Center, the Student Activities office and copies are mailed home and are available in the Main Office. Buses depart every day promptly at 3:25 p.m. from the front circle. Public transportation along US Route 1 is available through CT Transit for after school use. Behavioral infractions may lead to loss of bus privileges.

Riding the school bus is a privilege. Improper conduct on the buses will result in that privilege being denied. Cardinal Rules are in effect and any behavior that violates a rule will be subject to disciplinary consequences.

Late Bus

There is limited late bus service at 4:00 p.m. Monday, Tuesday, and Thursday. The late bus leaves from the front circle of the high school, and the four routes are posted in the Student Center and the houses.

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(4) Dances

The arrival time at school dances will be limited to one hour from the start time. Students will not be admitted to the dance after that time and will not be able to reenter a dance once they have left. Students will not be allowed to enter the dance with a backpack or any beverage bottles and all Cardinal Rules will be in effect. Please note all students seeking admission to Greenwich High School dances will be screened for alcohol through the use of a breathalyzer.

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(5) Distribution of Materials

All requests from groups or individuals to have students distribute materials to the community or posted in the school, with the exception of school-connected organizations, will be referred to the office of the superintendent to determine whether the request complies with school policy.

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(6) Equity Statement

Any Greenwich Public Schools student, employee, or individual seeking employment not covered by a Board of Education collective bargaining agreement, with a complaint of an alleged violation of Board of Education policies or regulations on equal opportunity and nondiscrimination in educational programs, services and employment should first informally discuss his/her concerns with the principal or director most immediately involved. A student may discuss his/her concerns with the principal or director most immediately involved. A student may discuss concerns with a teacher, counselor or other staff member with whom he/she feels comfortable.

Any staff member in the school system who received a complaint from a student or other staff member about harassment or discrimination is required to follow up on the complaint and to refer it to an administrator.

1. On receiving a complaint or upon hearing of alleged harassment, the principal or his/her designee must investigate thoroughly. An investigation should be initiated within 48 hours and completed within five business days or a reasonable extension of time thereafter for good cause.
2. If the complaint or grievance is not settled through informal discussion, it must be reduced to writing with specific reference to alleged inequities under Board of Education policies and an explanation of the requested solution. It must be filed with the principal or director most immediately involved within sixty days of the occurrence of the grievance or knowledge thereof by the individual making the complaint. The principal or director must, within fifteen business days, give a written response to the individual making the complaint with a copy to the Director, Personnel.
3. If the complainant is not satisfied with the response, he/she may, within five business days, forward the grievance to the Director, Personnel. The Director, Personnel, must, within fifteen business days, give a written response to the complainant with a copy to the Superintendent of Schools.
4. If the individual making the complaint is not satisfied with the response at level three, he/she may, within five business days, arrange a mutually convenient hearing date. Within fifteen business days of the hearing, Board of Education designees will give a written response to the complainant and shall report findings and recommendations at the next full meeting of the Board of Education. Time requirements may only be extended by mutual agreement. If a grievance is not filed within the time provided, any further action within the grievance procedure shall be waived.

Director of Human Resources, Title VI and Title IX Coordinator, Director of PPS, Section 504 Coordinator

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(7) Fees

Materials that are part of the basic education program are provided without charge to students. A student is expected, however, to provide his or her own supplies of pencils, erasers, and notebooks. The student may be required to pay certain other fees or deposits.

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(8) Field Trips

Field trips may be scheduled for educational, cultural, or extracurricular purposes. Any student whose behavior is considered detrimental to the well-being of other students may be barred from participation by the Administration. While on a trip, all students are considered to be “in” school. **This means that Cardinal Rules apply.**

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(9) Food Services

A variety of hot and cold lunch items including a deli bar, plate lunch and a la carte are served 11:24 a.m. – 12:49 p.m. Hot and cold breakfast items are served **8:00 am – 10:30 am**. Students may use the automated debit program (MySchoolBucks.com) to pay for lunch in advance. Snacks are available in the vending machines. Current menus and nutritional information are posted on the GPS website.

(See GPS Procedure E040.13) There is a free/reduced lunch program for students whose families meet the income criteria. Parents should telephone their child’s guidance counselor if they wish to discuss the provisions. Application forms and further information is available on the GPS website and in the main office.

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(10) Fundraising

Student clubs or classes may be permitted to conduct fundraising drives for approved school purposes. An application for permission must be made to the Student Activities office before the event. Unless approved, fund raising by clubs or classes is not permitted on school property.

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(11) Lost and Found

Lost and found is located in the Student Activities office. If students have lost a personal item they should report it to Security, and if students have found something, they should turn it in to Student Activities.

(12) Lunch Schedule

There are four lunch waves during the lunch block 11:24 am – 12:49 pm. The first lunch wave is 11:24 am - 11:54 am, the second wave is **11:59** am - **12:29** pm, the third wave is **12:20** pm – **12:50** pm and the fourth wave is 12:19 pm – 12:49 pm. Students are assigned to a lunch wave according to where they are scheduled during lunch block. The lunch schedule may rotate each semester.

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(13) Media Center

The GHS Library Media Center is open to all students before school and throughout the school day. Students are welcome to use the media center during opens and lunches to utilize books and computers or to find a quiet place to complete work alone or with friends. Students can also seek help with research or technology related questions.

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(14) Parking Regulations

Seniors who choose to drive are eligible to receive a school parking permit from the Student Activities office upon completion of the application form (parent/guardian signature required) and presentation of a valid student ID card, Connecticut driver's license, and vehicle registration.

The cost of a senior parking permit is \$45 per semester and allows a student to park in the senior-designated parking spaces. Senior parking is limited, and space availability is not guaranteed. A GHS informational parking procedure handout is issued to each student applying for a parking permit. Students are responsible for being aware of this information as well as the policies and procedures on the RydIn website.

1. Parking summonses will be issued for the following offenses: parking in a fire lane, handicapped space reserved space or in a no-parking zone; parking without a permit, parking in an unauthorized area.
2. Parking is a privilege which may be revoked following non-compliance of school rules.

GHS Student Parking Violations and Consequences

Offense	Consequence
Senior with no permit parked at GHS	<ul style="list-style-type: none"> ● 1st ticket - pay ticket, * speak with Assistant Dean, parent(s) contacted, ● 2nd ticket - pay ticket, loss of parking Semester 2 or taken off wait list for Semester 2, if applicable, ● 3rd ticket or more - pay ticket, 6 hours of community service.
Senior with a current permit but who parked in an unauthorized parking space	<ul style="list-style-type: none"> ● 1st ticket - pay ticket, * speak with Assistant Dean, parent(s) contacted, ● 2nd ticket - pay ticket, * speak with Assistant Dean, parent(s) contacted, ● 3rd ticket or more - pay ticket, * speak with Dean of Student Life, loss of permit for the remainder of the semester
10th or 11th grader parked at GHS	<ul style="list-style-type: none"> ● 1st ticket - pay ticket, * speak with Assistant Dean, parent(s) contacted, ● 2nd ticket - pay ticket and no parking Spring of Junior year, ● 3rd ticket - pay ticket and loss of parking privilege senior year, ● 4 or more tickets - pay ticket and community service or possible suspension
Student gave/sold a registered permit to another student	6 hours of Community Service and loss of permit for the rest of the year
Student received a registered permit from another student and used it to park at GHS	6 hours of Community Service and loss of permit for the rest of the year
Student using a fake permit	6 hours of Community Service and loss of permit for the rest of the year
Senior signing in at security with another students permit number	<ul style="list-style-type: none"> ● 1st offense - 3 hours of Community Service, ● 2nd offense – Loss of any future parking
10th or 11th grader signing in at security with another students permit number	<ul style="list-style-type: none"> ● 1st ticket - pay ticket, * speak with Assistant Dean, parent(s) contacted, ● 2nd offense- no parking Spring of Junior year, ● 3rd offense or more - loss of parking Senior year
10th or 11th grader parking at GHS using an older siblings valid parking permit	<ul style="list-style-type: none"> ● 1st ticket - pay ticket, * speak with Assistant Dean, parent(s) contacted, ● 2nd offense - no parking Spring of Junior year, ● 3rd offense - loss of parking privilege senior year, ● 4 or more - community service or possible suspension

NOTES:

- Any inappropriate use of a parking permit, it becomes invalid.
- Tickets are cumulative over the school year, not just one semester. Tickets are issued by the Town of Greenwich not GHS.

* Even if the driver of a vehicle is unknown at time of infraction, infractions will continue to build with each ticket.

(15) Peer Mediation

A number of Greenwich High School students have been trained to be peer mediators. If a student is concerned about an interpersonal conflict either for himself/herself or a friend, the student can see a House Administrator or social worker to request peer mediation. The students in conflict will be invited to a peer mediation session where two student mediators will help the students in conflict resolve their dispute. Additionally, if a student would like to be trained as a peer mediator, that student should see his/her House Administrator for additional information.

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(16) Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents, guardians, and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. *The right to inspect and review the student’s education records within 45 days of the day the District received a request for access.*

Parents, guardians, or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. *The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.*

Parents or eligible students may ask the Greenwich Public School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. *The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent the FERPA authorizes disclosure without consent.*

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll (NOTE: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

4. *The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA the name and address of the office that administers FERPA is:*

Family Policy Compliance Office
600 Independence Avenue, SW
U.S. Department of Education
Washington, D.C.

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(17) School Safety

Student safety on campus and at school related events is a high priority of the District. The cooperation of students is essential to ensure school safety. A student should

- Avoid conduct that is likely to put the student or other students at risk.
- Follow the school's code of discipline.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of staff who are overseeing the welfare of students.

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(18) Security of Personal Belongings

All students will be issued two lockers at the beginning of the school year, one in the house and one for participation in physical education. Personal possessions and school materials and equipment should be protected at all times. The high school is not responsible for lost, stolen or damaged personal property. Students should not bring valuables or large amounts of money to school. Thefts should be reported promptly to the Security officer stationed at the front desk in the glass corridor or to one stationed in the student center. An incident report will be completed and a police referral may be made. Lockers are the property of the high school and may be searched by the school administration if there is reasonable suspicion. The police may assist the school administration and may use trained dogs if the school administration deems it advisable.

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(19) Student Activities

Greenwich High School encourages students, parents and community members to be actively involved. We welcome ideas, suggestions and participation. Most school activities begin in the fall, and student support is important.

Club/Group Activities

All students should be encouraged to participate in extracurricular activities. It is a privilege of all Greenwich High School students to join school clubs. Students are required to adhere to The Cardinal Rules while participating in GHS sponsored clubs or activities. Students found to be in violation will receive consequences including, but not limited to, revocation of privileges (i.e. participation in the club, attendance to school dances and proms, field trip, parking privileges, etc.) It is at the discretion of the club advisor and administration if a student can continue to participate in the club or activity. Club information is published on the school website. Honor Societies and a few performance groups have requirements for membership. There may be no discrimination on the basis of race, color, religion, national origin, gender, sexual orientation, or disability.

Students wishing to initiate a new activity should talk to the Director of Student Activities and complete an application to start a new club. No meeting may take place unless the club advisor or another staff member is present. Student organizations may engage in fundraising activities with the prior approval of the Director of Student Activities. Fundraising activities will be approved if the objectives are compatible with school policy and merchandise is of appropriate quality.

Student Government

The Greenwich High School Student Government provides students with a forum to:

1. increase school spirit
2. effectively communicate with the student body and promote ethical behavior
3. support community service projects
4. improve equity and access for students who have been historically marginalized and/or underrepresented
5. represent the voices of all GHS students in the community

The Student Government consists of representatives from the student body and an executive committee. Representatives are identified from each grade. The executive committee shall be elected by the representatives and composed of committee chairs and an officer from each grade.

Meetings of the Student Government are held one block per month during school hours in order to involve all segments of the school population. Representatives report back to their peers and survey constituents. Standing committees meet regularly and the schedule of meetings appears in the Student Planner and Student Bulletin and is posted in the Student Center.

The Student Government may initiate proposals or recommendations by majority vote at a monthly meeting. Recommendations must be presented in writing and votes shall be taken only after discussion. Recommendations must be considered by the Principal. If approved, the recommendation becomes part of school procedure for the next school year or sooner if mutually agreed upon.

If the Principal vetoes a recommendation, the veto must be in writing and must indicate areas of possible compromise or modification. At this point, the Student Government may choose to drop the recommendation, pass a revised version, or appeal

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(20) Student Employment Service

The GHS PTA sponsors student access to QuadJobs, an online platform that connects students to flexible, part-time jobs. Please visit the PTA Student Employment page for more information.

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(21) Student Publications

Students have the right to express their views in speech, writing, or through any other medium or form, limited solely by those restrictions imposed on all citizens generally and those specifically applicable to children and youths in a school setting.

All student publications must comply with the rules for responsible journalism. The following will not be permitted: Libelous statements, unfounded charges and accusations, obscenity, statements or materials advocating racial or religious prejudice, hatred, violence, the breaking of laws and school policies and/or regulations, or materials designed to disrupt the educational process.

Expressions of personal opinion must be clearly identified as such and must bear the name of the author. Opportunity for the expression of opinions differing from those of the student publishers must be provided.

In addition, student newspapers and/or publications which are paid for by the school district and/or produced under the direction of a teacher as part of the school curriculum are not considered a public forum. In such cases, the Board of Education reserves the right to edit or delete such student speech which is felt to be inconsistent with the district's basic educational mission.

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(22) Working Papers

Students between the ages of 14 and 18 years are eligible for working papers. The application form is available from the switchboard operator in the main office. In order to receive working papers, students must present a birth certificate, current passport or driver's license and the employer's signature confirming a promise of employment.

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(23) Student Transportation

For all Transportation guidelines please see the following district procedures:

General Guidelines - The District shall provide safe, reliable, efficient and economical transportation for all public, private, and parochial students in Greenwich to the extent required by law. The Transportation Manager, the Director of School Safety, and the Deputy Superintendent with the involvement of the Chief Pupil Personnel Services Officer and school administrators, are responsible for all aspects of student transportation.

Eligibility - Free transportation is provided to and from school for students living beyond the established pupil walking distances within their attendance District. Students may also receive transportation in the following special circumstances:

- a. Students who live within the established walking distances but whose walking routes to school are determined to be not pedestrian friendly based on established standards and criteria
- b. Students with disabilities whose IEPs or Section 504 Accommodation Plans stipulate specialized transportation.

Pupil Walking Distance - Free transportation is not provided for students that live within the following walking distances to and from school. Established pupil walking distances also apply to a students' assigned bus stop. Additional reference to mileage can be found in the policy on the GPS website. High School: 2.0 miles

Safety Rules:

The following guidelines and protocols are designed to insure that students arrive at school and return home safely, and that there is clear and consistent communication between and among school, home, the bus company, police, and central office administrators:

1. School administrators are responsible for securing and maintaining a written permission slip in advance and for verifying space availability on a bus whenever a parent or guardian requests permission to travel on a bus other than his/her own assigned route or to another student's home. Slips will be kept on file in the school office for the balance of the academic year.
2. Connecticut Motor Vehicle Regulations (Sec. 14-275c-16) states that at least twice during each school year, each pupil shall be instructed in safe (bus) riding practices, and participate in emergency evacuation drills. School leaders should contact the District Transportation Manager for assistance in arranging for these drills.
3. For the safety of all students, no food is to be consumed while on the buses.
4. The following roles and responsibilities apply in the event of an accident (any incident, without limitation and no matter how slight, where an automobile, motorcycle, truck, van or other motor vehicle, any bicycle, animal or any other personal or public property comes into contact with any bus) or delay (more than 30 minutes after the scheduled pick-up/arrival time). The sequence and responsibilities may vary depending on the circumstances.

Roles and Responsibilities for Bus Procedures

Bus Driver - The bus driver is the responsible adult on the bus. Their directions must be followed. The driver will remind the students of their responsibility to follow guidelines.

Parents - Contact school or District administrator to notify them that a bus is more than 30 minutes late picking up students in the morning or dropping off students in the afternoon.

In Case of an Accident:

Bus Driver will contact bus company by radio or phone.

Police Department - Notify bus company and Superintendent of accident.

Transportation Manager & Director of School Safety

- Contacts the school(s) involved, including those with subsequent bus runs, both public and/or private
- Reports the information to the Chief Operations Officer and/or the Deputy Superintendent.
- Reports the information to the Chief Pupil Personnel Services Officer if students with special needs are involved.

Bus company (any and all service providers)

- Reports immediately by phone to the District Transportation Manager and or Director of School Safety
- In the absence of the Transportation Manager and the Director of School Safety, contacts the Chief Operations Officer
- Reports back within an hour of the initial notification with details about delay or accident including injuries, property damage, or citations
- Files a written report no later than 48 hours following the accident
- Contacts the Police Department with the understanding that no student is to be taken off a bus or released to parents/adults unless the police have authorized an evacuation or the bus driver determines that remaining on a bus may result in serious injury.
- Maintains contact with the bus driver to identify causes and solutions.

Deputy Superintendent

- Provides back up and support to the Transportation Manager.

Shares information with other District administrators including Superintendent and the Communications office who will, as appropriate, update information on the website.

Chief Pupil Personnel Services Officer or designee

- As necessary, establishes and maintains communication with impacted non-District schools attended by children with special needs.
- Notifies parents of special needs students, providing contact information for updates.

School Administrator(s)

Notifies parents of students involved, providing contact information for updates. If there are obvious weather conditions or other extenuating circumstances, the school principal may contact the bus company directly in the event of any delay.

Rights and Responsibilities

While Districts are required to provide transportation services to eligible students, Connecticut Statute (C.G.S. 10-233c) allows Districts to suspend transportation services for any pupil whose conduct while awaiting or receiving transportation to and from school endangers others or violates District policies and procedures. Unless an emergency exists, transportation will not be suspended without advance written notification to parents or guardians and an informal hearing convened by the school and/or District administrators. The pupil will be informed of the reasons for the disciplinary action and given an opportunity to explain the situation. If circumstances warrant, the District may convene a more formal hearing. In emergency situations, the hearing may be held as soon after the suspension as possible. Unless there is a formal hearing, no pupil shall be suspended more than ten times or a total of fifty days in one school year, whichever results in fewer days.

Schedules and Bus Stops:

School bus scheduling, including the location of stops, are subject to change based on safety and educational needs, number of students, frequency of ridership, and trip duration. Typically, the length of time students are on the bus will not exceed 60 minutes. The goal of the district is to have busses arrive at school approximately 10-15 minutes prior to the school start time. Late bus routes usually vary from regular morning and afternoon routes and stops based on ridership. Only transportation to and from an alternate location shall require the approval of the Director of School Safety.

School-related trips

Athletic and field trip transportation may be handled in part by private transportation companies operating under arrangements independent of other school transportation contracts, consistent with all purchasing, bidding, and insurance requirements.

* Transportation Safety Complaints / Procedures

Parents or other interested parties should report any and all bus issues and/or questions using the on-line transportation reporting system available through the (GPS Website). Those who do not have access to a computer should contact their youngster's school office where someone will either answer the question or file an on-line transportation report.

If the question, concern, request or complaint is not addressed at the school level or by the Transportation Manager to the satisfaction of the person who initiated the process, the escalation procedure, which should be communicated to parents through school handbooks and by those addressing problems, is as follows:

- a. Submit a written appeal to the Chief Operations Officer who will consent with the individual filing the appeal and others as appropriate (supervises the Transportation Manager)
- b. If no resolution matter is forwarded to the Superintendent of Schools for review
- d. In accordance with Section 10-186 Connecticut General Statutes, the parent or guardian of any child denied transportation may, in writing, request a hearing with the Board of Education. The Board of Education shall conduct such a hearing within ten (10) days using an impartial hearing officer. The recommendations of the hearing officer shall be binding on the Board. The hearing officer will be guided by state law. This must be submitted in writing and should include a description of the transportation issue (e.g., substantiation of a claim of a pedestrian safety condition, or variance from the procedures), and the requested change.