

Parent/Guardian-Student Handbook

2024-2025



MARINE SCIENCE MAGNET HIGH SCHOOL

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AI Code: 070252



Please note: Changing circumstances, such as the need for health and safety protocols, may cause the policies and guidelines in this handbook to be revised and/or superseded. Any such changes will be communicated as soon as the change is made.

PREFACE

This handbook was developed to provide parents/guardians/caregivers and students with a summary of important LEARN policies and procedures. This handbook is not intended to be all-inclusive and does not contain all of the LEARN policies. The LEARN policies are available online at www.learn.k12.ct.us. All LEARN policies are in compliance with the United States Constitution, Connecticut, federal and local policies. Material contained in this Handbook may be superseded by such Board policy, administrative regulation or negotiated agreement. Any information contained in this Handbook is subject to unilateral revision or elimination from time-to-time without notice. The 2023-2024 Parent/Guardian – Student Handbook is designed to be in harmony with Board policy. Changes in policy that affect portions of this Handbook will be made available to students and parents/guardians through newsletters, web pages, and other communications. Please contact your school principal or the LEARN administrative office should you have any questions or would like additional information. Consult the district’s website (www.learn.k12.ct.us) or the individual school’s website for any significant changes.

EQUAL OPPORTUNITY and NON-DISCRIMINATION

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

Ms. Bridgette Gordon-Hickey, Deputy Executive Director (bgickey@learn.k12.ct.us) and Dr. Ryan Donlon, Associate Executive Director (rdonlon@learn.k12.ct.us) are the designated district compliance officers, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

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2024-2025 Faculty and Staff

ADMINISTRATION

Tara Amatrudo
Principal

Colleen E. Hardison
Assistant Principal

FACULTY & STAFF

Bonnie MacHaffie
Office Manager, Administration

Kimberly Valoy
Office Manager, Attendance

SCIENCE

Richard Fritz
Colby Hawkins
Bonnie Johnston
Amanda Malinowsky
Veronica Rollinson

MARINE SCIENCE

Amy Ferland
Michael Guyot
Kathy Howard
Eric Litvinoff

ENGLISH

Ryan Jones
Amanda Mann
Joseph Potter
Erik Ingmundson

MATHEMATICS

Elizabeth Ayala
Lynn Grills
Silas Olsen
Reide Jacksin

MAGNET THEME COACH

Michael Kuczenski

SOCIAL STUDIES

Kristen Archer
John Felty
Robert Hibson

SPANISH

Claudia Schkeeper
Ana Velez

SPECIAL EDUCATION

Jennifer Cimmino
Amy Poulton
Michaela Super

PHYSICAL EDUCATION & HEALTH

Jennifer Ackerman

SCHOOL COUNSELING

Jennifer Janssen
Jenna Mulvey

SCHOOL PSYCHOLOGIST

Mariella Secchiaroli

NURSE

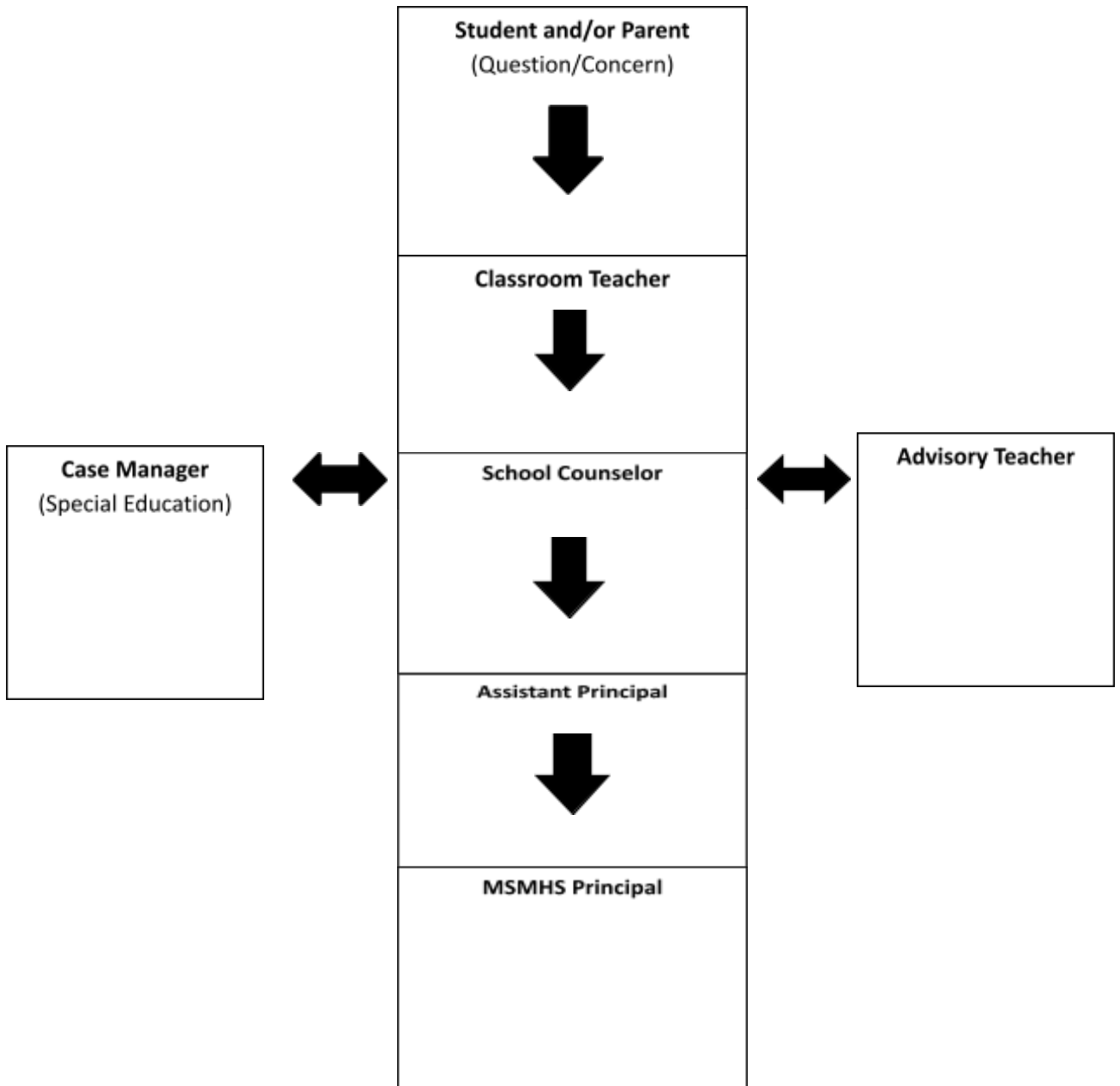
Debra Aniello, RN

Mrs. Katherine Ericson
LEARN, Executive Director
44 Hatches Hill Road
Old Lyme, CT 06371
(860) 434-4800

MSMHS Communication Flow Chart

Parent-School Communication Plan:

The Marine Science Magnet High School encourages students and parents to take every opportunity to foster positive dialogue with faculty and staff (see flow chart below). In the event a question or concern arises, students and parents should make their first contact with the classroom teacher. If the situation remains unsolved, the student and/or parent should then seek conversation with the school counselor, advisory teacher, or case manager (for special education students). Should the situation continue to be an issue, students and parents should contact MSMHS Administration beginning with the Assistant Principal followed by the Principal.



BELL SCHEDULE 2024-2025

School Hours - 7:30 am – 1:43 pm (school is in session)

Office Hours - 7:00 am – 3:00 pm (staff present in main office)

Building Hours - 6:30 am – 4:00 pm (building supervised & accessible to students)

START	END	BLOCK	LENGTH OF BLOCK, PASSING TIME
7:30	8:40	A1/B1	70 min, 4 min pass after
8:44	9:21	Advisory/Shark Block	37 min, 4 min pass after
9:25	10:35	A2/B2	70 min, 5 min pass after
10:40	12:28	A3/B3	108 min, 5 min pass after *class times listed below
10:40	11:10	Lunch 1	30 min, 4 min pass after lunch
11:19	11:49	Lunch 2	30 min, 4 min pass before/after
11:58	12:28	Lunch 3	30 min, 4 min pass before lunch
12:33	1:43	A4/B4	70 min, dismissal at 1:43

*A3/B3 Class Times:

If First Lunch, class time is 11:14-12:28 (74 minutes)

If Second Lunch, class time is 10:40-11:15 (35 minutes) and 11:53-12:28 (35 minutes) (70 min total)

If Third Lunch, class time is 10:40-11:54 (74 minutes)

Shark Block/Advisory Day Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Shark Block	Advisory Great Hall Meeting	Advisory	Shark Block	Advisory Great Hall Meeting

DELAYED OPENING SCHEDULE - 2 Hour Delay

TIMES		Advisory/Shark Block not held; no lunch waves
START	END	BLOCK
9:30	10:20	Block 1 (50 min)
10:23	11:13	Block 2 (50 min)
11:16	12:50	Block 3 (85 min)
11:16	11:46	1st Lunch
11:48	12:18	2nd Lunch
12:20	12:50	3rd Lunch
12:53	1:43	Block 4 (50 min)

EARLY DISMISSAL SCHEDULE - Dismissal at 11:50 a.m.

TIMES		Advisory/Shark Block not held; no lunch waves
START	END	BLOCK
7:30	8:35	Block 1 (65 min)
8:40	9:40	Block 2 (60 min)
9:45	10:45	Block 3 (60 min)
10:50	11:50	Block 4 (60 min)

MSMHS 2024-2025 MARKING PERIODS / QUARTERS

Quarter 1	August 29, 2024 – November 1, 2024
Quarter 2	November 2, 2024 – January 22, 2025
Quarter 3	January 23, 2025 – March 31, 2025
Quarter 4	April 1, 2025 – June 10, 2025

PARENT/GUARDIAN SCHOOL CONFERENCES

Back-to-School Night

Thursday, September 19, 2024

Parent-Teacher Conferences

Thursday, October 24, 2024

4:00 p.m. – 7:00 p.m.

Friday, October 25, 2024

12:20 p.m. – 3:20 p.m.

Student-Led Conferences

Thursday, March 20, 2025

4:00 p.m. – 7:00 p.m.

Friday, March 21, 2025

12:20 p.m. – 3:20 p.m.



History of Marine Science Magnet High School

In the 1970's, Connecticut's State Board of Education (CSDE) authorized the development of four regional marine high schools in the state. Two such schools were then built: New Haven's Sound School in 1980 and Bridgeport's Aquaculture School in 1993.

In 1998, three school districts in southeastern Connecticut proposed other aquaculture schools. Then-Commissioner Dr. Theodore Sergi requested that the three districts work together with LEARN, the Regional Educational Service Center (RESC) for southeastern Connecticut, to submit one proposal. An additional district came on board in 1999, and the four districts worked collaboratively with LEARN Executive Director Dr. Virginia Seccombe to develop a proposal. A Magnet School Operations Plan was submitted in December of 2000; a final revision was submitted to SDE in May of 2001.

The Governance Committee of MSMHS began in 2000 to diligently research sites for the new school. Through working with community leaders and the Town of Groton, a site for the Marine Science Magnet High School was established at 130 Shennecossett Road in Groton. Dr. Nicholas Spera, the first MSMHS Principal, opened the school on September 1, 2011.

MSMHS was awarded the School of Distinction Award for the Highest Overall Performance in 2013, 2014, 2016, and 2018, by the Connecticut State Department of Education. MSMHS's first graduating class, the Class of 2014, achieved the highest CAPT scores amongst all the high schools in Connecticut in the areas of writing, reading, and science according to SPI data. In 2012 and 2013, MSMHS ranked second and tenth respectively in overall CAPT performance in all four areas of mathematics, science, reading, and writing. MSMHS has been ranked in the top ten overall in CAPT testing for each year in its existence. In 2016 and 2017, MSMHS received a Silver Medal ranking from US News and World Report, and in 2018 received its Gold Medal of Distinction. In 2018, the Washington Post ranked MSMHS as the 5th most challenging public high school in Connecticut. MSMHS continues to be placed in the top ten in the state for SAT performance year after year, including being ranked #1 in the state for ELA SAT performance among all Connecticut high schools in 2018. In 2019, Jay Matthews Challenge Index ranked MSMHS second in the state amongst all public and private high schools.

In March 2016, MSMHS achieved full accreditation status from the New England Association of Schools and Colleges (NEASC).

Over the past ten years, MSMHS graduates have attended a two or four year college or university, including Yale University, Harvard University, United States Coast Guard Academy (USGCA), Brown University, Williams College, University of Virginia, Duke University, Bates College, Boston College, William and Mary, University of Connecticut, Wesleyan University, and United States Air Force Academy.

Marine Science Magnet High School

Core Values, Beliefs About Learning, and Vision of the Graduate

<p>Core Values</p> <p>Environmental Stewardship</p> <ul style="list-style-type: none"> - We lead efforts to ensure the sustainability of our physical and social environment. <p>Growth</p> <ul style="list-style-type: none"> - We understand that both success and struggle are part of the learning process. We persist through challenges and seek feedback to support our growth. <p>Equity</p> <ul style="list-style-type: none"> - We advocate and actively work to ensure equitable opportunities and outcomes for every member of our diverse community. <p>Community</p> <ul style="list-style-type: none"> - We take action and build relationships that strengthen our school, local, and global communities. <p>Responsibility</p> <ul style="list-style-type: none"> - We are responsible and accountable to ourselves and one another for maintaining a respectful, productive, safe, and supportive learning environment. 	<p>Beliefs About Learning – We believe:</p> <ul style="list-style-type: none"> - A growth mindset allows us to learn from our mistakes through feedback, support, and new learning; - Strong relationships and a supportive school culture are foundational to successful teaching and learning; - When we are accountable to the learning environment, we engage deeply with our learning and one another; - Individual ownership of our growth motivates us to lead our own learning; - Responsive instruction meets the academic, social-emotional, and cultural needs of each individual in the learning community; - Learning accelerates through relevant opportunities that build on personal interests and fuel creativity through wonder, curiosity, and inquiry.
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Vision of the MSMHS Graduate –
MSMHS graduates will employ the following skills to ensure sustainability and equity for themselves, their communities, and the environment.

<p>Problem Solving</p> <p>MSMHS graduates will design and implement solutions to complex problems through:</p> <ul style="list-style-type: none"> - Thoughtful questioning - Critical analysis of relevant and reliable evidence - Flexible, creative, and strategic thinking - Collaboration and interdependence 	<p>Communication</p> <p>MSMHS graduates will communicate effectively by:</p> <ul style="list-style-type: none"> - Speaking and writing clearly, meaningfully, and with an understanding of audience and purpose - Listening actively and openly - Supporting claims with relevant and reliable evidence - Conveying empathy, compassion, and understanding - Advocating for self and others
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<p>Self-Directed Learning</p> <p>MSMHS graduates will guide their own lifelong learning by:</p> <ul style="list-style-type: none"> - Persisting through challenges - Taking risks that enhance experience - Accepting feedback and seeking support - Appreciating challenges as opportunities for growth - Cultivating curiosity, exploration, and wonder - Building understanding of their own thinking through metacognition - Actively seeking diverse perspectives and experiences - Using literacy skills to understand and navigate our world 	<p>Community Engagement</p> <p>MSMHS graduates will lead environmental and social stewardship, equity, and justice by:</p> <ul style="list-style-type: none"> - Maintaining awareness of the assets and challenges that shape communities - Applying knowledge and skills to positively impact the real world - Taking responsibility to advocate and act with integrity and conviction - Modeling kindness, inclusion, and respect for all
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GENERAL INFORMATION

It is recognized that some students may benefit from attendance at a magnet school not limited by school district boundaries. District students may enroll directly into a magnet school, with which the students' district does not have a participation agreement, on a space available basis. The students' district will be responsible for any tuition for such enrollment, but not for transportation, unless the magnet school is within the boundaries of the school district. Parents/guardians are required, not later than two weeks following an enrollment lottery for an inter-district magnet school, to notify the district of their child's enrollment or placement on a waiting list for enrollment in the coming school year.

Parent/Guardian Conferences

The school calendar includes two designated times for parents/guardians to conference with their child's teachers. Fall conferences provide an opportunity to arrange time with individual classroom teachers. Spring conferences are student led reviews of progress with the student's advisor. Parents/guardians and students may also arrange individual meetings with teachers, counselors or administrators at a mutually available time throughout the year.

School Materials/Equipment

Students are responsible for the care of all school materials loaned to them. This includes textbooks, library books, laptops and accessories, calculators, etc. Failure to return them in good condition will result in a replacement or repair charge. In accordance with state law, the school reserves the right to withhold grades, report cards and/or transcripts until the obligation is cleared. However, the school will not withhold a transcript from a college or other secondary school to which the student has applied. **Seniors with an outstanding obligation may not be permitted to participate in graduation ceremonies. Laptops, power cords and textbooks must be returned on, or prior to, the final day of a student's finals, typically blocks B3/B4. Failure to turn in laptop or other school materials will result in the student not being able to take the exam. MSMHS will provide materials or financial support for necessary materials and equipment when needed with administrative approval.**

Publicity/Media Relations

To promote the school mission and properly inform the public about MSMHS, all students and their parents are asked upon registration at MSMHS to provide the school with a signed permission form authorizing photographic, video and television coverage of events involving students, including the annual MSMHS Lip Dub.

School Cancellation/Delayed Opening/Early Dismissal

In the event of a school cancellation, delay, or early dismissal due to inclement weather, a phone call, email and/or a text message will be sent through SchoolMessenger to notify parents. SchoolMessenger is a parent-notification system that allows administrators to deliver messages to home phones, work phones, cell phones, email addresses and text message devices in a matter of minutes.

EARLY DISMISSAL: If the weather causes MSMHS to close early, dismissal will be at 11:50 a.m. and an announcement will be made on the local television stations as well as through SchoolMessenger.

DELAYED OPENING: If the weather causes MSMHS to delay opening, there will be a 2 hour delay; school will begin at 9:30 a.m. and an announcement will be made on the local television stations as well as through SchoolMessenger.

You should also watch for your town's announcements on local media outlets or local TV news for your local school district's announcements. Your local district's decision may differ from MSMHS closings or delay. For example, if your local district decides to cancel school and MSMHS is still open,

you may choose to drive your child to the school, as there will be no transportation provided by your district. If a student does not attend MSMHS when their local district is closed, it will be marked as a excused absence. As with any absence, the student is responsible for any missed work or assignments. The same is true when the delayed opening or early dismissal times are different.

School and Office Hours

Classes begin at 7:30 am and dismissal is 1:43 pm. The hours of the MSMHS main office are 7:00 am – 3:00 pm. Students are permitted in the building between the hours of 6:45 am and 4:00 pm daily.

School Schedule

MSMHS operates on an alternate-day block schedule (A, B, A, B). ***The A Day / B Day Calendar is posted on the school website***

Student Records

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

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

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

Certain other officials from various governmental agencies may have limited access to the records. Parent/guardian 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 the release of records.

The parent's/guardian'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/guardians or student.

A student over 18 and parents/guardians 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 requester has the right to a hearing. If the records are not amended as a result of the hearing, the requester 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/guardians and the student are not allowed to contest a student's grade in a course through this process. Parents/guardians 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. Parents/guardians 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/guardian 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/guardian rights. If the student qualifies for free or reduced-price meals and the parents/guardians are unable to view the records during regular school hours, upon written request of the parent/guardian, one copy of the record will be provided at no charge.

Certain information about district students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent/guardian 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.

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

When a student moves to a new school system or charter/magnet school, LEARN will send the student's records to the new district 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/guardians and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by LEARN to comply with the Requirements of FERPA. Complaints may be addressed to: Family Policy Compliance Office, U.S. Department of Education, 5400 Maryland Avenue, S.W., Washington, DC 20202-4605.

Transportation

Relative to LEARN magnet schools, partnership districts often (in some cases exclusively) transport their district students to the magnet schools. The bus drivers who drive for the partner towns must report in writing any student who interferes with the safe operation of the bus to the principal. A student with special needs who attends a LEARN school must abide by the same rules as applied to all students attending LEARN schools. A behavioral plan will be developed to address such behavior concerns on the bus.

Parents/guardians will be notified of infractions, which may result in a warning of indefinite suspension from the bus, dependent on the severity and frequency of occurrence. School transportation privileges are extended to students conditional upon their satisfactory behavior on the bus. Students may be suspended from transportation services for unsatisfactory conduct while awaiting or receiving transportation to and from school which endangers persons or property or violates a partner district Board policy or administrative regulation.

Transportation Safety Complaints/Procedures

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

Parent/Guardian Transportation

Parents/guardians should park in the designated area at each school. Cars should not be parked in undesignated areas which include on the grass, in fire lanes, on the curb, etc. at any time.

Parents/guardians who choose to drive their children to school and drop them off should drive into the designated drop off area with their vehicles, remain in the vehicle, and drop off their child.

Disciplinary sanctions and changes in transportation for a student with a disability shall be made in accordance with the provisions of the student's Individual Education Plan (IEP) and the student's sending district.

All vehicles coming into or leaving the school grounds are subject to the regulations of the school. A student may drive to school, provided the student abides by the traffic rules, has parent/guardian permission, and completes appropriate school requirements for registering student drivers.

Visitors

Parents/guardians and other visitors are welcome to visit LEARN schools. All visitors must sign in immediately at the school office before proceeding to other areas of the school or school grounds. Parents or other visitors desiring a meeting with school staff must arrange an appointment in advance. Students are not allowed to bring visitors to school, except for school purposes and with prior authorization from the school administration. Visitor access is allowed unless the visit is not in the best interest of students, staff, or the school district as determined by administration. **Student visitors and alumni are not permitted during school hours.** Parents/guardians of students who are potential applicants must contact the guidance office to schedule an appointment.

Upon entering a LEARN building, visitors will be asked to present identification such as a Driver's License, which can either be scanned or manually entered into the system. If a parent or guardian for any reason does not have a US government-issued ID, the school staff member may use an alternate form of identification and manually enter the person's name into the Raptor system. The Raptor system will check to ensure that registered sexual offenders are not entering LEARN school campuses without LEARN's knowledge. The Raptor system checks the visitor's name and date of birth for comparison with a national database of registered sex offenders. The registered sex offender database is the only official database checked by the Raptor system. No other data from the identification is gathered or recorded and the information is not shared with any outside agency. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit. A visitor's badge will not be necessary for those who visit LEARN schools simply to drop off an item in the office or pick up paperwork.

Visits to individual classrooms during instructional time shall be permitted only with the approval of administration, and such visits shall not be permitted if it interferes with the delivery of instruction or disrupts the normal school environment.

All doors that open to the outside of any school must remain locked in order to preserve the safety and security of students and staff. Unauthorized persons shall not be permitted in school buildings or on school grounds.

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

American With Disabilities Act and Section 504 of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 ensures support for individuals with disabilities. Individuals with disabilities are provided a free and appropriate education (FAPE) and are accommodated and employed without discrimination related to their disabilities.

It is the intent of the LEARN to provide a free and appropriate public education to each Section 504/ADA qualified and eligible student with a disability within its jurisdiction, as defined in 28 CFR, Parts 35 and 36, of the Amendments to Americans with Disabilities Act, Title II and Title III.

Section 504 prohibits discrimination against persons with disabilities (both students and staff members) by school districts receiving federal assistance of any kind for any program or activity. Districts may not discriminate against any person with a disability, regardless of whether the program or activity after enrollment, may also take a screening exam.

All individuals who are disabled or "handicapped" are protected under Section 504. However, individuals who have been determined to be "handicapped" under Section 504 may not be considered disabled under IDEA. IDEA, which can be viewed as a subcategory of Section 504, provides for special programming or placement, while Section 504 protects the rights of individuals with handicaps. Under IDEA, students are qualified for services under 13 IDEA disabling conditions; specially designed individual education programs are planned for each student by Individualized Education Program (IEP) teams. Under Section 504, students with "handicaps" are entitled to special accommodations to ensure that they can participate in and benefit from public education and programs, and a 504-accommodation plan is designed for each student according to individual needs.

Section 504 is not an aspect of special education, but is, rather, a responsibility of the comprehensive general public education system. Unlike an eligibility system based on clinic categories of disabilities, Section 504 works on a more functional premise. Under 504 [29 U.S.C. & § 706(8)] a person is considered to have a disability if that person:

1. has a physical or mental impairment which substantially limits one or more of such person's major life activities;
2. has a record of such an impairment; or
3. is regarded as having such an impairment

While Section 504 provides a means for preventing discrimination against students with disabilities, this does not mean that 504 plans must focus on the disabling condition or on addressing the disability directly. Rather, 504 plans offer a means for focusing on students' strengths, for capitalizing on what students bring to the instruction process - not on what they lack.

Students with disabilities, pursuant to Section 504 and/or ADA will be provided a free appropriate public education which may include, but is not limited to, providing a structured learning environment; repeating and simplifying instructions about in-class and homework assignments; supplemented verbal instructions with visual instructions; adjusting class schedules, modifying test delivery; computer-assisted instructions; using modified textbooks and tailoring homework assignments.

Should you have any questions regarding Section 504, please call either your child's school principal or the Civil Rights Coordinator, Bridgette Gordon-Hickey, Deputy Executive Director for LEARN School District at 860-434-4800.

Any eligible person, including any student, parent/guardian, staff member or other employee who feels that they have been discriminated against on the basis of disability may submit a written complaint to the district's designated Section 504 Coordinator (Bridgette Gordon-Hickey) bghickey@learn.k12.ct.us within 30 days of the alleged occurrence.

504 Plans are collaboratively created and implemented in partnership with the student's home district.

Elevator

The school elevator is not intended or designed for regular student body use. It is provided for staff, individuals with disabilities, and for movement of supplies and equipment. Student use without specific permission from the school nurse or principal is prohibited. The elevator should not be used in emergency evacuations procedures, except if necessary for disabled or injured persons.

Board of Education Policies

Board of Education policies are available on the district's website at www.learn.k12.ct.us. The policies are subject to modification by the LEARN Board at any time.

Afterschool Expectations

Students are encouraged to participate in afterschool activities and clubs. Students who are receiving extra help from a teacher, tutoring, or working with a teacher in a small group will be able to meet upstairs in the library media center, the MSMHS Learning Lounge, the Great Hall, or the teacher's classrooms. Everyone is expected to clean up after himself/herself. Students who fail to do so will lose privileges and be subject to disciplinary consequences. Students may remain upstairs until 3pm and then may only be in the Great Hall from 3pm-4pm. **Students who stay after school should have arrangements to be picked up by 4:00 pm.**

Extra Help

Students interested in receiving extra help from teachers, or in meeting with their teacher before or after school, need to schedule a mutually agreed upon time to meet with their teacher. Teachers may require specific procedures for requesting appointments for extra help. Please know that teachers will be unable to meet with students on Wednesdays due to regularly scheduled faculty meetings. All teachers will explain the desired procedures in their course syllabus. MSMHS implements multi-tiered systems of support that include interventions such as access to our Learning Lounge and direct adult support during study hall. Teachers will also be available for help during designated times/days during Shark Block.

Advanced Academic Programs

The Advanced Placement (AP) Program and the Early College Experience (ECE) program at the Marine Science Magnet High School are intended to challenge and prepare students for the rigors of college. Students enrolled in courses designated as both AP and ECE must be enrolled in both programs and pay both fees associated with the courses to receive MSMHS credit. AP and ECE classes are assigned a higher weight to the GPA scale, assist students with earning college credit, and strengthen student transcripts during the college admissions process. Furthermore, students must take the Advanced Placement exam in order to receive credit for an AP or AP/ECE course. In order to receive these added academic benefits, it is expected that students will subscribe to the understanding that the academic rigor and teacher expectations will be higher than that of the Honors level. Students must obtain and fully complete the summer assignments which may be distributed while being self-motivated to study and prepare over and above scheduled course meetings.

Advanced Placement (AP) Program

Students who are enrolled in an AP class must register and take the Advanced Placement Exam in the spring. Students who fail to take the AP exam will not receive AP distinction and AP weighted GPA on their high school transcript. Payment for the AP tests must be completed by the second week of September, 2021. After October 1st, there will be no refunds for the courses taken within the program.

UConn Early College Experience (ECE)

UConn Early College Experience (ECE) provides academically motivated students with the opportunity to take university courses while in high school. These challenging courses allow students to preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and financial head-start on a college degree and other postsecondary opportunities. UConn ECE instructors are high school teachers certified as adjunct professors by the University. UConn ECE faculty foster independent learning, creativity, and critical thinking – all important for success in college and careers. Payment of the tuition for ECE is made directly to UConn and must be completed before the beginning of the school year. After October 1st, there will be no refunds for the courses taken within the program. Please see our Program of Studies for ECE course

offerings. UConn ECE students must successfully complete the course with a grade of C or above in order to receive university credit.

Assessment and Testing

Assessment

Student performance at MSMHS is evaluated in terms of letter grades in courses taken each semester and year, and also in terms of proficiency ratings on rubrics assessing achievement of the school-wide graduation expectations over the course of four years.

- A rating of Proficient on a rubric designates the minimum level of successful skill performance for the school-wide graduation expectations. (*See Rubrics and 'MSMHS School-Wide Rubrics'*).
- A grade of D- or 60 is required to pass a course, meaning the student has met the minimum level of acceptable achievement on the content in that course.
- Ultimately, unsatisfactory performances can result in an F at the end of a marking period or a course, and therefore a need to repeat the course if it is required for graduation or as a prerequisite for another course.

Teachers may allow opportunities to improve specific assessments and assignments as outlined in their course syllabus. Teachers will communicate specific procedures for assessment and assignment re-takes. For specific higher level courses including Advanced Placement (AP) and Early College Experience (ECE), re-takes on assessments may not be allowed according to specific course and/or UConn policies. If students/parents have questions regarding the teacher's policy on this matter, they should follow the MSMHS Communication Flowchart noted on page 3 of the Student Handbook. Students are required to complete assignments that are assessed using a school wide rubric. If a student fails to complete an assignment assessed with a school-wide rubric, they may be asked to complete during study hall or stay after school to complete it.

Testing

During any test or quiz students may be asked to put in designated classroom location electronic equipment that could violate the security of the testing environment. This includes phones, smartwatches, wearable technology of any kind, Bluetooth devices, portable listening or recording devices, cameras or photographic equipment, devices that can access the internet, or any other electronic or communication device. This policy is in alignment with the College Board testing rules.

Midterms and Finals

Midterms and Finals occur before the winter break and the end of Quarter 4, respectively. All textbooks and calculators are due to the teacher on the day of their assigned final exam. If students do not bring in their textbook or calculator they will not be allowed to take the exam for that class. Laptops and power cords must be returned on or prior to the final day of a student's finals, typically blocks B3/B4. Failure to turn in laptop may result in student not being able to take the exam. Students who have an excused or unexcused absence on an exam day will have to make up the exam on Exam Make-up Day or after the exam window. Students are not allowed to make up exams during study hall. Students should avoid taking vacations during the weeks of midterms and finals.

Seniors with an average of 90 or above for the year (Y1) are exempt from taking final exams with the possible exception of ECE courses. Midterm and final exams each account for 10% of a student's average for the year.

College Board

MSMHS is a Level II AI Code authorized location for PSAT, SAT and AP exams. The MSMHS AI Code is 070252.

Connecticut Physical Fitness Assessment

The Connecticut Physical Fitness Assessment (CPFA) is a statewide assessment of fitness administered in Grades 4, 6, 8, and 10 annually in the spring. Section 10-220(c) of the Connecticut General Statutes required that student physical fitness performance be reported as part of the district's Strategic School Profile. The CPFA is administered annually. All students in Grade 10 must be tested. Students with physical disabilities or medical conditions, whose participation in the test items would be contraindicated because of their health, and who have a medical exemption on file in the school and/or limited activities through an Individual Education Plan (IEP) or a 504 Plan may be exempt from participating in part or all of the CPFA.

Language Assessment Scales - (LAS Links)

The No Child Left Behind Act of 2001 requires that all school districts assess the English proficiency of all English language learner students (ELL). The Language Assessment Scales (LAS Links) Reading, Writing, Listening, and Speaking assessments will be administered annually to all identified ELL students in Grades 9 through 12. The state standard for achievement on the LAS Links Assessment is an "Overall" score of Level 4 or higher.

School-Wide Rubrics

Based upon the MSMHS Core Values and Beliefs About Learning, the school-wide analytic rubrics are used to assess students' level of proficiency in the school's graduation competencies of communication, problem solving and self-directed learning. In May, MSMHS seniors must create and present a Senior Capstone Portfolio which shows evidence of growth, proficiency, and reflection in all competencies and completion of community service hours before graduating from MSMHS. Rubrics are available on the school website.

Grading/Grade Reporting

Final grading of student performance in courses is based on a fifty-point scale. Overall evaluation in a course is measured in a number of ways: homework, written work, performance assessments, formative and summative testing at intervals during the course, midterms and finals.

Teachers may adjust the amount of points per assignment based upon the rigor, complexity, or time needed to complete the task.

Course grades are calculated by using the following percentages:

Q1 = 20%

Q2 = 20%

Midterms = 10%

Q3 = 20%

Q4 = 20%

Finals = 10%

MSMHS uses the following language for communicating how assignments will be scored and represented in PowerSchool:

"Graded" – The assignment is evaluated for accuracy (not completion), is given a numeric score, is entered in PowerSchool and is included in the quarter average.

“Scored” – The assignment is evaluated for accuracy (not completion), is given a numeric score, may be entered into PowerSchool, but is not included in quarter average.

“Recorded” – The assignment is marked as completed or not completed, not given a numeric score, may be entered into PowerSchool, but is not included in quarter average.

Letter	Numerical Equivalent	GPA Equivalent	Honors Weighting	AP/ECE Weighting
A+	97-100	4.3	4.52	4.73
A	93-96	4.0	4.20	4.40
A-	90-92	3.7	3.89	4.07
B+	87-89	3.3	3.47	3.63
B	83-86	3.0	3.15	3.30
B-	80-82	2.7	2.84	2.97
C+	77-79	2.3	2.42	2.53
C	73-76	2.0	2.10	2.20
C-	70-72	1.7	1.79	1.87
D+	67-69	1.3	1.37	1.43
D	63-66	1.0	1.05	1.10
D-	60-62	0.7	0.74	0.77
F	50-59	0.0	0.0	0.0

Other Academic Grading Codes

P = Pass (Used for approved courses)

INC = Incomplete (Temporary excused delay, grade and credit still possible)

F = Failure for the marking period or the course

Homework

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals. Homework assignments may be “Graded,” “Scored,” or “Recorded,” following the common MSMHS grading language.

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

- be related to classroom instruction
- be age and developmentally appropriate
- be appropriate to the needs and ability of the child
- provide reinforcement and enrichment of classroom instruction and should not be used for disciplinary purposes;
- emphasize critical thinking, problem-solving and written expression;
- emphasize quality over quantity

Students are responsible for obtaining and completing all required assignments during any time they are absent. Any exceptions must be discussed with and approved by the classroom teachers.

Late Work

Missing graded work/formative assessments must be completed, fully and accurately, before the unit

summative assessment due date or the end of the quarter, whichever comes first, in order to receive credit. Any missing work will receive a 0 in PowerSchool until it is turned in before the summative assessment. After a unit summative assessment, work cannot be made up and will remain a 0 in PowerSchool.

Make-Up Work

Students who have been absent are required to consult their classroom teachers about work missed as a result of absence. Students will need to make up missed assignments in a timely manner or in the time specified by the classroom teachers. It is the expectation that students will make up missed assessments during their first study hall after returning to school. When absent, the student is responsible for work previously assigned and due on the day he/she returns (unless excused by the teacher). Students who receive discipline for cutting class must make up the work but may not receive credit for the completed work. Students returning from suspension must complete missing work and/or tests/quizzes within the same number of days as the suspension served. For example, a student suspended for three days has three days in which to make up the work.

Retake / Revision Policy

- All students will be allowed to retake/revise all interim and unit summative assessments (with the possible exception of ECE assessments).
- Retakes/revisions on any summative assessments must be completed within **2 weeks of when the assessment was returned to the student** or before the end of the quarter, whichever comes first.
- Students who want the opportunity to retake/revise a unit summative assessment must have completed all scored and graded assignments before taking the original summative assessment or the end of the quarter, whichever comes first. In addition, any part of a unit summative that is done outside of class, must be complete and turned in on time in order to be eligible for a retake/revision.
- Retakes/revisions are re-evaluations of learning; therefore, students earn the new grade not an average of the two grades, regardless of whether the new grade is higher or lower than the original.

*Note: There are no retakes/revisions for Midterms or Finals. Students with IEP or 504 accommodations for extended time should work with their teacher and/or case manager to determine appropriate application of their accommodations to this policy.

Honor Roll

Honor Roll is announced at the end of each quarter. To attain 'High Honors' a student must have an A- (90) quarter average or higher and no C's or below. 'Honors' consists of a B (83) quarter average or higher and no C's or below. Honor Roll is not weighted. Students with an I (Incomplete) are not eligible for Honor Roll. Pass/Fail courses are not counted toward the Honor Roll.

Class Rank

By policy, class rank will not be reported except for valedictorian and salutatorian in the spring of the students' senior year. Individual weighted GPAs will be reported and the MSMHS transcript will indicate the cumulative weighted GPA. Valedictorian and salutatorian status will be determined by the GPA calculation at the end of the third quarter of the senior year.

National Honor Society

Admission to the MSMHS chapter of the National Honor Society is based on the pillars established by the National Honor Society (NHS), an affiliate of the National Association of Secondary School Principals located in Alexandria, VA. The qualifications and procedures of the MSMHS NHS are

contained in the NHS Handbook. The NHS regulations empower a faculty committee to select students in the junior and senior years for admission based on evidence of outstanding Leadership, Character, Scholarship, and Service. Students must have a minimum 3.70 weighted GPA at the conclusion of the first quarter of their junior year or the first quarter of their senior year.

Progress Reports

Parents/guardians can set up progress reports to be emailed daily, once a week, once every two weeks, or once a month via PowerSchool. To set these parameters, log onto PowerSchool, input your username and password to access your child's information. Click on the "Email Notification" button to select your preference. Teachers are expected to update PowerSchool on a regular basis to promote communication with families and provide adequate opportunity for improvement where needed. Grades on PowerSchool are accessible for parents, administration, advisors, counselors, and case managers (if applicable).

Report Cards

Report cards are issued four times a year, at the end of each quarter. Students and parents/guardians can always access student grades and attendance through the PowerSchool parent portal.

Rubric Database

Student performance on school wide rubrics will be tracked in a rubric database. Students will review this information in Advisory at least twice a year and will present their progress to parents/caregivers annually through student-led conferences.

Transfer/Withdrawal from School

When a student transfers to another school or when a student withdraws from school, the parent/guardian must contact the main office to obtain a transfer/withdrawal form. The form must be completed and signed by the parent/guardian, indicating the reasons for withdrawal. Records will not be released until all school items have been returned and miscellaneous fees paid.

Public Act 99-288: An Act Concerning Education Accountability

This Act provides that on or before July 1, 2000, each board of education shall review and revise its policy for promotion grade to grade and for graduation in order to ensure that such policies foster achievement and reduce the incidence of social promotion. Such policy shall include objective criteria for the promotion of graduation of students, reporting of students' progress against such criteria, and alternatives to promotion such as transition programs, and shall provide for supplemental services. The policy may require students who have substantial academic deficiencies that jeopardize their eligibility for promotion or graduation to attend after-school program, summer school or other such programs offered by the school district to assist the students in remediating such deficiencies. This Act further provides that on or by October 1, 1999, the State Board of Education shall prepare a list of elementary and middle schools, by school district that are in need of improvement based on student performance and performance on the State Wide Mastery Examination.

The Department of Education shall notify each board of education of the schools in its district that are on the list. Thereafter, on or before January 1, 2000, and biannually thereafter, each board of education, through its superintendent of schools, shall meet with the Commissioner of Education or his/her designee to discuss the process for improving school performance. Such board of education shall require the school in question to develop an improvement plan and take steps necessary to become accredited by the New England Association of Schools and Colleges. The improvement plan will be submitted by the school in question to the board of education for approval and shall be implemented at the beginning of the following school year. The improvement plan may provide for site based management and shall be developed in consultation with the school's principal, teachers and parents of students attending the school. The board of education shall monitor progress made by the school under the improvement plan. If two years after the date of approval of the

improvement plan the board of education finds that the school has not sufficiently progressed, the board of education shall develop a plan for such school requiring one or more of the following actions:

1. Closing and reconstituting the school;
2. Restructuring the school in terms of the grades included or the programs offered, or both;
3. Providing for site-based management of the school; and/or
4. Allowing students in that school to attend other public schools in the school system. The board of education may include in such plan a provision for the transfer of employees. The board of education shall submit its plan to the Commissioner of Education for approval.
5. In addition, each board of education for a priority school district shall within available appropriations require the schools to provide additional instruction, unless the school's principal determines that such instruction is not necessary based on the recommendations of the student's teacher, for the 2000-2001 school year and each year after, of each student who fails to meet the state-wide standard for remedial assistance on the fourth grade Mastery Examination; and for the 2001-2002 school year and each school year thereafter, to each student who fails to meet the state wide standards for remedial assistance on the Sixth Grade Master Examination.

Such instruction may include tutoring, an after school or school vacation program, or a weekend school program. In addition, such boards of education shall require students to attend summer school. The Department of Education may award grants to boards of education of priority school districts for summer school programs and weekend school programs. This Act took effect July 1, 1999.

Graduation and Promotion Requirements

Senior Capstone Portfolio

MSMHS school-wide rubrics incorporate the school's vision of graduates achieving proficiency in the areas of problem solving, communication, and self-directed learning. Teachers assess students using the rubrics as a guideline to determine if a student has reached proficiency. **Senior students will create a digital portfolio during the second semester in Advisory that is due to their advisor on an assigned date in early May each year.**

A completed digital portfolio must include the following:

- **A demonstration and personal reflection of growth in each of the school's identified competencies, including examples of student work and feedback with the corresponding school-wide rubric**
- **Evidence of meeting community service requirements**
- **Student Success Plans**

Note: Other Required components may be assigned

Students who have demonstrated exemplary performance on the Senior Capstone Portfolio will earn a Distinguished Capstone Cord to be worn at graduation.

In May of an MSMHS student's senior year, each student will present their digital portfolio to a panel of MSMHS community members. The portfolio and presentation will be scored using a scoring guide presented to the students in advance.

The Senior Capstone Portfolio fulfills the state graduation requirement of earning 1 credit of a mastery-based diploma.

Class Dues

Class dues are set at \$200 over the course of four years at MSMHS. Students can pay \$25 per semester, \$50 per year or in one lump sum at any time, before the distribution of graduation caps and gowns. Class dues are monies paid by each student to cover the expenses that will occur during the

student's senior year. In addition to class dues, students are expected to support their class through fundraising activities throughout their four years. Prom ticket prices are determined based on the amount of funds the class has raised. Dues cover a portion of the following costs:

- Personalized Senior Yearbook
- Graduation Cap and Gown
- Graduation Ceremony
- Senior Class Trip
- Senior Breakfast

Students must have their dues paid in full in order to participate in senior activities and the graduation ceremony.

Commencement Ceremony and Exercises

Students must complete all graduation requirements and meet behavioral expectations as outlined in this handbook in order to participate in commencement exercises. Students must also clear all outstanding obligations and class dues prior to receiving the graduation cap and gown. The administration reserves the right to review plans for the ceremony, including all student speeches. Participation in the Commencement Ceremony is a privilege. Students will be expected to adhere to the dress code for the ceremony. The ceremony is a formal celebration for our students and the extended MSMHS family (parents, family, faculty, and community partners). As a result students are expected to dress appropriately (dress shirt and dress pants/or appropriate dress attire, and dress shoes - no sneakers or flip-flops). Any designs added to a student's cap must be flat, and cannot hang over the sides of the cap. All alterations must be approved by the administration. Failure to comply will result in the student not being able to wear the cap during graduation. Any graduation regalia from outside organizations must receive administrative approval in order to be worn for the ceremony. The Administration reserves the right to remove students from participation in the Commencement Ceremony and exercises due to inappropriate behavior on or off school grounds, or school suspension.

The date of graduation is tentatively set for the 180th day of school. This date may change due to school cancellations. The date of graduation will be announced by April 1st each year.

Commencement Ceremony Guest Accommodations

The MSMHS Commencement Ceremony is a formal celebration rewarding the culmination of a successful high school career for all of our seniors at MSMHS. To ensure that the entire MSMHS Family and extended school community can participate and enjoy the benefits of the ceremony, MSMHS and LEARN are committed to support individuals who may need appropriate auxiliary aids and services with hearing impairments or any other individual(s) who may need specific accommodations. Such accommodations may include but not be limited to the following: preferred seating, clearly visible interpreter, reserved parking, and wheelchair access to the ceremony location. We ask any individual (students, family and other guests) in need of accommodation(s) to participate in the graduation ceremony to please contact the main office 860-446-9380 to make a request for accommodation so that we can make proper arrangements. Such requests should be made by prior to May 1st. We will do our best to make arrangements for requests made after May 1st but may not be able to do so; therefore, we strongly encourage that all requests be provided in a timely manner. Such requests should identify the aid or service the individual with a disability thinks is needed. Accommodations may include, but are not limited to, accessible and/or preferred seating for students or guests, auxiliary aids or services for deaf and hard of hearing individuals, sign language interpreters at the graduation ceremony, and accessible parking. We will ensure that any interpreter services that are provided will be clearly visible to individuals in need of interpreter services, including by, if

necessary, providing preferred seating to individuals in need of interpreter services and/or lighting on the interpreter.

Community Service

Students are expected to complete a total of 40 hours of community service. Members of the MSMHS Family believe in the value of community service as an integral part of a student’s high school experience and growth. Through multiple school improvement meetings involving all stakeholders, it was decided that the community service requirement will be embedded within the graduation portfolio. All community service hours must be completed during a student’s high school career, which includes the summer entering 9th grade. Hours must be non-paid services provided to community organizations (e.g. helping relatives, babysitting family members, etc. are not considered community service). Students must present log all community service hours in School Links and receive confirmation from individuals or organizations where volunteer hours were completed. The community service requirement of 40 total community service hours was voted on and approved in May 2014.

Graduating with Honors or High Honors

Graduating with a designation of “Honors” or “High Honors” is calculated based on a student’s weighted GPA at the end of quarter 3.

Graduation and Promotion

To graduate from MSMHS students must meet the requirements of the State of Connecticut (PA 10-111) and requirements unique to MSMHS. The Connecticut State Board of Education and the LEARN Board of Directors require all graduates to have successfully completed a minimum of 25 course credits or their equivalents, including:

CT Graduation Requirements	Subjects	Credits	Mandatory Courses or Equivalents
Humanities (9 credits)	English	4	<i>English I, II, III, IV or other advanced English courses</i>
	Social Studies	3	<i>Civics and US History</i>
	Fine Arts	1	<i>Mastery Based Portfolio Credit</i>
	Elective	1	<i>One humanities elective in the subject areas of Social Studies, English or Spanish</i>
STEM (12 credits)	Mathematics	4	-
	Marine Studies & Aquaculture	3	<i>Marine Studies I and II, Marine Science, & an Aquaculture Related Course</i>
	Science	5	<i>Integrated Science, Biology, Environmental Science and one science elective</i>
World Language (1 credit)	Spanish	1	<i>Spanish I or Spanish Language and Culture at MSMHS or 1 credit transferred from sending district or private high school as indicated on transcript</i>
Self-Wellness (2 credits)	Physical Education & Health	1	
	Personal Wellness & Safety Education	1	<i>Four Years of Advisory (.25 credits each year)</i>
Mastery Based Diploma (1 credit)	Graduation Portfolio	1	<i>Portfolio and Capstone Exhibition</i>
25 credits		25	

For a breakdown of credit for the Class of 2025 and 2026, see the Program of Studies

All MSMHS students must be enrolled in 7.25 credits each school year. Juniors and seniors may take a reduced 6.25 credits course load as long as they are on track to graduate. Students lacking credits for promotion will be expected to repeat coursework or attend summer school to stay on track with their classmates for graduation.

Promotion, Retention and Placement

Promotion, acceleration, and retention of a student to a particular grade shall always be made in the best interest of the student. Teachers shall recommend promotion or non-promotion of pupils. When necessary, Administrators shall review a recommendation and after consultation with the parent/guardian, and make a decision on placement for the child. In the case of a special education student, decisions would be based on PPT recommendations. Promotion, acceleration, and retention from grade in the elementary school shall be based on the following: 1. The achievement of the student in the present grade. 2. The ability of the child to do work in the succeeding grade. 3. Recommendations and information provided by the professional staff. 4. The expressed desires of the parent/guardian. 5. Other data relevant to the decision. In addition to the above, successful completion of the published number of credits for promotion shall be considered for the promotion, acceleration, and retention of high school students.

The minimum number of credits needed for promotion to the next grade level is as follows:

Grade 10	6 credits
Grade 11	12 credits
Grade 12	18 credits
Graduation	25 credits

If a student does not meet the requirements to be promoted to the next grade, he/she may opt to:

- Repeat his/her grade if space permits or
- Return to his/her local district.

If a student fails a course for the year the student has the following options to regain credit in that course:

- Summer school credit recovery if the student has passed at least two quarters at MSMHS and as approved by MSMHS administration,
- Taking the failed course again in subsequent years, when scheduling permits.

Student Course Appeals Process

Certain courses are sequential in nature and have prerequisites. These courses are noted in the Program of Studies. Certain criteria must also be met for enrollment in Honors and ECE/AP and select academic courses.

If a student wishes to enroll in a course that they have not been recommended for, they may appeal. The first step in the appeals process is for the student to complete the MSMHS course appeal form which requires a parent signature. This form must be completed and turned into the main office by the deadline in order to be considered. Appeals will be reviewed by the teachers in that content area. Final appeal meetings with the MSMHS Administration may be requested by the student and parent. MSMHS Administration makes the final decision following this meeting.

Student Course Schedules

All MSMHS students must be enrolled in 7.25 credits each school year. Juniors and seniors may take a reduced 6.25 credits course load as long as they are on track to graduate. Students lacking credits for promotion will be expected to repeat coursework or attend summer school to stay on track with their classmates for graduation. Extenuating circumstances will be approved on a case by case basis by Administration, PPT team, 504 team, and/or Student Support Team (MTSS).

Student Success Plans

Student Success Plans are individualized student-centered plans that engage each student based on their unique interests and strengths helping them to understand the relevancy of education to achieve postsecondary educational and career goals. Student Success Plans provide students with support and assistance in setting goals for academic, career, social, emotional, and physical development that meet rigorous high school and postsecondary expectations. MSMHS students will create, revise, and assess their plans in Advisory using School Links.

Study Hall and Learning Lounge

Attendance will be taken at the start of every study hall and again after students return from lunch. Students are expected to remain in the designated study hall location for the duration of the block. Seniors and Juniors have the privilege to report to the Learning Lounge or library for their study hall. This privilege may be revoked due to poor grades and/or behavior. Students who have a quiz, test, or other assessment in the Learning Lounge Assessment folder must complete that assignment in the Learning Lounge at the beginning of study hall block. If a student elects not to take the assessment during study hall when it is presented, their teacher will be notified and there may be disciplinary and/or academic consequences. Students may be assigned by the Student Support Team to the Learning Lounge to work with the Learning Lounge teacher to complete work. Juniors and Seniors may apply to have a late arrival or early dismissal (*see Junior and Senior Late Arrival/Early Dismissal Privileges*), however they must report to the Learning Lounge if they have a missed assessment to complete.

Summer School

Summer school courses cannot be taken to replace a course offered at MSMHS. Only sophomore transfer students are eligible to take a course offered during the freshman year in an effort to reach course equivalency among their grade level peers (e.g. Civics). Students wishing to take a course on-line or at another education institution during the school year that is not offered at MSMHS must have approval by MSMHS administration prior to registering for the class. MSMHS will not accept any summer school credits if this procedure is not followed.

Other

Dissection Policy

In accordance with the National Association of Biology Teachers recommendations from “The Responsible Use of Animals in Biology Classrooms including Alternatives to Dissection,” MSMHS endorses the following: students may request an alternative assignment to dissecting animals/fish in those classes in which the activity may be assigned. The alternatives may include computer simulations, drawings, the use of models, and other educationally appropriate activities offered by the teacher to help students learn about the principles being studied. Alternative assignments will carry the same weight as the dissection activity and may be completed without direct instruction by the teacher.

Field Trips

MSMHS delivers some of its curriculum through field trip experiences. Given the experiential nature of some courses at MSMHS, students should expect to participate in field trips periodically. All students will require written signed permission and will be communicated in advance by MSMHS teachers. Travel will most commonly be by school van or bus.

Letters of Recommendation

To request a letter of recommendation a request form (available in the main office) must be presented to the MSMHS staff member in person at least two weeks before the desired date of completion. Students should only ask a maximum of two MSMHS teachers unless a college or scholarship application requires additional letters. Teachers will submit all recommendation letters directly to the student's school counselor or appropriate person/s and will not be available for the student's viewing.

Soft Seating Areas/Library

The class of 2017 and the MSMHS PTO purchased soft-seating couches and chairs, end tables, high top tables, and soft light lamps in areas of the library in an effort to create a college-like atmosphere for students. This furniture provides a place for students to collaborate with peers in a relaxed environment. Students using this furniture should be respectful and careful. If a student causes any damage (e.g. stains, rips, breaks) the student may be charged to replace or if possible repair like new.

ATTENDANCE

Attendance

Connecticut state law requires parents/guardians to make sure that their children between the ages of 5 to 18 attend school regularly during the hours and terms the school is in session. Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These rules are designed to minimize student absenteeism while providing students the opportunity to make up schoolwork missed due to a legitimate absence. Students are required to attend school on a regular basis both in-person and virtually (when determined appropriate or necessary). Additional specific information regarding attendance procedures can be found on the LEARN website: www.learn.k12.ct.us

Absences

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

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

Absences are any days during which a student is not considered "in attendance." Absences can be "excused" or "unexcused". A student is considered to be "in attendance" if present at their assigned school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day.

Every attempt should be made to confine necessary appointments to after school, weekends and vacation periods. When a parent/guardian determines that an absence is necessary, they are requested to contact the school between 7:00 A.M. and 10:00 A.M. on the day of the absence by telephoning the school and submitting a signed written note within ten (10) days of the absence.

Parents/Guardians are requested to send a written excuse with the student upon return to school. The student should submit the excuse directly to the office. Parents should discuss with administration any needed plans for learning during an extended absence.

Absences of a student serving an out-of-school suspension, or an expulsion will always be considered a “disciplinary absence” and are neither excused or unexcused.

Excused Absence

The Connecticut State Board of Education definitions establish two levels of criteria for an absence to be considered an excused absence.

A student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student’s return to school and the following criteria are met:

Level 1 - The first nine (9) days of absence will be excused (and coded in Power School as E 1-9) upon receipt of a signed note from the student’s parent/guardian, a signed note from a school official that spoke in person with the parent/guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical provider, as appropriate.

Level 2 - For the student’s tenth (10th) absence and all absences thereafter, a student’s absences from school are considered excused (and coded appropriately in Power School) with appropriate documentation for the following reasons:

Reason	Documentation Required
Student illness	A signed note from medical provider <i>or</i> Approval by school nurse following evaluation of the student (in person or by phone with student or parent) <i>or</i> Approval by school nurse following communication with student’s medical provider
Religious holidays	Signed parent note
College visit	Documentation from school visited
Mandated Court Appearances	Documentation
Funeral or death in the family	Signed parent note
Family emergency or other emergency beyond the control of the student’s family*	Signed parent note explaining the nature of the emergency
Extraordinary educational opportunity pre-approved by LEARN administrators	Written pre-approval from the administration
Lack of transportation that is normally provided by a District other than the one the student attends (i.e. Sending district has a snow day).	Signed parent note
Mental Health Wellness Day**	Signed parent note specifying MHW Day

* Family Emergency- examples of family emergencies include:

- family member who is ill and close to dying
- student's home is lost to fire or eviction
- family's home being quarantined
- natural disaster
- a student who is a parent and whose child needs to go to the hospital
- a family member's military deployment or return from deployment

****Mental Health Wellness Day** - Any student enrolled in grades kindergarten to twelve, inclusive, shall be permitted to take two mental health wellness days during the school year, during which day such student shall not be required to attend school. No student shall take mental health wellness days during consecutive school days. Mental health wellness days shall be excused when permission by the student's parent/guardian is documented by the students' school, regardless of the number of absences a student has accrued in the school year. Mental health wellness days will not be included in reporting or referrals related to truancy. Mental health wellness days will count as an "absence" for determining chronic absenteeism as defined by Section II of this policy.

It is important to note that while the first nine absences in a school year can be deemed excused for any reason the parent or guardian provides, the tenth and each subsequent absence establish a more stringent and specific set of reasons for the absence to qualify as excused. Starting on the 10th absence, students will be coded as PV10 (Parent Verified Unexcused 10+) when they cannot provide documentation for an excused absence from the list above.

The responsibility for makeup of work lies with the student, not the teacher. All makeup privileges must be completed within a reasonable amount of time after the student returns to school.

Unexcused Absence

Unexcused absences are those which do not fall under any of the excused absences. Students missing school may miss important learning opportunities which cannot be replicated, such as class discussions; as such, unexcused absences may negatively affect a student's grade.

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

Chronic Absenteeism

A student whose total number of absences at any time during a school year is equal to or greater than ten percent of the total number of days that such student has been enrolled at such school during the school year is considered to be a "chronically absent child". Such a student will be subject to review by the attendance review team and the chronic absenteeism prevention and intervention plan developed by the State Department of Education. LEARN will also collect and analyze data on student attendance, truancy, and chronic absenteeism for students with disabilities.

Truancy

Truancy is defined by statute as absence(s) from school without the knowledge or approval of parents/guardians and/or school officials. A student aged five to eighteen inclusive with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant. Truant students are subject to progressive discipline. Academic work missed in class that day may be recorded as a failing grade.

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

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

Students who are considered chronically absent and/or truant may be placed on an attendance plan created by the MSMHS Student Support Team. The purpose of an attendance plan is to work with the student and their family to provide supports with the goal of increasing student attendance.

Homework and Absences

Students are responsible for obtaining and completing all required assignments during the time they are absent, as well as obtaining any materials needed to complete the assignments. Any exceptions must be discussed with the classroom teachers. Students are expected to communicate with their teachers about their absences and expected work. Students who are absent on the day of an assessment (test/quiz/other assessment) are expected to take the missed assessment during the first study hall after they return to school or make other reasonable arrangements with their teacher.

Junior and Senior Late Arrival / Early Dismissal Privileges

Students in grades 11 and 12 who have a 1A, 4A, 1B or 4B block study hall class can request to have a planned late arrival* or early dismissal under the conditions below. The student must have:

- Signed parent/guardian approval form,
- Administrator approval,
- No failing grades from previous quarter and the first of the month PowerSchool report.

Students with missed assessments or other required assignments will be notified of the expectation to report to the Learning Lounge instead of late arrival or early dismissal on the designated day.

However, students with this privilege, may be assigned to work with a teacher during their study hall by the Student Support Team as a result of a planned intervention. Additionally, students may lose late arrival/early dismissal privileges for any disciplinary actions taken by administration, or poor grades. * ***Students with late arrival permission for 1A and 1B study hall must sign in at the main desk and report to Shark Block/Advisory. Students with early dismissal permission for 4A and 4B study hall must sign out at the main desk.***

Tardy Policy

“Tardy” is defined as being late to school, class, or activity without approved permission of school personnel. Any student arriving to class after the scheduled start time must present a pass stating where they are coming from. Students arriving late to a class without permission of school personnel three or more times in a semester will be assigned an office detention.

Students who arrive at school after 7:30 a.m. are considered tardy to school and must report to the main office to sign in and get a pass to their class. Teachers will not allow students admittance to class after 7:30 without a tardy pass from the office. This pass does not count as approved permission to be tardy.

Subsequent tardies will result in additional consequences, restrictions, and plans to ensure the issue does not continue.

Classroom Sign-Out

Students must have teacher permission and sign out in order to leave the classroom (bathroom or drink) and sign in when they return. All sign outs must include a time. Students signing out of class are not permitted to bring their cell phone with them.

Release of Student

No student shall be permitted to leave the school jurisdiction during the school day without permission of the MSMHS principal or a designee. In the case of divorced or legally separated parents of a student, MSMHS requires that a legal statement designating the custodial parent or guardian be entered in the student's file as a decision-making guide for the principal or his designee. The student will only be released during the school day to a parent/guardian or other person which listed on the emergency contact sheet the custodial parent/guardian completes upon registration.

CLUBS, ORGANIZATIONS AND CO-CURRICULAR ACTIVITIES

Social Activity Code of Conduct

MSMHS believes that for students to fully develop their personal potential they should be actively involved in both academic classes and co-curricular activities. Co-curricular activities are designed to meet a variety of student interests that supplement and complement the academic program. Participation in such activities is a privilege and each student who participates is a representative of the MSMHS community. As such, appropriate behavior is expected from all participants. Students who fail to behave appropriately will not be allowed to attend future activities. School rules are enforced at all MSMHS sponsored activities. **Students must be in attendance at school on the day of the event in order to be able to attend**; if the event is on a Saturday the student must have been in attendance the Friday before the event. The principal may approve an attendance waiver for extenuating circumstances.

Guidelines for All MSMHS Functions

MSMHS administration is responsible for coordinating the scheduling of activities in order to prevent conflicts. Therefore, all requests for social functions or money raising activities should be given to an administrator for approval. The following guidelines are for use at all school-sponsored activities:

1. MSMHS dances are for MSMHS students. Guests are permitted only at the prom and occasionally at other special functions as determined by administration. MSMHS students must accompany their guests to the function; this includes MSMHS underclassmen who are guests at the prom. All guest names must be submitted for approval to administration no later than 72 hours in advance (prom requires more notice). Guests may not be substituted for a previously registered guest. Guests must be in at least ninth grade and under the age of 21.
2. Once admitted to a school function or dance, students are not permitted to return to their cars unless they plan to leave the activity. Students are not permitted to leave the function and return.
3. All activities must be over by 11:00 p.m. at the latest. Admission to the activity will be closed no later than an hour after the start of the activity. Administration will dismiss sponsoring chaperones.
4. ALL JACKETS AND BAGS MAY BE CHECKED BY ADMINISTRATION. NO OUTSIDE FOOD OR BEVERAGES ARE ALLOWED.
5. Chaperones will be assigned by the advisor in charge to cover all necessary areas. These assignments may be rotated as long as coverage is needed. Police and/or security guards will report to the administrator or advisor in charge and may circulate outside the building and in the parking lot area and periodically check the inside.

6. Tickets must be sold in advance. No tickets will be available for sale at the activity.
7. If a student is suspected of drinking alcohol, smoking, vaping, and/or under the influence of alcohol, tobacco, and/or illegal drugs and seeks admittance to any high school sponsored activity or during the activity, the following procedures will be followed:
 - a. The student will be told they cannot attend the function.
 - b. Breathalyzer may be used to determine presence of alcohol.
 - c. The situation will be turned over to the City of Groton Police Department.
 - d. The student/parent/guardian will be informed. If parents are unavailable or if the situation warrants, emergency medical care will be called.
 - e. The student will be suspended from school and will lose special event privileges for a specified time. More severe circumstances may result in expulsion.
8. At all MSMHS functions students may be breathalyzed. This includes MSMHS students and their guests. (*See Breathalyzer*).

Athletics

Since MSMHS does not offer interscholastic sports, the Connecticut Interscholastic Athletic Conference (CIAC) permits MSMHS students to participate on sports teams in their home school district, provided that students meet the eligibility requirements of the CIAC and their home district. MSMHS provides the home school district with academic, attendance, and behavioral information at the home school district's request. MSMHS may offer non-CIAC athletic opportunities including club teams.

Class Officer

Each class will have four elected class officer positions: President, Vice President, Secretary, and Communications Manager. Students are elected for a one year period. Any student may run for an officer position of their corresponding class. Students who wish to run for an officer position must prepare a speech (maximum of 2 minutes) to be delivered at a designated class meeting. Students of each class will vote during a school lunch block for their class officers. Students who are elected as Class Vice President will automatically be part of Student Council for that year. Class officers will meet regularly with their class advisor regarding class activities and fundraising. Students may be removed from elected positions for disciplinary reasons.

Clubs and Organizations

MSMHS develops clubs and organizations each year in response to student interest. Each club meets on average once a week with faculty members as advisors. Examples of clubs and organizations at MSMHS include: Environmental Club, Video Game Club, Interact Club, Unity Club, Yearbook Club, and National Honor Society. Students interested in creating a club not offered at MSMHS must obtain the signatures of at least five students who are committed to the club throughout the school year and a faculty advisor, along with a written description of the club including meeting times that must be submitted to the Principal for approval. Students may be removed from clubs and/or activities for disciplinary or academic reasons.

NCAA College Athletic Eligibility

To be eligible to participate in Division I or Division II sports at the college level, students must meet academic criteria related to their high school coursework established by the NCAA. Students can obtain eligibility information by going online at www.ncaaclearinghouse.net and by seeing their school counselor. Interested students should register online with the NCAA by September of their senior year.

School Ceremonies and Observances

The school district recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among the students. Therefore, activities in schools commemorating national holidays such as, but not limited to, Martin Luther King Day, Veterans Day, Memorial Day, Thanksgiving and Presidents Day are encouraged. LEARN reminds students, faculty and administration of the variety of religious beliefs, and all are urged to be conscious of and respect the sensitivities of others.

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

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

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

Participation in any opportunities for students to observe an appropriate period of silent meditation and to recite the Pledge of Allegiance is voluntary. Nonparticipants are expected to maintain order and decorum appropriate to the school environment.

Student Governance (Student Council)

Three representatives from each class will be selected for the MSMHS Student Council in addition to the Student Council Officers (elected the previous year) and the class vice presidents. The selection process is as follows: students interested in serving on the Student Council will present a speech to their appropriate grade in the early fall and each grade will vote; the top six students who receive the most votes from their peers will then submit a Letter of Intent to the principal. A panel of teachers will meet with the principal to review the Letters of Intent and make the final decision of which three students in each grade will be on the Student Council. The Student Council will meet regularly with their advisor and administration regarding school decisions, student life, and other matters of school-wide importance.

Yearbook Club

Initial review of content, pages, and final proof review is completed by the yearbook advisor and school principal. Appropriate pictures and text included will meet MSMHS school policies. Yearbook policies include:

- Students are required to be photographed in appropriate attire according to the dress code.
- Students may not be photographed with anything that violates the discipline code.

- Photographs may not contain gestures or expressions that are offensive, negative, or insulting.
- Photographs and text may not contain hidden messages.
- Display of weapons or facsimiles is not permitted.
- All senior photos must meet yearbook guidelines.

Bulletin Boards

Bulletin boards may be used by school clubs, teachers, and students. School organization postings must be approved and signed by an administrator. Messages containing inappropriate language, graphics, private messages, or commercial solicitations are not allowed.

CONDUCT AND DISCIPLINE

Overview

Students, teachers, and administrators have the right to expect mutual courtesy, fair and equitable treatment and to be informed of their rights and responsibilities. The goal of the Marine Science Magnet High School is to assist students in developing self-direction, self-discipline, and self-management and to provide opportunities for responsible decision-making. However, in the pursuit of these goals, those students who infringe on the rights of others, or who violate school policies and regulations, will be subject to discipline. The constitutional rights of students and staff shall be preserved and protected.

The conduct of students in school has an important effect on the student's academic achievement, and others in the classroom and the greater school learning environment. While ultimate responsibility for student behavior rests with the parents and the students themselves, the school has an obligation to provide leadership in this respect and to ensure that appropriate standards are maintained when students are under school supervision. When anyone's rights are violated or when someone violates the rules and regulations, we must all be concerned. MSMHS is committed to providing a safe, respectful, and nurturing environment in which all students can learn.

Bullying

LEARN is dedicated to promoting and maintaining a positive learning environment where all students are welcomed, supported, and feel socially, emotionally, intellectually and physically safe in school.

Bullying of a student by another student is prohibited. Such behavior is defined as 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 their property,
- C. infringes on the rights and opportunities of an individual at school.
- D. create a hostile environment at school for such students; or
- E. substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating 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.

Other definitions include but are not limited to:

- A. "Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
- B. "Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic or photo-optical system;
- C. "Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate:
- D. "Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted;
- E. "Prevention and intervention strategy" may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents/guardians and school employees, and interventions with the bullied child, parents/guardians and school employees,(6)school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent/guardian involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

Examples of bullying include, but are not limited to:

- 1. Physical violence and attacks
- 2. Verbal taunts, name-calling and put-downs including ethically based or gender-based verbal put-downs
- 3. Threats and intimidation
- 4. Extortion or stealing of money and/or possessions
- 5. Exclusion from peer groups within the school
- 6. The misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school ("cyberbullying")
- 7. Targeting of a student based on the student's actual or perceived "differentiating" characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental physical, developmental, or sensory disability.

Students may be considered to engage in an act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop,

on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

- o creates a hostile environment at school for the victims,
- o infringes on the rights of the victim at school, or
- o substantially disrupts the education process or the orderly operation of a school, are subject to appropriate disciplinary action up to and including suspensions, expulsion and/or referral to law enforcement official.

Each LEARN school has a school climate plan that addresses bullying. These comprehensive plans:

1. Permit anonymous reports of bullying by students to teachers and administrators and written reports of suspected bullying by parents or guardians; Requires teachers and other school staff to notify school administrators in writing of bullying acts they witness, and students' reports they receive;
2. Require school administrators to investigate parents'/guardians' written reports and review students' anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;
3. Require each school to maintain a publicly available a list of the number of verified bullying acts that occurred there, and within available appropriations, report such number to the Department of Education annually and in such manner as prescribed by the Commissioner of Education;
4. Requires each school to have prevention and intervention strategy, as defined by statute, for school staff to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;
5. Require each school to notify parents or guardians of all students involved in a verified act of bullying and invite them to attend at least one meeting. The notice shall be simultaneously mailed to the parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying;
6. Require the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetuated bullying incidents by the same individual that may include both counseling and discipline;
7. Require students to be notified annually of the process by which they may make reports of bullying;
8. Require the identification of appropriate school personnel, which may include, but shall not be limited to, pupil services personnel, responsible for taking a bullying report and investigating the complaint;
9. Are included in the LEARN staff development program for all school staff;
10. Require each school to notify parents or guardians of students who commit verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;

11. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such acts were directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
13. Require the principal of a school, or the principal's designee to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct.

LEARN expects prompt and reasonable investigation of alleged acts of bullying. The principal of each school or their designee is responsible for handling all complaints of alleged bullying. This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law. Parents/guardians of the alleged perpetrator of the bullying act and the parents/guardians of the student against whom such alleged act was directed will receive prompt notification that such investigation has begun. The results of the investigation will be provided not later than 48 hours after its completion, verbally and by electronic mail. Parents/guardians of students involved in a verified act of bullying will be invited to attend at least one meeting at school. Safe School Climate Specialists are required to receive mental health first aid training.

Annual Bullying Notice

Students and/or parents/guardians may file verbal or written complaints concerning suspected bullying behavior or teen dating violence behavior, and students shall be permitted to anonymously report acts of bullying or teen dating violence to school employees. Any report of suspected bullying behavior or teen dating violence will be promptly reviewed. If acts of bullying and/or teen dating violence are verified, prompt disciplinary action may be taken against the perpetrator, consistent with their rights of due process. Board policy and regulation #5007 set forth this prohibition and the related procedures in detail and are available to students and their parents/guardians on the LEARN website and by school personnel per request.

Informal/Verbal Complaints of Bullying by Students

Students may make complaints of conduct that they consider to be bullying by verbally reporting to a teacher, administrator, or other professional employee such as a guidance counselor, school psychologist, nurse, social worker or school therapist. Student complaints of bullying should specify the actions giving rise to the suspicion of bullying, including the time and place of the conduct alleged, the number of such incidents, the target of suspected bullying, and the names of any potential student or staff witnesses. A teacher, or other professional employee, or administrator who receives a student complaint shall promptly reduce the complaint to writing, including the information provided by the student. The written report by the teacher, other professional employee and/or administrator shall be promptly forwarded to the building principal (or other responsible program administrator) for review and action.

Formal/Written Complaints of Bullying

Students and/or their parents or guardians may also file formal written complaints of conduct that

they consider to be bullying. Such written reports should specify the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Such reports may be filed with any teacher or administrator, and they shall be promptly forwarded to the building principal for review and action.

The complaint procedure is also posted on the LEARN website and the school website. Forms are located on the MSMHS website and are available in the main office.

Anonymous Complaints of Bullying

Students who make complaints of bullying to a teacher and/or administrator may request that their name be maintained in confidence by the teacher(s) or administrator(s) who receives the complaint. Should anonymity be requested, the principal or their designee shall meet with the student to review the request for anonymity and the impact that maintaining anonymity of the complaint may have on the investigation of the complaint and/or possible remedial action. At such meeting, the student shall be given the choice as to whether to maintain the anonymity of the complaint. Anonymous complaints shall be reviewed, and reasonable action will be taken to address the situation, to the extent such action may be taken that (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report. Forms are available on the MSMHS website.

Teen Dating Violence

Teen dating violence, also called intimate relationship violence, or intimate partner violence among adolescents, or adolescent relationship abuse, includes physical, psychological, or sexual abuse; harassment; or stalking of any person ages 12 to 18 inclusive in the context of a past or present romantic or consensual relationship. Stalking can be defined as a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear. Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the recipient. Please see LEARN Policy 5007. All reported concerns will be immediately investigated by MSMHS administration. Forms are available on the MSMHS website.

Sexual Harassment

LEARN wants all students to learn in an environment free from all forms of sexual harassment. Sexual harassment is against state and federal laws. It is unwelcome sexual attention from peers, teachers, staff or anyone with whom the victim may interact. Any student who believes that they have been subjected to sexual harassment should report the alleged misconduct immediately to the Title IX Coordinator, Nondiscrimination Coordinator, their teacher, social worker, guidance counselor, administrator, school nurse, or any responsible individual with whom the student feels comfortable, either informally or through the filing of a formal complaint. The administration will take action to investigate the allegations.

The district will notify the parents/guardians of all students involved in sexual harassment by student(s) and will notify parents/guardians of any incident of sexual harassment or sexual abuse by an employee.

A complaint alleging sexual harassment by a student or staff member may be presented by a student and/or parent/guardian in a conference with the principal or designee or with the Title IX Coordinator, Ms. Bridgette Gordon-Hickey, Deputy Executive Director or Dr. Ryan Donlon, Associate Executive Director.

Additional information regarding procedures for reporting, investigating, and responding to sexual harassment complaints can be found on the LEARN website (www.learn.k12.ct.us).

Code of Conduct

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. They must accept responsibility for misbehavior and engage with school staff to identify how a different choice of action could result in a better outcome. LEARN has authority over students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any school-related activity, regardless of time or location, and any off-campus school-related misconduct, regardless of time or location.

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

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

Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law.

Students at school or school-related activities are prohibited from:

1. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination and wrongfully obtaining test copies or scores.
2. Throwing objects that can cause bodily injury or damage property.
3. Leaving school grounds or school-sponsored events without permission.
4. Directing profanity, vulgar language, or obscene gestures toward other students or staff.
5. Disobeying directives from school personnel or school policies, rules, and regulations.
6. Being disrespectful or directing profanity, vulgar language, or obscene gestures toward other students, teachers or other school employees.
7. Playing with matches, fire, or committing arson.
8. Committing robbery or theft.
9. Damaging or vandalizing property owned by the school, other students, or school employees.
10. Disobeying school rules on school buses.
11. Fighting, committing physical abuse, or threatening physical abuse.
12. Committing extortion, coercion, or blackmail; that is, forcing an individual to act through the use of force or threat of force.
13. Name-calling, making ethnic or racial slurs or derogatory statements that may substantially disrupt

the school program or incite violence.

14. Engaging in inappropriate physical or sexual contact disruptive to the school environment or disturbing to other students.
15. Assaulting a teacher, staff member or other individual.
16. Selling, giving, delivering, possessing, using, or being under the influence of drugs such as: marijuana; a controlled substance or drug; or an alcoholic beverage.
17. Possessing a deadly weapon, dangerous instrument, firearm, martial arts weapon, or weapon facsimile.
18. Possessing prescription drugs which are given to a person other than to whom the drug is prescribed.
19. Smoking or using tobacco products, including electronic nicotine delivery systems (e-cigarettes) and vapor products.
20. Hazing, bullying.
21. Behaving in any way that disrupts the school environment or educational process.
22. Using electronic devices during the school day in school buildings, without prior approval of the principal.
23. Violating the district's Internet Safety policy and/or Online Social Networking Policy.
24. Cheating, plagiarizing, including by electronic means.
25. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or another employee, or a fellow student.
26. Taking, storing, disseminating, transferring, viewing or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.
27. Violating any state or federal law which would indicate that the student presents a danger to any person in the school or to school property.
28. Damaging in a willful manner school electronic equipment and/or software.

Students are urged to participate in efforts to build a positive school climate as well as alternatives to exclusionary discipline such as restorative circles or peer mentoring.

Students are subject to disciplinary action, including suspension and expulsion, for misconduct which is seriously disruptive of the educational process and is a violation of publicized LEARN policy, even if such conduct occurs off-school property and during non-school time. In determining whether conduct is "seriously disruptive of the education process" for purposes of suspension and expulsion, the administration in cases of suspension, and the Board of Education or impartial hearing board, in matters of expulsion may consider, but consideration is not limited to (1) whether the incident occurred within close proximity of a school, (2) whether other students were involved, or whether there was gang involvement, (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.

Student Restrooms

Personal hygiene products are available to students at no cost. Dispensers are located in most restrooms throughout the school. Students found to have vandalized restrooms in any way will be disciplined according to our code of conduct. Students may not gather in restrooms for social purposes. In the interest of individual privacy, cell phone use in restrooms is prohibited without prior authorization.

Dress Code

In 2022, MSMHS students, parents, and staff approved changes to the school dress code.

The following list of items are not permissible to wear in school:

- Hats, hoods, see-through clothing, bathing suits, costumes, slippers (unless they have a hard sole), and sunglasses (unless required by a class or a doctor's note has been provided to the school).

Pajama Pants will be allowed if they meet all other dress code requirements.

Open toed shoes will be allowed with the following exceptions:

- No flip flops or athletic slides, and shoes must stay on feet when walking or climbing stairs.

Teachers may require closed toed shoes for safety reasons (labs, fieldwork, etc.) with advanced notice. Students not wearing proper footwear will not be allowed to participate in the activity.

Crop tops, tank tops, shirts, and shorts will be allowed meeting the following requirements:

- Private parts and underwear MUST remain covered at all times and in all typical situations.

For example: when raising hand, climbing stairs, walking outside in various weather conditions, participating in class activities - like cleaning fish tanks.

Physical Education classes may require sneakers and athletic type clothing.

Smoking and Vaping

Student shall not possess nor smoke or use tobacco products or e-cigarettes or vapor product devices on all school property both inside and outside, or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law. In addition to smoke detectors throughout the school building, vape detector devices are installed in school restrooms to discourage students from vaping and alert school administration to vaping violations so they may respond appropriately and promote a safe and healthy school environment.

Substance Abuse

MSMHS prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to progressive disciplinary action.

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

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

Students are prohibited from possessing, using, selling, delivering, manufacturing, or being under the influence of any substance containing cannabidiol (CBD) or tetrahydrocannabinol (THC), regardless of whether it constitutes a controlled substance under federal laws.

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

beverages may result in a recommendation for expulsion.

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

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

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

Discipline

A student who violates the district’s code of conduct shall be subject to disciplinary action. LEARN disciplinary actions may include using one or more discipline management techniques, such as a restorative justice model, detention, removal from class, removal to an alternative education setting, in school suspension, out of school suspension, and expulsion. Disciplinary measures will be appropriate for the offense. In addition, when a student violates the law that student may be referred to legal authorities for prosecution. Students are subject to discipline, up to an including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates publicized board of education policy even if such conduct occurs off-school property and during non-school time. The school district believes that exclusionary discipline practices (suspension, expulsion) limit students’ access to classroom instruction and fail to improve student outcomes and school climate. These practices will be used as a last resort.

Detention

Teachers may issue a teacher detention to be served at a designated location from 2-3pm after school. Office detentions are assigned by administration. Students must sign in and sign out at the office and leave their cell phone in the office. Students serving a detention must sit at assigned location for the duration of the detention and may not converse with peers during that time.

Searches

Designated school personnel may search a student's car, locker, and bag and may demand that a student empty his/her pockets if there is reasonable cause to believe that the student possesses objects or chemicals which may endanger the health, safety, and welfare of themselves, and/or others. *(See LEARN Regulation 5131(d) Students)*

Suspension

Actions Leading to Suspension or Expulsion

Students may be suspended or expelled for conduct that endangers persons or property, or whose conduct, on or off school grounds, is seriously disruptive of the educational process or violates a publicized policy of the LEARN Board.

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

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

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

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

For any student suspended for the first time at Marine Science Magnet High School and who has never been expelled, the administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions, which shall not incur an expense to the student or their parents/guardians. Students and/or parents/guardians requesting a 1-time waiver of the suspension from the student's record should contact the school administration in writing between May 1 and June 1 of the current school year. The administration will consider the student's overall disciplinary record as well as evidence of new learning and personal growth and/or participation in restorative opportunities when deciding whether to waive the suspension from the student's cumulative record. The parents/guardians of the student will be notified of the decision in writing, and waivers granted will be effective as of July 1 of the current year.

NURSING SERVICES AND HEALTH OFFICE POLICIES

10th Grade Mandatory Physical Examination

In compliance with Connecticut State Law MSMHS requires all students to have a physical examination by the start of their 10th grade school year. MSMHS will provide access to a free health assessment to any student whose parents or guardians meet the eligibility requirements for free and reduced price meals under the National School Lunch Program or for free milk under the special milk-program. MSMHS may partner with various community agencies to make this free exam available to qualified students. It is the responsibility of the parent or guardian to request this service, **in writing**, by November of the student's 9th grade year. **Students may be excluded from entry into the 10th grade if not in compliance with this policy.**

Health/Nursing Services

The school nurse maintains a cumulative health file for each student which includes illness notations, results of physical examinations, and other pertinent health information. Each parent must complete an emergency medical information form, an immunization record, and a yearly health update to be kept on file. Under Connecticut law no student may enter grade 10 without submitting the required recent physical examination form signed by a doctor.

Any student who becomes ill or injured while at school should inform the nearest faculty member and report immediately to the school nurse. If the student is unable to do so, the school nurse will be called to the scene. Parents must notify the school nurse in cases of student illness. Any request to limit a student's participation in a school activity for an extended time must be accompanied by a signed statement from a physician. Given the highly experiential nature of the MSMHS curriculum, extended non-participation may result in extensive make-up work or the repeating of a semester or an entire year.

Students with medical conditions that may be contagious or infectious may be excluded from school pending diagnosis and treatment to protect others from exposure. Medical clearance will be required to return to school.

Administration of Medication

Parents/guardians of students requiring medication during school should contact the school nurse. Special forms are required to permit the administration of medicine in school. They are available from the school nurse. If it is necessary that a medication be given during school hours, the following procedures must be followed:

- All prescription and over the counter medication administered at school requires a medication authorization form signed by a health provider and the parent/guardian.
- Medications must be in the original container picked up at the pharmacy each time the medication is refilled. The appropriate pharmacy or medication label must be intact. The school nurse will send home a notice and/or call a few days prior to needing a refill.
- All medications are to be kept in the nurse's office, unless there is an approved medication authorization that allows the student to self-carry and self-administer their own medication.
- When a parent/guardian and health care provider authorize a student to self-carry and self-administer a medication, they are responsible for confirming that the student understands the condition which the medication is used, and can safely store, correctly administer, and know when and how to use the medication, and when to ask for help.
- If a student does have the proper authorization to self-carry and self-administer a medication, the student needs to review the plan for taking that medication with the school nurse at the beginning of each school year or at the onset of that medication authorization.
- No student is allowed to share any type of medication with anyone else during school hours and events.
- All prescription-controlled substance medications (i.e., for ADHD) must be delivered to the nurse by an adult. Parents/guardians are responsible for ensuring that all means of delivering medication to the school nurse is safe and appropriate.
- Medications authorizations for the following chronic health conditions require emergency or action plans for the use of those medications:
 - Asthma – Asthma Action Plan
 - Epilepsy – Seizure Action Plan
 - Potential anaphylactic allergies – Emergency Allergy Plan
 - Diabetes – Diabetes Medication and Management Plan

A school nurse, or in the absence of the nurse, a "qualified school employee" may administer epinephrine in a cartridge injector for the purpose of emergency first aid to students who experience allergic reactions but were not previously known to have serious allergies and therefore do not have prior written authorization of a parent/guardian or qualified medical professional for the administration of epinephrine. Parents/guardians may submit in writing to the school nurse and school medical advisor that epinephrine shall not be administered to their child.

A school nurse, or in the absence of the nurse, a “qualified/school employee” may administer anti-epileptic medication to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student’s individual seizure action plan. Written parent/guardian permission and written order from a physician is required.

A school nurse or the principal will select a qualified school employee to, under certain conditions, give a glycogen injection to a student with diabetes who may require prompt treatment to protect them from serious harm or death. Written parent/guardian permission and written order from a physician are required.

School bus drivers are trained to administer epinephrine in a life-threatening anaphylactic reaction to a student who is in need of emergency care due to a medically diagnosed allergic reaction.

LEARN does not allow the ingestion of marijuana for palliative (medical) use in any school, on school grounds or at school-sponsored activities, on or off school grounds.

Immunizations

MSMHS, as mandated by Connecticut law, requires that all students be successfully immunized with required vaccines, which can be found at www.ct.gov/dph.

Entering students must submit written proof of the required immunizations prior to attending school. If the student should not be immunized due to medical or religious reasons, a statement from a physician or the parent as appropriate must be provided in accordance with the State of Connecticut regulations.

Psychotropic Drug Use

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

Menstrual Products Available in Student Restrooms

LEARN will provide free menstrual products in women’s restrooms, all-gender restrooms, and at least one men’s restroom. Such restrooms will be accessible to students in grades three through twelve, in each school under the jurisdiction of LEARN. The provision of these products will be done in a manner that does not stigmatize any student seeking menstrual products, pursuant to guidelines that need to be established by the Commissioner of Public Health and posted on the DPH’s website. LEARN may accept donations of menstrual products and grants from any source for the purpose of purchasing such products and may partner with a nonprofit or community-based organization.

School Based Health Services

The Community Health Center, Inc. provides school-based health services during the school day. Licensed healthcare providers are available to provide expanded medical treatment (for illnesses or injuries, and physicals) and behavioral health (individual, group, and family therapy). School-based health services works in conjunction with the care provided by your child’s pediatrician and are not intended to replace regular care by your child’s primary health-care provider. Our school nurses work closely with the School Based Health Clinic and are the initial point of contact for students and families. The MSMHS school nurses will often refer students to the SBHC. All SBHC services are confidential and parents must complete a Parent Permission form for students to receive services.

RESOURCES AND SERVICES

Administration

The Principal and Assistant Principal are responsible for the coordination and supervision of the entire educational and co-curricular program at the Marine Science Magnet High School.

Advisory Program

The Student Advisory Program is central to the personalization of education at MSMHS. Groups of approximately 14 students are assigned to a faculty advisor who will remain with them throughout their career at MSMHS. The student advisor will assist each student in meeting the academic, civic, and social expectations at MSMHS. Advisories will meet for 40 minutes on Tuesdays and Fridays. In addition to building a sense of community and collaboration skills, the advisory program is designed to help students with the assistance of a teacher who knows them well. The individual COAST Plans, Capstone Graduation Portfolio, and Capstone Presentation are all developed over a four-year period with the faculty advisor. The mutual commitment to a personalized education and achieving MSMHS expectations is embodied in the agreement compact signed by each student, family, and advisor upon registration at MSMHS. **Advisory is a credit-bearing course required for graduation that fulfills the Personal Wellness and Safety Education requirement.**

Announcements

Announcements are made at the beginning and end of the school day for the purposes of informing the school community of important events and information related to the school program.

Announcements made by students must be approved by administration prior to delivery. An administrator must approve emergency announcements.

Child Abuse, Neglect and Sexual Assault

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

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

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

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

Sexual Abuse Prevention and Education Program

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

Students Experiencing Homelessness

Students experiencing homelessness, 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 LEARN liaisons for children experiencing homelessness are Dr. Ryan Donlon, Associate Executive Director and Ms. Bridgette Gordon-Hickey, Deputy Executive Director. The school social worker serves as the school liaison as well. LEARN has reviewed its existing policies and regulations to remove barriers to the enrollment and retention of children and youth experiencing homelessness. Children and youths experiencing homelessness are defined as “individuals who lack a fixed, regular and adequate nighttime residence”. Children experiencing homelessness have the right to attend the school of origin “to the extent feasible,” unless doing so is contrary to the request of such student’s parent/guardian or unaccompanied youth.

Any child or youth experiencing homelessness denied school accommodations shall continue in attendance or will be immediately enrolled in the school selected by the child in the school district. A written explanation of the reasons for denial of school accommodations in a manner and form understandable to such child or youth experiencing homelessness, or parent/guardian, will be provided. Information will also be provided regarding the right to appeal the decision of the denial of accommodations. The child or youth experiencing homelessness is entitled to continue in attendance during all available appeals.

A student experiencing homelessness who is not in the physical custody of a parent/guardian shall have full access to their educational and medical records in the Board’s possession.

Limited English Proficient (LEP) Students/Multilanguage Learners

Parents/guardians of Limited English Proficient (LEP) Students/English Learners participating in a language instructional program will be notified within 30 days of their child’s placement in the program. The notification will include an explanation of why, a description of the program, and the parent’s/guardian’s rights to remove their child from the English Learners program. In addition, the notification will explain how the program will help the child to develop academically, learn English and achieve the standards necessary for promotion.

Students not meeting the English mastery standard or demonstrating limited progress will be provided with additional language support services which may include, but are not limited to, English as a Second Language program, sheltered English programs, English Immersion programs, summer school, after-school assistance, homework assistance and tutoring. Students after 30 months in a bilingual program will not be offered additional bilingual education.

Migrant Students

LEARN 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.

Suicide Prevention and Youth Suicide Attempts

LEARN is aware that suicide and other self-destructive behaviors have become critical problems for children and youth, families, school personnel and the community. LEARN is also aware that students experiencing stress or depression are less available for learning. Students engaging in self-destructive behaviors are jeopardizing their health and well-being as well as their academic achievement.

LEARN recognizes its responsibility to develop policy and procedures for dealing with youth suicide prevention and youth suicide attempts. In response to this concern, it shall be the policy of LEARN to establish programs and procedures regarding youth suicide prevention and intervention for teachers, administrators, staff and students. All school personnel will be required to act in accordance with LEARN policy and procedures and timelines whenever there is any suspicion that a student may be at risk of suicide.

Teacher and Paraprofessional Qualifications

Parents/guardians 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/guardians will also be advised, if requested, as to whether the child is provided with a service by paraprofessionals and their qualifications.

Title I Comparability of Services

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

Title I Parent/Guardian and Family Engagement

Parents/guardians of a child in a Title 1 funded program will receive a copy of the district's parent/guardian and family engagement involvement policy, including provisions of an annual meeting and involvement of parents/guardians in the planning, review and implementation of Title 1 programs and opportunities for parents/guardians and family members to participate in the education of their children.

Lockers and Storage

Lockers and storage areas of any kind are the property of MSMHS and may be entered and searched by school officials at any time. Valuables should not be brought to school or left in school storage places or lockers as the school is not responsible for lost or stolen items.

Lost and Found

Any articles that are found on school premises should be returned to the school office. Unclaimed articles will be disposed of at the end of each month. Lost or suspected theft of personal or school property should be reported to the principal immediately.

Learning Lounge

The Learning Lounge is open throughout the school day and offers support to students in mathematics and reading/writing. The Learning Lounge provides an opportunity for students to work with a certified teacher to relearn or revisit concepts that were taught in class. Students can be

assigned to the Learning Lounge during their study hall by their teacher or the SST team. Students may also request an appointment for extra help by speaking with their teacher.

Meal Program

Families have the option of using the MSMHS point of sale (POS) system, or setting up an account in the School Payment Portal an on-line payment management program that allows parents to deposit funds and manage their child's meal account electronically (<https://schoolpaymentportal.com/ConsumerLogin.aspx>). Parents who opt to use the POS system can also deposit money in their child's school meal account any time during the school year. The food service provider for MSMHS is Whitson's Culinary Group.

Offering and serving well-balanced meals to our students is important. MSMHS welcomes all parents to become involved in their child's meal activities and looks forward to having your son or daughter as active participants. Monthly school breakfast and lunch menus can be found on the school's website at www.msmhs.com.

MSMHS meal prices for the 2024-2025 school year as follows:

Breakfast	\$1.50	Reduced Breakfast	\$0.30
Lunch	\$3.00	Reduced Lunch	\$0.40

Food items may also be purchased a la carte through prepayments or cash.

NOTE: Due to food allergy concerns, no student may bring food or drink to school for another student. Students may bring in food for their own consumption.

Dining Area / Great Hall

Students are required to eat their meals exclusively in the designated areas. All students must keep the dining area clean. It is expected that students will clean up after themselves, deposit their trash in the appropriate containers, and clean their table areas after eating in order to ensure a safe eating environment for all students and staff. Students will conduct themselves appropriately by maintaining a reasonable noise level and addressing staff, teachers, and fellow students courteously. Failure to do so will result in the loss of dining hall privileges and the consequences of disciplinary action. Rules for students using the Dining Area/Great Hall for eating, study, or quiet conversation include:

- 1.) Students are not to sit on the tables or put their feet on the tables.
- 2.) Students are not to block passageways into or out of the cafeteria.
- 3.) Gambling, card playing or games of chance are prohibited.
- 4.) Ball playing is not permitted.
- 5.) During lunch, lunch shifts will have adult supervision; however, students are expected to keep the area clean. Please use the trash cans that are located throughout the Dining Area/Great Hall and recycle as appropriate.
- 6.) For safety and security reasons, book bags and backpacks may be restricted from the Dining Area/Great Hall during part of the school day.
- 7.) Students are to remain in the Dining Area/Great Hall throughout the entire lunch block. As a senior privilege, students are allowed to eat lunch in the library media area.

Free and Reduced Meal Program

MSMHS participates in the National School Meal Program. This program provides nutritious meals for students at a reasonable price. It also makes provision for providing both reduced price meals and free meals for students whose family income falls within certain prescribed guidelines. Since the federal government and the State of Connecticut reimburse the Board of Education for at least part of

the cost of these meals, it is important that the schools maintain accurate information concerning the types of meals served. The government will only provide reimbursement for one meal per child. Inquiries about free or reduced lunch may be directed to the school office manager at ext. 600. Applications for free or reduced meals are available in the main office.

Student Meal Charge Policy

MSMHS recognizes that, on occasion, students may forget to bring meal money to school. To ensure that students do not go hungry, but also to promote responsible student behavior and to minimize the fiscal burden on the school, the school must follow the following guidelines with regard to student meal charges:

- No MSMHS student will be deprived a meal, nor be served a differentiated meal (i.e. peanut butter/jelly or cheese sandwich), due to forgotten or lost meal money;
- A student who forgets to bring his/her meal money will be allowed to charge a reimbursable meal (what is on the menu for that day);
- A student will be limited to charging three (3) breakfasts and/or lunch meals, and **will not be able to charge additional meals, until the balance due is paid in full**, or other arrangements have been **approved in writing by the principal or designee**;
- After the third charge, the principal or designee will be notified in order to approve any additional charged meal for the student.

Allowable Meal Charges by Status

Status	Number of Allowable Breakfast/Lunch Charges	Charge Cap
Reduced	3 (\$0.40 x 3)	\$1.20
Paid	3 (\$3.00 x 3)	\$9.00

- All outstanding balances must be paid in full within five school days;
- A student with outstanding balances will not be allowed to purchase a la carte items until all charges are paid;
- **Students are not permitted to charge a la carte items**; and
- **All student negative meal account balances must be resolved by the school principal or their designee prior to the end of the current school year.**

This policy applies to all paying students whether they are paying reduced-price or full-price. If a student is without meal money on a consistent basis, the principal or designated member of the school’s administrative team will investigate the situation more closely and:

1. Contact the parent/guardian to bring/send repayment to the school;
2. Encourage parent/guardian to add prepayment funds to the student’s meal account; and/or
3. Encourage the parent/guardian to apply for free or reduced price meals.

If school authorities suspect that a student may be abusing this policy, they will provide written notice to the parent that if he/she continues to abuse this policy, the privilege of charging meals will be denied.

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, and 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 submit a written request that such information not be released without their prior written consent.

Peer Mediation Program

The Peer Mediation Program is designed to reach out to students who are struggling to resolve conflicts with their peers through the use of a peer-helping-peer model. Students are selected to become peer mediators based upon recommendations from teachers, guidance counselors, and administrators. These candidates engage in a rigorous one-day training focused on providing an understanding of the peer mediation model, goals, and guidelines.

The peer mediation process begins with an initial referral that may be made by teachers, guidance counselors, administrators, students, and parents. If a conflict among students indicates an imminent risk of danger or a threat to the safety and well-being of our students, the issue will be immediately reported for administrative intervention and will not be processed by the peer mediation team. Once a referral is initiated, consent to engage in the peer mediation process will be requested from both students engaged in conflict and is necessary for the process to continue. The parties involved in a conflict will meet with a team of two peer mediators and dedicate themselves to developing a plan to resolve the presented conflict. All parties involved in a mediation session must commit to maintaining the confidentiality of any information disclosed in the session unless that information poses imminent danger or risk.

The ability to meet with age-related peers and receive guidance toward conflict resolution will undoubtedly provide an increased comfort level in an otherwise stressful time, thereby assisting us in meeting our goals of student safety and achievement.

School Counseling

The school counseling program is under the direction of the MSMHS school counselors. The school counselors along with administration oversee the Student Advisory Program and works closely with the advisory teachers in helping students manage their COAST Plans and Capstone Graduation Portfolios. The entire four-year process is aimed at creating self-directed students who take increasing control of their personal growth, educational decisions, and academic/career planning. To accomplish this, students are assigned to small advisory groups with a teacher who remains with the group for four years. **The parent's primary home-school contact is the student's advisor.** The advisor, supported by the school counselor, will be the first and most important point of contact and intervention concerning each advisee's attendance, achievement, behavior, and educational and career planning. The school counselor's office will be the focal point for the various traditional guidance functions including student records, career and college planning information, crisis counseling, general counseling needs, Student Support Team, parent-counselor meetings, planning and placement team meetings, standardized testing, and student data.

Youth Officer

Groton City Police Department provides a Youth Officer for the Marine Science Magnet High School, who works closely with the administrative team working hand in hand to solve problems in the school community. The Youth Officer serves as a resource for students enabling them to be associated with a law enforcement figure in their school environment. The Youth Officer also serves as a resource to teachers and parents, for conferences on an individual basis, dealing with individual problems or questions, and also can serve as a counseling resource in areas which may affect the educational environment, but may be of a law related nature. The Youth Officer is also a liaison between the

police department and helps provide community oriented policing services for the high school and the surrounding community. In addition to our Youth Officer, a Groton City Police Officer may visit our school daily as a regular part of their patrol duties.

Student Support Team (SST)

The SST consists of the MSMHS administration, school counselors, school social worker, regular education teachers and special education teachers who meet on a regular basis. The SST looks at referrals concerning non-special education students who are experiencing academic or behavioral difficulties, including attendance. The team develops intervention strategies and program modifications specific to the student needs.

Working Papers

Students must have the following documents and meet the following criteria in order to obtain working papers from the Principal's Office.

- Student must be a current student at Marine Science Magnet High School.
- Student must be 16 years old.
- Student must appear in person. There are no exceptions to this requirement.
- Student must have authentic documentation of evidence of age.
- Student must have written promise of employment on company letterhead signed by the prospective employer.

SAFETY PROCEDURES

Aquaculture and Science Labs

The aquaculture lab houses valuable marine life species along with sophisticated computers, mechanical, chemical and water quality systems. Students in this lab must realize that they are engaged in important science work using very costly equipment. At all times students are to respect the safety of others, the various species, and the lab equipment and facilities. Students must follow closely the instructions and authority of the aquaculture lab teacher and any other instructional staff in the lab. MSMHS science labs demand careful and safe student behaviors due to the expensive equipment, valuable supplies, and a variety of materials and tools that can be dangerous if improperly used. All students must comply with the teacher's instructions and all requirements of the lab safety contract to ensure safety and successful science learning. Students who present safety issues will be removed immediately from the laboratory and will receive disciplinary consequences. *(See Safety and Accident Prevention)*

Asbestos

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. LEARN has on file plans showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Request to review these plans may be made in the school office.

Driving and Parking

Safety and security are our top priority and the basis for our regulations. Student driving to school is a privilege, not a right, and is limited by safety/space considerations. Student parking permits will be issued on a case by case basis as determined by administration. Students must remain in academic and behavior good standing. Poor grades, attendance, or inappropriate behavior may result in suspension or removal of parking privileges.

- Parking Permit: Student drivers must register their vehicles in the main office, provide copies of the following documents, and pay a non-refundable \$20 fee to obtain a parking permit.
 - *License*
 - *Registration*
 - *Insurance card*
- Guidelines for parking permits will be published at the beginning of the year and may change due to changing campus conditions.
- Students must have an MSMHS numbered parking permit in order to park vehicles on the school campus which must be prominently displayed on the dashboard.
- Violations for parking in authorized areas without a permit may include such consequences as ticketing, loss of parking privileges for up to a year, legal consequences up to and including booting/towing at owners' expense. Students are not to be in their cars at any time except for the obvious purpose of parking the car or leaving the grounds.
- Students may not be in cars during fire drills.
- Parking lot rules are as follows:
 1. Neither cars nor the parking lot are to be used for lounging/loitering during the school day,
 2. Speed limit is 15 mph,
 3. Parking in proper areas only, including assigned parking spots,
 4. Obey all traffic and parking signs,
 5. Parking permits/tags must be displayed in designated place. Students must report to the office if driving a different car on a given day.

Abuse of the privilege of driving to school may result in fines, forfeiture of unassigned time or other penalties (see above).

Nuclear Power Plant Emergency Evacuation Plan

This was developed in response to a request for providing an emergency evacuation plan in the case of a nuclear power plant emergency or other incident.

ALERT SIGNAL - is a steady siren toner for three (3) minutes or more from sirens or loud speakers on emergency vehicles.

WHEN YOU HEAR THE ALERT SIGNAL - turn on your radio or television to listen to the Emergency Broadcast System. You will be kept informed by local and state authorities as long as there is an emergency.

IF YOU ARE TOLD TO STAY HOME AND TAKE SHELTER - stay indoors and close all windows, doors, dampers, etc. STAY CALM and keep tuned to the Emergency Broadcast System for further instructions.

IF YOUR CHILDREN ARE IN SCHOOL - do not attempt to pick them up. Your children will either be sheltered at school, or transported and cared for at the reception center/shelter according to the location (town or city) in which the school is located. According to the State Department of Emergency Management and Homeland Security, in the event of a nuclear leak students will most likely be safely dismissed early to their places of residence. Additional information can be found by visiting the State Department of Emergency Management and Homeland Security website.

Staff Responsibilities

TEACHERS/INSTRUCTIONAL ASSISTANTS:

All students shall be safely boarded on proper vans/buses, etc. prior to leaving the school.

OFFICE PERSONNEL:

NOT directly responsible for student evacuations may leave as soon as directed.

SCHOOL BASED SERVICES ADMINISTRATION:

Shall be responsible for contacting district transportation companies for LEARN students not transported by LEARN Transportation.

Fire, Evacuation and Lockdown Drills

School safety is an absolute priority at MSMHS. Detailed instructions for emergencies are posted in all areas of the school, and periodic practice drills are conducted by school staff. All students and staff are expected to familiarize themselves with emergency procedures and cooperate promptly and fully with school authorities in all emergencies and emergency drills. MSMHS will work with local emergency agencies to ensure proper procedures and precautions are in place for the safety of all students, faculty, and staff.

In the event of a fire drill, evacuation or lock down exercise, students must follow ALL instructions given by teachers and administrators. The Groton City Police Department, upon being notified, will quickly respond to the school to ensure student safety. Police officers will contain an incident and advise the administration and students of evacuation procedures. Students will be instructed to follow the directions of the police officers. Failure to comply with the above expectations upon the request of a staff member constitutes insubordination.

Pesticide Application

LEARN has implemented an Integrated Pest Management (IPM) Plan to comply with the recommendations from the Connecticut Environmental Protection Agency. Only certified pesticide applicators are used in school for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Notice will be provided at least 24 hours in advance of the application of a pesticide either on the school's homepage or on the school or district's primary social media account.

Safety/Accident Prevention

Student and staff safety on campus, during on-water activities, in laboratories, at off-site field work, during field trips and at all school-related events is an absolute priority at MSMHS. In addition to regular school safety procedures, the cooperation of students is essential to ensure the safety of everyone. At all times MSMHS students should:

- Remember that they are engaged much of the time in adult-like work activities;
- Avoid conduct that may put themselves, other students or staff at risk;
- Follow school rules and adhere to the core values and beliefs;
- Make careful and safe use of all scientific and industrial tools and equipment;
- Promptly report potential safety hazards, including intruders on campus;
- Immediately report all accidents and injuries to the nearest school staff;
- Know emergency procedures, signals and evacuation routes;
- Immediately follow the instructions of staff who are overseeing the welfare of students.

Security Camera Policy

The LEARN Board of Directors supports the limited use of video cameras on LEARN property for the purpose of enhancing school safety and security. The goals are to promote and foster a safe and secure teaching and learning environment for students and staff, to ensure public safety for community members who visit or use school property, and diminish the potential for personal and district loss or destruction of property. Appropriate signage is posted at the school entrance to notify students, staff, and the general public of the use of security cameras.

Security cameras are installed in public areas only. These areas include aquaculture lab, simulator room, common areas, stairwells, hallways, parking areas, large gathering areas, and exterior entrances or exits to school building. Restrooms, changing rooms, private offices, nurse's offices and locker rooms are excluded from security camera use. Security camera use is prohibited in any space where there is a reasonable expectation for privacy. No sound is monitored or recorded in connection with the video surveillance system. All video recordings are stored in a secure place to avoid tampering and to ensure confidentiality in accordance with applicable laws and regulations. Recordings will be saved for a period of time consistent with state law and LEARN record retention policies, after which all recordings will be appropriately deleted.

Unauthorized Areas and Facilities

Certain equipment and areas of the building of no valid use to students are off limits to protect the safety of equipment, school property and personnel. Any student who violates those areas is subject to disciplinary action.

TECHNOLOGY

Internet/Acceptable Use Policies

MSMHS curriculum makes extensive use of resources on the internet that makes it vital for students to avoid dangerous, destructive and unlawful behavior when using the internet. All students and their parents must sign an acceptable use policy that indicates that the student agrees to use the internet exclusively for educational purposes and to abide by the MSMHS Computer Technology Use Rules. Students found violating the acceptable use policy, including but not limited to viewing inappropriate sites, are subject to disciplinary consequences and revocation of computer privileges for a specified period of time. Student use and possession of electronic devices are always at the discretion of the teacher and school. **Students are only permitted to use their school-issued laptop while at MSMHS. Students are not allowed to bring in and use their own personal laptops.**

Cell Phones

Students are permitted to bring cell phones to school and they may be used before, during lunch, or after school hours. Throughout the school day, students' cell phones must be stored in the designated location in each classroom throughout the block, including study hall. Students may not bring cell phones with them when they leave the classroom for any reason. Students may also be required to turn smart watches or other devices to designated locations during class at the request of the teacher. Cell phones may not be used in restrooms for any reason. Students found to have violated these expectations will be required to turn their cell phone into school administration. Students can pick up their cell phone from the office at the end of the school day.

- 1st offense - Parent/caregiver notified and cell phone held in main office until the end of the school day and agreement to turn cell phone into main for the next 2 school days.
- 2nd offense - Parent/caregiver notified and cell phone held in main office until the end of the school day and agreement to turn cell phone into main for the next 4 school days.
- 3rd offense - Parent/caregiver notified and cell phone held in main office until the end of the school day and agreement to turn cell phone into main for the next 7 school days.
- 4th offense - Parent/caregiver notified and cell phone held in main office until the end of the school day. Parent/caregiver meeting will be scheduled to develop a specific student cell phone plan.

Any parent/caregiver needing to get a message to their student can call the main office.

Electronic Devices and Headphones

Electronic media devices without headphones are not to be used in school. Students may not use devices in class without permission of their teacher. Loss/theft is a risk the student assumes. Headphones must be removed and stored away when entering a classroom, during Great Hall meetings, or when attending a meeting with a school counselor, advisor, or administrators. When walking in school hallways students may choose to wear one headphone; they may not wear both headphones in the hallways.

LEARN BOARD OF EDUCATION POLICIES

LEARN Board Policies including those listed below can be found on the LEARN website along with other LEARN Board policies: www.learn.k12.ct.us.

LEARN GRIEVANCE PROCEDURE FOR TITLES VI AND IX, SECTION 504

- 5004 NON-DISCRIMINATION**
- 5005 SEXUAL HARASSMENT**
- 5006 STUDENT HARASSMENT POLICY**
- 5007 BULLYING**
- 5113 SCHOOL ATTENDANCE**
- 5114 PROMOTION/ACCELERATION/RETENTION**
- 5115 EXCLUSION FROM SCHOOL FOR DISCIPLINARY PURPOSES**
- 5117 HOMEWORK**
- 5118 HOME TO SCHOOL COMMUNICATION**
- 5125 STUDENT RECORDS: CONFIDENTIALITY**
- 5131 SUBSTANCE ABUSE**
- 5133 DANGEROUS WEAPONS IN THE SCHOOLS**
- 5141.10 ADMINISTERING MEDICINES TO STUDENTS**
- 5141.11 CHILD ABUSE**
- 5142 YOUTH SUICIDE PREVENTION AND INTERVENTION POLICY**
- 5143 FIELD TRIPS**
- 5146 DO NOT RESUSCITATE ORDERS**
- 5147 COOPERATION WITH POLICE AUTHORITIES**
- 5148 QUESTIONING OF STUDENTS BY POLICE**
- 5149 ON-CAMPUS RECRUITMENT**
- 5150 PLEDGE OF ALLEGIANCE**
- 5152 SEARCHES**
- 5153 STUDENT SURVEYS**
- 5154 COMPUTER USE, E-MAIL, AND INTERNET POLICY**
- 5155 STUDENTS WITH SPECIAL HEALTH CARE NEEDS**
- 5156 USE OF AUTOMATIC EXTERNAL DEFIBRILATORS (AEDs)**
- 5157 ASSESSMENTS AND IMMUNIZATIONS**
- 5158 PSYCHOTROPIC DRUG USE**
- 5159 HEALTH SCREENINGS**

5160 COMMUNICABLE/INFECTIOUS DISEASES

5161 STUDENT HEALTH SERVICES

5162 STUDENTS/STAFF WITH HIV, ARC (AIDS RELATED COMPLEX) OR AIDS

5163 STUDENT SAFETY

5164 HEALTH RECORDS

5165 EMERGENCY CARE IN SCHOOL FOR STUDENTS