STAPLES HIGH SCHOOL



STUDENT HANDBOOK 2026-2027

Table of Contents

WESTPORT SCHOOL SYSTEM AFFIRMS NON-DISCRIMINATORY PRACTICES IN EMPLOYMENT AND EDUCATIONAL OPPORTUNITY 5
STAPLES HIGH SCHOOL PAST AND PRESENT 6
ACADEMIC INTEGRITY POLICY 6
ACCREDITATION 9
ACADEMIC PROGRAMS AND SUPPORTS 9
ACCEPTABLE USE AGREEMENT: INTRANET/INTERNET POLICY 10
ACCOUNTABILITIES POLICY 11
ARTS & ENTERTAINMENT 11
ATTENDANCE POLICY & PROCEDURES 12
BULLYING PROHIBITION POLICY - See Code of Conduct and Disciplinary Procedures 19
CALENDAR FOR STUDENTS 19
CODE OF CONDUCT- See Code of Conduct and Disciplinary Procedures 85
CONNECTIONS 19
COURSE ACCELERATION 20
DAILY SCHEDULE 21
DELAY/CLOSING ANNOUNCEMENTS 21
DRESS POLICY 31
DRUG AND ALCOHOL POLICY 32
DUAL ENROLLMENT 32
EXAMS 35
EXTRACURRICULAR ACTIVITIES 36
FIELD TRIPS 38
FIRE DRILLS 39
FOOD 39
GRADING SYSTEM 39
GRADUATION ACTIVITIES 43
GRADUATION REQUIREMENTS 44
GUIDELINES FOR EXPELLED STUDENTS 47
HAZING POLICY 48
HEALTH 48
HOMEBOUND INSTRUCTION 52
HOMESCHOOL 53
INSTRUCTIONAL/COURSE LEVELS 53
LIMITED OPEN CAMPUS 54
LOCKERS 54
LOST AND FOUND 55
NOTIFICATION OF PARENTS' AND STUDENTS' RIGHTS ON STUDENTS' RECORDS 55
NEW STUDENT REGISTRATION 56
OFF CAMPUS MISCONDUCT 57
PARENT – SCHOOL COMMUNITY PARTNERSHIP 57
PARKING REGULATIONS POLICY 58
PATHWAYS ACADEMY 59

PERSONALIZED LEARNING **60**
PRIVATE SECTOR PROVIDERS **62**
RESIDENCY VERIFICATION **62**
RESPONSE TO INTERVENTION (RTI) **62**
SCHEDULE CHANGES AND COURSE LOAD REQUIREMENTS **63**
SCHOOL BUS ACCIDENT PROCEDURE **65**
SCHOOLOGY **66**
SECURITY CAMERAS **67**
SENIOR INTERNSHIP GUIDELINES **67**
SMOKING POLICY **68**
STAFF-STUDENT NON-FRATERNIZATION POLICY **68**
STUDENT COUNCIL **68**
STAPLES COLLABORATIVE TEAM **69**
STATE AND LOCAL TESTS **69**
SUMMER ASSIGNMENT POLICY **69**
TECHNICAL AND MAGNET SCHOOL OPTIONS FOR WESTPORT STUDENTS **69**
TITLE IX AND SEXUAL HARASSMENT - See Code of Conduct and Disciplinary Procedures **72**
UNASSIGNED PERIOD POLICY **72**
VISITING POLICY **72**
VISITOR POLICY - ADMINISTRATIVE GUIDELINES **73**
VISITOR POLICY - STUDENTS **73**
WITHDRAWING YOUR CHILD FROM STAPLES **73**
CODE OF CONDUCT and DISCIPLINARY PROCEDURES **74**
BULLYING PROHIBITION POLICY 76
DEFINITION OF OTHER DISCIPLINARY CONSEQUENCES: 79
SUSPENSION/EXPULSION OF SPECIAL EDUCATION STUDENTS: 80
DISRUPTION OF THE EDUCATIONAL PROCESS: 80
CODE OF CONDUCT 82

STAPLES HIGH SCHOOL MISSION STATEMENT

The Staples High School community

inspires learning, fosters integrity,

and nurtures empathy.

WESTPORT SCHOOL SYSTEM AFFIRMS NON-DISCRIMINATORY PRACTICES IN EMPLOYMENT AND EDUCATIONAL OPPORTUNITY

In compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the *Westport Public Schools* do not discriminate in employment or in educational opportunity on the basis of sex, sexual orientation, marital status, race, color, creed, religion, national origin, age, ancestry, learning and/or physical disability or past or present history of mental disorder.

Complaint Procedures

1. File complaint with principal; copy to coordinator (see below).
2. If not satisfied with principal's resolution, you may appeal to coordinator.
3. Next level appeal is to Superintendent.
4. Next level appeal is to Board of Education.

Superintendent of Schools

Thomas Scarice
Westport Westport Public Schools
Westport Town Hall

110 Myrtle Avenue, Room 306
203-341-1025

Title VI and Title 504 Coordinator:
Michael Rizzo
Assistant Superintendent for Pupil Personnel Services

Westport Public Schools
110 Myrtle Avenue
Westport, CT 06880
203-341-1250

Title VII and IX Coordinator:
John Bayers
Assistant Superintendent for Human Resources & General Administration
Westport Public Schools
110 Myrtle Avenue
Westport, CT 06880
203-341-1004

Title IX Compliance Officer, Staples High School:

Christine Cincotta	341-1282	Grade 09
Patrick Micinilio	341-1492	Grade 10
Micah Lawrence	341-1242	Grade 11
Jim Farnen	341-1284	Grade 12

Assistant Principal
Staples High School
70 North Avenue

Jill Grego
Health Services Supervisor
Staples High School
70 North Avenue
203-341-1251

Visit our website www.westportps.org

STAPLES HIGH SCHOOL PAST AND PRESENT

Staples High School was originally built in 1884 by a savvy Yankee trader, Horace Staples. Believing in the value of education, Horace determined Westport should be a progressive town and have its own high school.

As a young boy, Horace attended the local district school until he was 10 years old. At that age, farm boys were expected to forego schooling and go to work full time on the farm, though a determined boy might continue his studies during the four or five months of winter. Despite these limitations, Horace Staples completed his education and embarked upon a successful business and banking career.

Having unsuccessfully offered land for a school to the town of Westport in 1866, Staples decided to build the school himself. Some of the businessmen feared that education would make the boys lazy, but Mr. Staples did not believe this.

Opening on October 31, 1884, Staples High School was a three-story red brick building on Riverside Avenue located on the land now occupied by Saugatuck Elementary School. Beginning with 60 students who paid an annual tuition of $16 to $20, the school had one high school classroom, one grammar school classroom, a library, and a

laboratory. School lasted from 9 a.m. to 4 p.m. as students studied a variety of subjects including English, German, Latin, Greek and algebra.

On June 24, 1887, the first graduating class of six young women was handed the first Staples' diplomas. Made of genuine sheepskin, these diplomas bore a picture of the school's donor, Horace Staples. On July 1, 1903, control of Staples High School was transferred from Staples' estate to the Town of Westport. Fifty years after the first graduating class of six, 88 young men and women graduated.

In 1958, Staples High School was moved to its current location on North Avenue in order to respond to the expanding needs of the community. Today's Staples includes an Olympic-size indoor pool and a radio station, WWPT-FM (90.3 FM).

Staples is a front-runner in the state and nation for its broad range of extracurricular activities, its rich curriculum, and its outstanding program of professional development for teachers and administrators. In the last few years alone, Staples has been honored as a Blue Ribbon School by the United States Department of Education, named an outstanding high school by the New England Association of Schools and Colleges, and called one of the "best high schools in the nation" by the *Wall Street Journal*. *Connecticut Magazine* consistently ranks Staples High School among the top high schools in the state.

With a robust offering of academics, arts, athletics, and activities, innovative programs like Senior Internships, Connections, and Link Crew, and a remarkable staff drawn from a variety of backgrounds and experiences, Staples honors its past while preparing all students to work, live, and thrive in a complex, exciting future.

ACADEMIC INTEGRITY POLICY

Staples High School Academic Integrity Guidelines

Philosophy: Westport Public Schools is committed to fostering an environment in which intellectual growth is rooted in the original thinking of every student. We uphold academic integrity as a standard that prioritizes the human element of learning, ensuring every student's growth is rooted in their own unique intellect and effort. While emerging technologies can serve as valuable tools for exploration, they must not replace the authentic voice and independent thinking required to master a subject. By producing work that is fundamentally their own, students build a foundation of self-reliance that is vital for success in a global society.

Responsibilities

I. **Student Responsibilities:**
   - A. To understand and maintain the school's Academic Integrity Guidelines and individual teacher assignment guidelines.
   - B. To complete all assigned work, activities, and assessments honestly and fairly.
   - C. To only share work in appropriate ways per teacher instructions/expectations.
   - D. To maintain the confidentiality of assessments.
   - E. To demonstrate the visible process of thought. Students may be required to submit preliminary drafts, revision histories, or process documentation.
   - F. To clarify with the teacher any ambiguities about potential violations of the Academic Integrity guidelines on an assignment.
   - G. To seek appropriate school support (i.e., extra help, counselor support, etc.) when facing academic challenges.
   - H. To follow the appropriate steps as outlined in the Range of Consequences should a violation occur.

II. **Teacher Responsibilities:**
   - A. To understand and maintain the school's Academic Integrity Guidelines.
   - B. To clearly review the Academic Integrity expectations with students at the beginning of the course, present the Academic Integrity Guidelines in the syllabus, and present individual teacher assignment guidelines as applicable. A link should be posted in the LMS.
   - C. To exercise professional judgment in evaluating the authenticity of student work, when discrepancies arise, teachers will facilitate a dialogue with the student or review available process documentation to better understand the work's origin.
   - D. To document any violation of the Academic Integrity Guidelines to the student's assistant principal and follow appropriate steps as outlined in the Range of Consequences.
   - E. To engage in a supportive conversation, focused on accountability and reflection, with the student who violates a guideline.

III. **Administrator Responsibilities:**
   - A. To understand, maintain, and enforce the school's Academic Integrity Guidelines and follow appropriate steps as outlined in the Range of Consequences.
   - B. To maintain records of Academic Integrity Guidelines violations in the student's disciplinary record.
   - C. To communicate repeat or major violations to the school counselor and relevant support staff.

IV. **School Counselor Responsibilities:**
   - A. To support the student through the learning process.
   - B. To work with the student on the underlying causes of academic dishonesty and support them in making better decisions.
   - C. To support conversations between students, teachers, family, and school administration.

V. **Parent/Guardian Responsibilities:**
   - A. To understand and actively support the Academic Integrity Guidelines of the school community.
   - B. To maintain the expectations outlined in the district civility policy.

Definition of Violations and Range of Consequences

This process aims to foster students' academic integrity and ethical behavior. Academic Integrity violations are typically the result of cheating or plagiarism:

As defined by Westport Public Schools, cheating is the use of deceit or fraud and/or violating rules in a dishonest fashion. Plagiarism is passing off the ideas, work, or AI-generated* content of another source as one's own or using such material without proper credit or disclosure.

Academic Integrity violations fall under the Westport Public Schools Code of Conduct and will be categorized into A, B, or C violations at the discretion of the teacher. They are:

- **Category 'A' Violations refer to minor assignments (such as homework or classwork) and include, but are not limited to:**
    - Copying or sharing any minor assignment intended to be done independently.
    - Collaborating on a minor assignment in a manner inconsistent with the teacher's expectations of the assignment for individual or group work.
    - Using artificial intelligence* or other electronic tools in an unauthorized manner through the process and/or product of a minor assignment.
    - In the case of minor work plagiarized between students, if it is not clear which student did the original work and which student plagiarized the work, both students receive a Category 'A' violation.

- **Category 'B' Violations refer to major assignments (such as tests, quizzes, take-home exams, labs, projects, essays, assignments requiring multiple days to complete, etc.) and include, but are not limited to:**
    - Copying from another student's work or paper during an exam, test, or quiz.
    - Talking to or communicating with another student during an exam, test, or quiz.
    - Using any unauthorized material or device during an exam, test, or quiz (including translators, calculators, electronic sources, etc.).
    - Programming of notes, formulas, or other aids into an electronic device (e.g., calculator) without prior authorization.
    - Giving or receiving test information, in any form, to or from students in other periods of the same teacher or same course or from previous school years.
    - Submitting substantial portions of the same academic work for credit in more than one course without consulting the teachers involved (e.g., double dipping).
    - Attempting to represent someone else's work as your own or allowing others to do research or writing of an assignment, e.g.,
        - Using the services of a commercial term paper company
        - Using the services of another person (family member, tutor, etc.) inappropriately
        - Having private tutors draft, dictate, or otherwise do work that the student should be completing themself
    - Using artificial intelligence* or other electronic tools in an unauthorized manner through the process and/or product of a major assignment.
    - Plagiarizing, including but not limited to:
        - Utilizing another person's ideas, opinions, or theories without acknowledgment of the source
        - Quoting another person's words, sentences, paragraphs, images, code, etc., or entire work without proper citation of the work
            - Standard citation style guides are the most recently updated versions of: *MLA Handbook for Writers of Research Papers; Writing Papers in the Biological Sciences; A Manual for Writers of Term Papers, Theses, and Dissertations;*

Publication manual of the American Psychological Association; The Chicago Manual of Style

        - Failing to cite the use of approved artificial intelligence*.
    - In the case of major work plagiarized between students, if it is not clear which student did the original work and which student plagiarized the work, both students receive a Category 'B' violation.
    - Any second offense of a Category 'A' violation.

- **Category 'C' Violations refer to more egregious offenses and include, but are not limited to:**
    - Altering a returned quiz, test, or assignment to deceive the teacher about the student's performance on that assignment.
    - Stealing, scanning, or photographing exams, tests, or on-demand assignments.
    - Altering grades on a computer database or in a grade book.
    - Taking an exam for another student or permitting someone else to take a test for you.
    - Using invented information or the falsification of research, data, or other findings
    - Any second offense of a Category 'B' violation.

Consequences may include, but are not limited to:		
Category A	**Category B** *or any second offense of Category A*	**Category C** *or any second offense of Category B*

The student: ● must redo the assignment to demonstrate understanding of the material.** ● will earn partial credit on the redone assignment. **The teacher:** ● meets with the student to discuss the violation and review the Academic Integrity Guidelines. ● notifies the student's administrator and calls parent/guardian. ● notifies their department coordinator. **The administrator:** ● logs the student's violation in PowerSchool.	**The student:** ● must redo the assignment to evaluate understanding of the material.** ● may receive a zero or grade reduction on the assignment, per the teacher's discretion. ● serves an after-school or Saturday detention, during which they write a reflection that is submitted to their teacher and administrator. **The teacher:** ● meets with the student to discuss the violation and review the Academic Integrity Guidelines. ● notifies the student's administrator ● notifies their department coordinator. ● calls parent/guardian to notify them of the incident ● sends a letter home regarding the violation. **The administrator:** ● logs the student's violation in PowerSchool. ● communicates repeat or major violations to the school counselor and relevant support staff. ● meets with the student to review the Academic Integrity Guidelines.	**The student:** ● must redo the assignment to evaluate understanding of the material, if applicable.** ● will receive a zero on the assignment. ● serves an ISS in the main office, during which they write a reflection that is submitted to their teacher and administrator. **The teacher:** ● meets with the student to discuss the violation and review the Academic Integrity Guidelines. ● notifies the student's administrator. ● notifies their department coordinator. ● calls parent/guardian to notify them of the incident ● sends a letter home regarding the violation. **The administrator:** ● logs the student's violation in PowerSchool. ● determines the appropriate number of ISS days for the student to serve. ● communicates repeat or major violations to the school counselor and relevant support staff. ● meets with the student to review the Academic Integrity Guidelines and to discuss additional consequences.

***Note: If the student fails to complete the assignment, there may be further consequences per the discretion of the teacher and administrator.*

Important: If a student is found to have committed a Category 'B' or 'C' violation, a letter describing the incident will be placed in the student's school file while the student attends Staples High School. It may affect consequences for future violations, but it is not part of a permanent record after graduation.

Artificial Intelligence Guidelines
This section outlines the appropriate use of AI tools for educational purposes.

AI should be used to enhance learning, not as a replacement for learning. The use of any AI tools should be done responsibly, ethically, and safely.

As such, the policy shall outline three "levels" of acceptable AI use in educational settings, determined by individual teachers. The default level is RED. Levels are as follows:

RED - Students are NOT permitted to use AI tools at any stage of the assignment.

YELLOW - Students have limited access to AI tools when completing the assignment. Students must follow specific instructions prescribed by the teacher and use only district-approved AI applications determined by the teacher. Instructions will be given regarding the use of AI by the teacher at their discretion. Citations for AI use need to follow the most recent style and citation guidelines.

GREEN - Students are permitted to use district-approved AI tools at their discretion when completing this assessment or assignment. However, students must disclose and cite how they use AI tools, which AI applications they use, and in what manner, when submitting assignments. Citations for AI use need to follow the most recent style and citation guidelines.

Other Key Guidelines:

- Misuse of AI tools for assignments that do not call for their use will be considered an Academic Integrity violation.
- Students must remember that any AI-generated material may not always be accurate and should verify the content of their work and its credibility.
- Students should not enter personal information into AI tools.

Appeal

If a student disagrees with the result of the outcome, the student may appeal to the Academic Integrity Panel. To request an appeal hearing, the student must submit a written appeal to both their grade level Assistant Principal and the Appeals Chair (English Department Coordinator), detailing the reason for the request.

Upon request, the teacher will forward copies of all pertinent information and written work to the Academic Integrity Panel before the hearing.

Academic Integrity Panel Process

- If a student chooses to appeal a decision, the Academic Integrity Panel will review the case.
- The Panel will be made up of an Assistant Principal, a Department Coordinator, and three classroom teachers.
- The student's parent/guardian and counselor will be notified before the hearing.
- The student must attend the hearing and may bring a parent/guardian or counselor for support.
- The Panel may speak with teachers, staff, or students to better understand the situation.
- The Academic Integrity Panel makes the final decision, and the outcome will be shared in writing.

The Academic Integrity Panel will make the final decision concerning academic consequences in any case brought forward. The Panel may affirm the consequence or institute consequences with lesser severity. Decisions of the panel may be appealed to the Principal within three school days and may be made only on the basis of new evidence.

ACCREDITATION

Staples High School is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation

ACADEMIC PROGRAMS AND SUPPORTS

Academic Support
Academic support is provided through a variety of courses. These courses include Academic Support classes as well as the Bridge Program, which is specifically designed to meet the needs of recommended freshmen and sophomores. These courses are offered each semester and designed to strengthen student skills in the areas of reading, writing, and study skills based on goals established between the student and teacher. These courses are taken on a Pass/Fail basis.

Academic Learning Center for Math/Science (Room 2040)
The Learning Center is designed so that students can come for extra help and assistance in the areas of Math and Science or do schoolwork at one of the desks/computers within the room.

Academic Study Hall
Students are assigned to Academic Study Hall during what would otherwise be a free period in their day. This intervention is often helpful when students need to maximize their focus during the day. Students who are injured and cannot participate in Physical Education may be assigned to the academic study hall. Students are expected to arrive on time and remain for the entire period.

Writing Conference Center (Room 2036 at front of the English office)
Students seeking help with their writing can meet with teachers.

Assessment Make-Up Center (Room 2055)
The Assessment Make-Up Center is a quiet area of the building where students make up quizzes and tests or complete quizzes and tests started in class (i.e. for students who have an extra time accommodation).

Teacher Help
Teachers are accessible for extra help according to a teacher's schedule. Students are encouraged to communicate this need with each specific teacher.

ACCEPTABLE USE AGREEMENT: INTRANET/INTERNET POLICY

(HIGH SCHOOL & SUMMER SCHOOL)

Computing and information systems serve a large number and variety of users – students, faculty, staff members and outside clients. Every member of the school community has two basic rights regarding computing – privacy and a fair share of the resources. It is unethical for any person to violate these rights. All users are expected to use common sense and decency with regard to our computing resources. In addition, all who use our electronic resources such as email, threaded discussions, blogs, etc. will abide by district and school policies. The District reserves the right to monitor use to assure that the systems are being used responsibly and in compliance with Board policies.

I understand that the Westport schools provide electronic resources, including Internet access and storage space for students' work, as an integral part of the curriculum. Behavior and language in the use of these resources should be consistent with classroom standards. I agree to the following responsibilities and restrictions:

1. I will use the electronic resources, including storage space, *only* for educational purposes related to work in Westport schools, and not for *any* personal, commercial or illegal purposes.
2. I will use the Internet *only* with the permission of the staff member in charge.
3. I will not use games or other electronic resources that have objectionable content or that engage me in an inappropriate simulated activity.
4. I will not give my password to any other user, nor attempt to learn or to use anyone else's password, and I will not transmit my address or telephone number, or any personal or confidential information about myself or others.
5. I will not upload, link, or embed an image of myself or others to unsecured, public sites without my teacher's permission and a signed parent/guardian permission slip.
6. I will not make statements or use the likeness of another person through website postings, email, instant messages, etc. that harass, intimidate, threaten, insult, libel or ridicule students, teachers, administrators or other staff members of the school community, make statements that are falsely attributed to others, or use language that is obscene.
7. I will not attempt to access, upload, or transmit material that attacks ethnic, religious or racial groups, or material that is pornographic or explicitly sexual in nature.
8. I will not violate copyright laws, damage or tamper with hardware or software, vandalize or destroy data, intrude upon, alter or destroy the files of another user, introduce or use computer "viruses," attempt to gain access to restricted information or networks, or block, intercept or interfere with any email or electronic communications by teachers and administrators to parents/guardians, or others.
9. I will report any problems to the supervising staff member.
10. I understand that my use of the school system's computers is not private, and that the district reserves the right to monitor use to assure compliance with these guidelines; violations may lead to revocation of computer access and/or other disciplinary measures**.**
11. I understand that the prohibited conduct described above is also prohibited off campus when using private equipment if it has the effect of seriously interfering with the educational process, and that such off-campus violations may lead to disciplinary measures.

I understand that the Westport schools allow me to bring my own devices such as phones, tablets and computers. In order to be permitted to bring my own device, I agree to the following responsibilities and restrictions:

1. I will follow all school rules while using my own device on school grounds and I understand that the rules outlined above regarding my use of school computer resources apply to my use of my own device on school property and that all11 above applies to my use of my device off school property.
2. I will not take photos or record video of any student, teacher or administrator unless I have that individual's express permission to do so.
3. I will not use my device during class unless expressly instructed to do so by a teacher and I will immediately comply with a directive to turn my device off, to put my device away or to turn my device over to a teacher or administrator.
4. I understand that my device may be confiscated at any time and that a teacher or administrator may view content on my device including but not limited to, texts, emails or social media postings, if it appears that I may have used my device in violation of school rules or this Agreement.
5. I understand that the district is not responsible for theft, damage or loss of my device and I understand that I am not permitted to leave my device at school overnight unless it is secured in a locked locker.

ACCOUNTABILITIES POLICY

Accountabilities include library fines, parking fines, lost books, lost uniforms, etc. When accountabilities are not settled promptly, the following actions may be taken until the account is settled: library sign-out privileges may be revoked, participation in extracurricular activities may be curtailed, participation in the graduation ceremony may be denied, and/or report card and class schedules may be withheld. Accountabilities are accumulated through the four years in high school.

ARTS & ENTERTAINMENT

One Act Play Festival
A three evening festival in January featuring 15 different 10-minute one-act plays directed by members of the Staples' DIRECTING class.

Candlelight Concert
This holiday concert is held in mid-December for 2 nights with 3 performances. The Staples orchestra, band, choir, chorus and Orphenians perform. This concert is a gift to the community, and tickets are distributed by request through the mail.

Cultural Arts
Daytime performances for SHS students and faculty sponsored by the town-wide PTA Cultural Arts Committee. Funds for performances are raised by PTA and individual donations. Past performances include Alvin Ailey Repertory Ensemble, and the Young Artists Competition Winners. Free admission.

Fall Concert
This concert features the younger Bands and Orchestras that do not participate in the Candlelight Concerts. There is no admission charge.

Fine Arts Night
Staples Art and Music Departments plan an evening to exhibit students' work in these areas. Parents and the community are invited to attend for free.

Spring Concerts
Single evening performances are planned by the instrument and choral groups. Refer to the District Calendar and the PTA newsletter updates for dates for Orchestra, Band, Choir, Chorus, Jazz Ensemble, Chamber Orchestra and Orphenians. There is no audience admission fee.

Staples Players Production
The award-winning Staples Players offers two major productions per year in November and March. Previous performances have included "Guys and Dolls", "Into the Woods", "Hello, Dolly!", etc. Auditions are held the second week of school and in late December or early January, and Players are required to stay for after-school

rehearsals. There is an audience admission fee. Information on all Players events available at https://www.staplesplayers.com/.

Staples Studio Theater
These occur in the winter and spring, and are student-organized and directed performances open to the public. Directors are chosen from the DIRECTING class. The performances are held in The Black Box Theater or Toquet Hall rather than in the auditorium. There is an audience admission fee.

Westport Band/Orchestra Festival
This is a March evening planned by all Westport schools' music departments for the enjoyment of listening to the performance by children grades 6-12. In alternating years, the Festival is performed by the Bands or Orchestras.

ATTENDANCE POLICY & PROCEDURES

Introduction
On July 8, 2011, Governor Dannel P. Malloy signed into law Public Act 11-136, *An Act Concerning Minor Revisions to the Education Statutes*. Section 18 of that act requires the State Board of Education to define "excused" and "unexcused" absences. On June 27, 2012, the State Board of Education adopted the required definitions.

Schools and districts are to use these definitions to judge if a student's absence is excused, unexcused, or of a disciplinary nature for the purposes of carrying out the provisions of section 10-198a of the Connecticut General Statutes (Policies and procedures concerning truants), and for reporting truancy. This guidance document is designed to assist schools and districts in implementing these new definitions.

According to these definitions, the number of unexcused absences determines if the student is truant or at risk of becoming truant. According to Connecticut General Statutes section 10-198a, a "truant" means a child who has four unexcused absences in a month or 10 unexcused absences in a school year.

Please note that these definitions do not preclude districts from maintaining different local definitions of these terms for local uses. For example, a district can use its own definition of excused absences for grading purposes or eligibility to participate in extracurricular sports; these areas do not pertain to the truancy law and do not affect the reporting of truants to the state.

Definition of an Absence
A student is considered to be "in attendance" if present at their assigned school, or an activity sponsored by the school (e.g., field trip), for over half of the regular school day. (For example, a student will be considered "Absent/NOT In Attendance" if he/she is Absent from 3 or more periods on a regular, 6 period day, 2 or more periods on a 4 period, abbreviated schedule day, etc.). A student who is serving an out-of-school suspension or expulsion should always be considered absent.

According to this policy, a student who is not "in attendance" is considered absent.

Level	Total Number of Days Absent	Acceptable Reasons For a Student Absence To Be Considered Excused	Documentation Required within 10 Days
1	One through Nine	Any reason that the student's parent/guardian or guardian approves.	Parent or guardian note Only.
2	Ten and above	Student illness *(Note: to be deemed excused, an appropriately licensed medical professional must verify all student illness absences, regardless of the absence's length)*. 1. Student's observance of a religious holiday. 2. Death in the student's family or other emergency beyond the control of the student's family.	Parent or guardian note and in some cases additional documentation (see details of specific reason).

		3. Mandated court appearances (additional documentation required). 4. The lack of transportation that is normally provided by a district other than the one the student attends (documentation from parent/guardian is not required for this reason). 5.* Extraordinary educational opportunities pre-approved by district administrators.	

**Note: The total number of days absent includes both excused and unexcused absences.*

It is important to note that while the first nine absences in a school year can be deemed excused for any reason the parent/guardian or guardian provides, the 10th and each subsequent absence establish a more stringent and specific set of reasons for the absence to qualify as excused. The flowchart below offers a visual tool to help determine if an absence is excused or unexcused.

In cases where a student's extended absence crosses levels, the rules should be applied as if there were two separate absences, one under Level 1 and the other under Level 2. For example, if a student is absent for five days on a family vacation and those absences represent numbers seven through 11, absences seven, eight, and nine would fall under Level 1 rules and can be accepted as excused; absences 10 and 11 would fall under Level 2 rules and would not be considered excused.Parent or guardian notes and other documentation are central to determining whether a student's absence is excused or unexcused. While a note from a parent/guardian or guardian will likely be the most common form of documentation, other methods of reporting a student's absence are acceptable. For example, a parent/guardian or guardian can report the student's absence in person to an authorized school official, such as an attendance clerk. Certain types of absences in Level 2 require additional documentation or verification. Absences due to student illnesses and mandated court appearances require this additional information once the student has accrued more than nine absences (entered Level 2). For students in Level 1, these additional requirements do not apply. For absences due to student illness, Level 2 students must either provide a signed note from a medical professional who has evaluated the student confirming the absence and giving an expected return date or have his or her school nurse verify the student's absence with the medical professional treating the student. The medical professional who is treating the student can be the school nurse at the student's school.

Emergencies

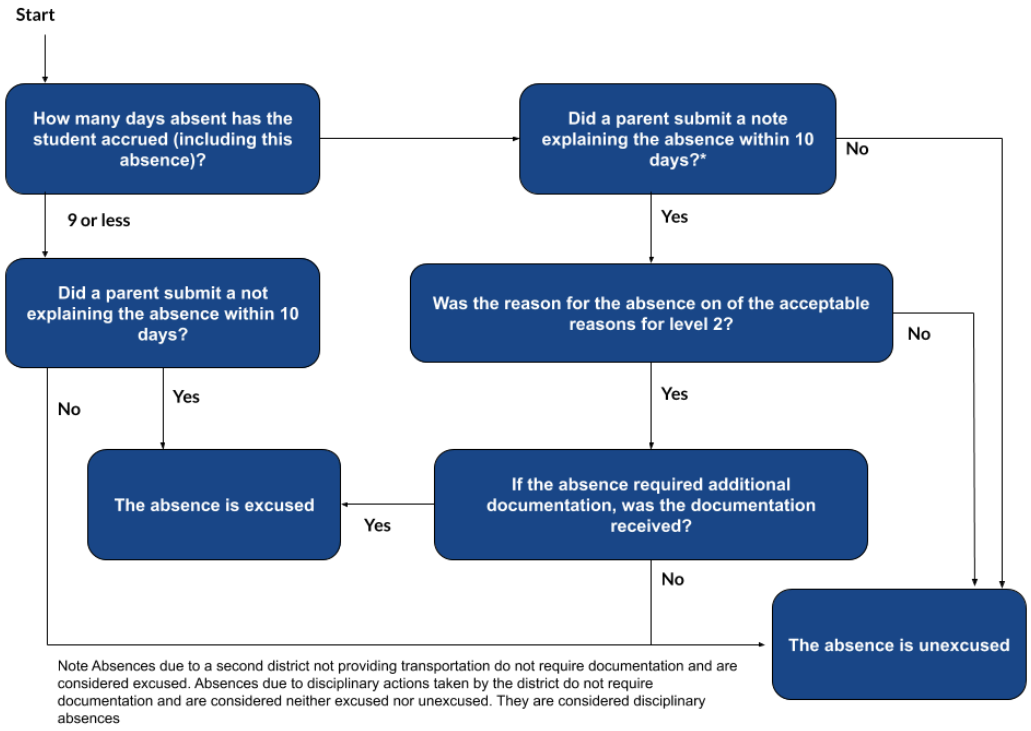
One of the acceptable reasons for a Level 2 student to be absent is a death in the family or other emergency beyond the control of the family. For the purposes of the definition of excused absences, emergencies are generally significant events that are outside of the control of the student's family. They are normally short absences consisting of a few days at most.

Examples of emergencies include:

- family member who is very 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/guardian and whose child needs to go to the hospital; or
- a family member's military deployment or return from deployment.

Some unexpected absences will not qualify as an emergency. These include:

- staying home to meet the plumber or other tradesman;
- routine child care of a younger child by the student; or
- opportunity to work an extra shift at an afterschool job.



Extended absences would be considered an emergency only under extreme circumstances. For example, if an order of the community health department quarantined a family's home for an extended period, such quarantine would be an extended emergency.

Absences due to family emergencies do not require additional documentation. A note from a parent/guardian explaining the emergency received within 10 school days is sufficient, but it is essential that the note explain the emergency so school staff can evaluate if the situation was indeed an emergency.

Extraordinary Educational Opportunities

From time to time, students encounter an exceptional opportunity for an experience of an educational nature. While these events may not be part of their schoolwork, they provide an excellent chance to further their education. Under certain circumstances, the days devoted to these opportunities can count as excused absences for Level 2 students.

To qualify as an extraordinary educational opportunity, it must meet the following criteria:

a. The opportunity must be educational in nature. It must have a learning objective related to the student's course work or plan of study. Not all memorable and/or life experiences would be considered educational and, therefore, would not be available for this exemption.
b. It must be an opportunity not ordinarily available to the student.
c. It must be grade and developmentally appropriate.
d. The content of the experience must be highly relevant to the student. While some opportunities will be relevant to all students, others will contain very specific content that would limit their relevance to a smaller group of students. For example, a trumpet lesson from jazz great Wynton Marsalis would be very relevant to students who play trumpet, but not to others who do not play trumpet.

Note: Criteria c) and d) above may mean that an exceptional educational opportunity exemption may be approved for one family member but not another attending the same event/opportunity.
Some examples of extraordinary educational opportunities include:

- the opportunity to meet the president of the United States or a foreign head of state; or
- a behind the scenes tour of the Kennedy Space Center.

Some examples of activities that do not qualify as extraordinary educational opportunities include:

- family vacations; or
- going to a concert of a favorite pop star.

Best Practices for Extraordinary Educational Opportunities

It is important that the school, the student, and the student's family all have a common understanding of the opportunity that is being requested and approved. To that end, the Department suggests that schools include the following elements in their plans and procedures for approving extraordinary educational opportunities:

a) Requests: All requests for approval of exceptional educational opportunities should be submitted in writing, bear the signature of the student and his or her parent/guardian or guardian, outline the learning objective of the opportunity, and detail how the objective is linked to the student's coursework or plan of study, include additional documentation (where available), and be submitted prior to the opportunity.

b) Approvals: All approvals for opportunities should:

- be in written form;
- detail any requirements placed upon the student as a condition of approval; Connecticut State Department of Education, April 2013
- include the specific days approved for the opportunities; and
- include in the approval the caveat that the administration may withdraw its approval if the opportunity is canceled or the student fails to meet the mutually agreed on requirements of the approval.

c) Requirement to share: Schools should expect students to share their experience with other students and/or staff when they return. This will benefit the larger school community.

d) Approval not assured: Schools should inform parents/guardians that approvals are awarded on a case-by-case basis, are based on a number of factors, and that opportunities approved for one student may not be approved for another.

Explanation of the Attendance Policy

A Statement of Belief

It is our belief that there is a clear and positive correlation between student learning and consistent and prompt attendance in class. Much of what is presented in courses is sequential. Therefore, learning requires a continuity of attendance and effort. We also strongly believe that what occurs in class is vital to student learning. The richness of class discussions, the exchange of ideas with peers and teachers, the opportunity to defend one's ideas, the viewing of films and videos mean that even if students make up the missed work, they have forever lost an opportunity for increased learning and skill development. In addition, a great deal of work in class is done cooperatively and a lack of attendance makes it difficult, if not impossible, for peers to successfully complete the work required. Lack of consistent attendance means that students will not get the full benefit of the courses offered at Staples High School and thus attendance should be and will be a significant factor in the determination of a student's grade as determined by the individual teacher.

Please take into account the TOTAL number of days your child has missed a class or classes due to very legitimate reasons such as: driver's license appointment, college visits, medical appointments, field trips, in-school field trips, etc. Mixed with illness and other unavoidable absences, the number of days out of class can interfere with learning.

Purpose of the Attendance Policy

The purpose of the Staples High School Attendance Policy reflects our desire to have each student attend all classes and arrive on time. Students and parents/guardians should familiarize themselves with the provisions and procedures of the policy. It is expected that parents/guardians will support the intent of the policy and encourage their children to have good attendance. The SHS Attendance Policy has been approved by the Board of Education and reviewed by the attorney for the Board of Education. Any questions should be directed to the administrators responsible for attendance.

The Attendance Policy

The number of absences permitted for each course before credit is lost is listed below:

- Full-year course: 20 absences
- Semester course: 10 absences
- Quarter course: 5 absences
- Special courses (other than above): Prorate absences

Absences beyond this number will result in loss of credit for the course or courses in which the student has been absent. For seniors, loss of credit in a course may result in failure to meet graduation requirements.

- **A LOSS OF CREDIT MAY OCCUR THROUGH THE ACCUMULATION OF ABSENCES FROM ANY ONE OF THE FOUR TYPES OF ABSENCES LISTED BELOW, OR THROUGH ANY COMBINATION OF THE FOUR TYPES OF ABSENCES.**

- **EACH TYPE OF ABSENCE IS SLIGHTLY DIFFERENT IN ITS CONTRIBUTION TOWARD REACHING THE MAXIMUM ALLOWABLE ABSENCES IN A COURSE.**

1) ***Excused Absences: (equals ONE absence per occasion)***

- Student illness
- Death or critical illness in the family
- Response to a legal process
- Medical appointment (*which cannot be scheduled outside of the school day; students must present a note from a healthcare provider to excuse the absence*)
- College visit beyond two (juniors and seniors only)
- Mental health wellness day (limited to two days in the school year and cannot be taken on consecutive days)
- Early dismissal or late arrival for other than school related activities
- An absence deemed "excused" by the administrator responsible for the student
- A verified visit to the Guidance Office to meet with a college representative. Juniors missing class to meet with a college rep will be charged with an unexcused absence.

2) ***Unexcused Absences: (equals ONE absences per occasion)***

- All absences not identified above are considered **UNEXCUSED**
- Absences that are not explained by a Pre-Planned Absence form, a note and/or a telephone call from a parent/guardian ***within 48 hours*** after the student's return to school from an absence, are considered **UNEXCUSED.**
- An absence deemed "unexcused" by the administrator responsible for the student. A teacher may determine if makeup work is allowed for class periods where a student has accrued an unexcused absence.

3) ***Unexcused Tardy: (equals .25 absence per occasion)***

- Occurs when a student arrives up to 10 minutes late for class without authorization

4) ***Unexcused Late: (equals .50 absence per occasion)***

- Occurs when a student arrives to class later than 10 minutes without authorization, but less than half way through the class.
- Students arriving more than halfway through the class without authorization will be considered absent.

Absences which do not count towards the loss of credit include, but may not be limited to, the following:

- School related activities
- Suspensions: in-school or out-of-school
- Homebound instruction
- "Special" absences
    - ◊ Class meetings
    - ◊ Field trips
    - ◊ Sports or other school approved extracurricular activities
    - ◊ Scheduled office and guidance appointments - Normally, scheduled office and guidance appointments should occur during non-class time.
- Religious Observance

- For Juniors and Seniors **ONLY**: 2 days for college visits. Students must fill out a Pre Planned Absence form available in the Assistant Principals' Office prior to going on a college visit. Failure to do so will result in the visit being ***counted*** as an absence.

Communications from Parents/Guardians

- It is the responsibility of parents/guardians to communicate to the school the reason for all absences.
- Parent notes or telephone calls to excuse an absence must be received no later than 48 hours following the student's return to school, or the absence will be classified as unexcused.
  All students, please call the Assistant Principals' Office 24 hour **Attendance Number (203) 341-1281**.
- Parent notes to request an early dismissal must be presented to the attendance office before the student is dismissed in order for dismissal to be considered excused.
- Provide medical documentation for long-term absences, to include the nature of the illness, any limitations on the student, inclusive dates of medical condition, specific dates of absence covered.

Content of Parent Notes

All parent/guardian notes for any reason must include the following:

(1) the student's name,
(2) the date(s) of the absence(s),
(3) the specific reason for the absence, lateness or dismissal,
(4) the signature of the parent/guardian
(5) a daytime phone number where a parent/guardian can be reached to verify the note.

"Blanket" notes covering unspecified dates of absences, tardies, etc. are not acceptable. (for example: "Please excuse my child from all absences in the months of April and May due to illness.")

Communications to Students and Parents

Students and parents/guardians will be notified concerning absences by mail utilizing the following letters:

- **Students and parents/guardians will have access to information** concerning attendance via Powerschool .
- **Excessive Absence Notification Letter**: generated when one-half of the number of permitted absences has been accumulated in a class. The purpose of this notification is to inform the parent/guardian and the student of the possibility of loss of credit if the student's attendance does not improve.
- **Loss of Credit Letter**: generated when a student loses credit in any course.
- **Appeals Board Hearing Results Notification**: used to communicate the decision of the Appeals Board to the student and parent/guardian when a student appeals a loss of credit.

Anticipated Absences

Any anticipated absence, such as college visitations, family vacations, etc., which conflict with the school calendar, must be arranged in advance by a phone call or a Pre-Planned Absence form or the absence will be considered unexcused and make-up privileges will be forfeited.

Anticipated Absences During the School Year Through the Last Day of School:

Any anticipated absence, such as college visitations, athletic competitions, family vacations, or other unique student opportunities, etc. which conflict with the published school calendar, **must** be communicated and arranged **at least two school weeks** in advance using a Pre-Planned Absence form and in consultation with the student's grade level Assistant Principal or the absence will be considered unexcused and make-up privileges will be forfeited. **Students and parents should review the published calendar, including exam dates prior to making arrangements to miss school during the school year and/or at the end of the school year.**

** For the 2025-2026 school year, there are five snow days built into the calendar. If there are no snow/emergency days, students'/teachers' LAST DAY will be June 16th. In the event additional make-up school days are needed, the District will use, in the following order: Monday, April 13th, Tuesday, April 14th, Wednesday, April 15th, Thursday, April 16th, and Friday April 17th.

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Dismissal During the School Day

Once students have reported to school, they are expected to remain in school and attend classes all day. Under the following conditions, a student may have an excused dismissal:

Under rare or emergency circumstances, a written request from a parent/guardian must be presented or a phone call must be received by the Assistant Principals' Office and/or Attendance Office **prior** to dismissal. A parent/guardian may come to the attendance office and personally request dismissal.

a. The student **must** sign out at the Front Desk. If the student returns to school, the student **must** sign in at the Front Desk to verify the time of their return and provide appropriate documentation.
b. Students returning from any type of outside of school appointment: doctor etc., must present documentation upon return from the appropriate office to the Front Desk. An absence will be "unexcused" until a note is received. Medical appointments will only be excused with a note from a healthcare provider.

Failure to meet the above two conditions will cause any class absences to be considered unexcused. Such absences will be counted towards loss of credit and make-up privileges will be forfeited.

Illness in School

- In case of illness while in school, the student must report to the health office.
- The nurse, with parental/guardian permission, will make the decision to dismiss the student from school.
- Once the nurse has obtained permission from the parent/guardian to dismiss the student, the student will be issued a dismissal pass.
- Students who become ill in school and report to areas other than the nurse's office (cafeteria, restrooms, off campus) will be considered "unexcused" and may face disciplinary action.

Appointments with Staples High School Staff

- Upon arrival for an appointment, it is the student's obligation to immediately inform the counselor, Assistant Principal, etc. if a test or major graded assignment is planned for that period.
- The student should then request that the appointment be rescheduled.
- Failure to do so will result in the absence being considered unexcused.
- Such an absence will count towards loss of credit and make-up privileges will be forfeited.

Monitor the number of absences in each class

- Throughout the school year, it is the responsibility of the student and parent/guardian(s) to monitor closely the number of absences, which have accumulated in each course.
- When a student anticipates an absence from school or from a particular class for any reason, it is very important that the student and the parent/guardian consider carefully the necessity of the absence, taking into consideration the current number of accumulated absences and their potential impact on loss of credit in the course.

Certification of Chronic Illness

- During an appeal for reinstatement of credit, the Appeals Board may request confirmation from a doctor to explain specific and frequent absences, which occurred due to medical reasons.
- Students and parents/guardians are advised to monitor the number of absences, which have accumulated because of medical reasons.
- When absences for medical reasons are frequent, it may be advisable to seek documentation from a doctor that a chronic illness exists.
- Presentation of verified information regarding chronic illness and specific dates of absence will strengthen a student's case in an appeal for reinstatement of credit.
- Just as with parent/guardian notes, doctor's notes need to specifically address dates of absences, and may not be "blanket excuses" for all absences which have occurred over a period of time. ***Such information must be presented on going and not at the end of a course.***

Loss of Credit

- A student will lose credit in a course when the number of accumulated absences exceeds the number of permitted absences.
- The student will be instructed to attend class, and the procedure to appeal the loss of credit will be explained.
- When credit is lost, the student is expected to attend the class. In addition, consistent attendance following loss of credit strengthens a student's appeals case.
- ***A letter grade will appear on the transcript even though credit is lost. All courses require a passing grade for the student to move to the next level.***

Excessive "Class Cutting" following Loss of Credit
Students, who flagrantly disregard the intent of the Staples High School Attendance Policy and continue to cut a class(es) after loss of credit, may be removed from that class with a final grade of **W**ithdrawn **F**ailure (**WF**). The administrator responsible for the student, after consultation with the teacher, will determine under what circumstances this action will be taken.

Right of Appeal
The Attendance Policy is not designed to deny credit to students who, through no fault of their own, were unable to attend school or a class due to a legitimate illness or other condition beyond the student's/parents'/guardians' control. In January and June, students who have lost credit will have an opportunity to appeal to have credit reinstated. A student's decision to appeal must take into consideration the student's total attendance record. ***Any absences, other than excused absences will weaken the student's appeal. Absences which remain unexcused and undocumented as well as chronic absences will also weaken the student's appeal***. Students wishing to appeal must follow the appeals procedure. If students do not have valid reasons for appealing loss of credit, they should contact their counselor to identify what options are available.

The Appeals Board
- Composed of four teachers and the administrator responsible for the student.
- Hears the student's case and makes a decision on whether to reinstate credit.
- An Appeals Board decision is final.
- The decision will only be reviewed by the Principal as a result of the introduction of additional information, which was NOT presented to the Appeals Board.
- A request for review must state the intention of the review, and any new evidence in a written statement by the student and the parent/guardian(s).
- Students wishing to appeal to the Principal must do so within two (2) school days following the receipt of the decision of the Appeals Board.
- A student must appear in person before the Appeals Board. Failure to do so will be an automatic denial of restoration of credit.

"Fast Track" Appeals
Under extremely rare and narrowly defined circumstances, a student who lost credit in one or more courses may not have to appear before the Attendance Appeals Committee to appeal the loss of credit. Instead, the assistant principal will appeal the student's loss of credit directly to the principal for adjudication. The assistant principal uses the following criteria, along with input from the guidance and/or pupil services staff, in determining which students to "fast-track":

(a) documented illness
(b) the total amount of absences barely exceeds the total number of absences required to lose credit.
(c) teacher recommendation

All absences are excused, with the vast majority of absences being caused by documented illness or condition that was beyond the control of the student.
The total amount of absences in a particular course barely exceeds the total number of absences required to lose credit.

BULLYING PROHIBITION POLICY - See Code of Conduct and Disciplinary Procedures

CALENDAR FOR STUDENTS

CODE OF CONDUCT- See Code of Conduct and Disciplinary Procedures

CONNECTIONS

All Staples students grades 9-12 are assigned to a Connections advisory group. Connections serves as an intentional time to: communicate school-related information, foster meaningful connections between students and staff

members, and create a safe environment where students feel comfortable to hold open discussions throughout their Staples career.

Connections meets once or twice per week for twenty minutes, between the second and third periods of the day. Approximately 12-15 students are in each Connections group with one or two faculty members. Connections groups are assigned by grade level and school counselor. Students stay with the same Connections group and staff member for all four years at Staples.

COURSE ACCELERATION

Westport Summer School

Westport Continuing Education provides the opportunity for students to take a limited number of credit-bearing courses during the summer for advancement or to study subjects that time during the regular school year does not allow. Check the WCE website for the registration form and deadline.

Students should be aware of the following:

- Staples students seeking to enroll in a Westport Summer School course must obtain prior written approval from (1) the department coordinator of the course to be taken and (2) their school counselor. Students outside of Westport Public Schools should obtain the equivalent of the above.
- The hours of class time required for credit will be equivalent to the hours of instruction during the school year.
- Given the pace of classes, perfect attendance and punctuality are expected. If a student misses more than two days of class for any reason, credit will not be granted for the course. Students who have lost credit will have the opportunity to appeal to have their credit reinstated. To appeal, the student must complete the Principal's Hearing Request Form available from the Principal's Office by the stated deadline.
- Courses follow the prescribed Staples High School curriculum and Staples High School assessments.
- Enrollment in follow-up courses at Staples during the school year is contingent upon successful completion of the summer course, teacher recommendation, and seat availability in the desired course, which is not guaranteed.
- For Westport Summer School courses taken during the high school years (starting with the summer between grades 8 and 9), credit will appear on the student's Staples transcript, and the grade will be factored into the student's grade point average.
- For Westport Summer School courses taken during the summer between grades 7 and 8 or earlier, the course and grade will not appear on the student's Staples transcript, no high school credit will be awarded, and the grade will not be factored into the student's grade point average.
- The deadline to drop a Westport Summer School course without record and have the course removed from the student's Staples transcript is the end of the tenth day of the class. If the student withdraws from the course after this date, the student will receive a W (Withdrawn) on their Staples transcript and no credit will be given. Students may not withdraw within the last five school days of the summer course.
- The deadline to request pass/fail grading in a Westport Summer School course is the end of the tenth day of the class.
- No refunds will be given for withdrawals from Westport Summer School courses.

Determination as to whether any summer school course will run will be made by Westport Continuing Education based on enrollment. There is no guarantee that any individual course will run. Students and parents/guardians will be notified as soon as a decision is made. In the event that a course must be cancelled due to lack of enrollment, a full refund will be offered. It is therefore recommended that students, after consultation with their school counselor and parent/guardians, enroll in a timely manner.

Courses Through Other Educational Institutions

Any Staples student may choose to take an online course or course at another educational institution simply for their own enrichment and with the family bearing all responsibility for cost. If the student wishes for the course to fulfill a Staples graduation requirement or be used for accelerated advancement within a course sequence, school counselor and department coordinator approval must be granted prior to enrolling in, and then upon completion of, the course according to the process described below. The educational institution/online provider must be accredited and have

the ability to deliver a transcript upon completion of the course; acceleration based solely on private tutoring is not permitted.

1. The student discusses the request with their school counselor, including the appropriateness of the course and its implications at Staples.
2. The student completes the *Pre-Approval Form for Coursework Outside Staples High School*, available on the SHS Counseling website, attaching a copy of the course description/syllabus and instructor information. The deadline for requests is June 1 for summer acceleration courses.
3. The school counselor checks that course prerequisites have been fulfilled, then signs off on the pre-approval form if approved.
4. The appropriate department coordinator reviews the student's pre-approval form and accompanying documentation, then signs off on the form if approved.
5. The student enrolls in and completes the course. Summer acceleration courses must be completed by August 15.
6. Upon successful completion of the course, and no later than August 20 for summer courses, the student provides their school counselor with an official transcript reflecting the final grade and credit awarded by the other educational institution.
7. To assure that the appropriate course standards have been met and for proper placement, the student will be required to take a comprehensive midterm exam, final exam, and/or other comparable assessment. (Note: This requirement may be waived at the discretion of the department coordinator.)

Once a student enrolls at Staples, courses taken at other high schools for acceleration or enrichment are not listed on the Staples transcript, do not earn Staples credit, and do not count toward the grade point averages. A grade report from the other educational institution may be attached to the Staples transcript upon request.

If the student does not obtain prior approval for a course, they may not accelerate and must enroll in the corresponding Staples course.

World Language Immersion Programs and Acceleration

Any Staples student interested in accelerated advancement within a world language course sequence or placement into a specific world language course must contact the World Language department coordinator to request an interview to be conducted by a department member. The placement process will consist of an interpersonal speaking skills assessment and evaluation of the level of writing skills, and may include other assessments deemed necessary by the department coordinator. The world language teacher and department coordinator will make a recommendation for appropriate placement based on the student's demonstrated proficiency. The recommendation is then communicated to the guidance department for enrollment, provided that there is availability in the course.

DAILY SCHEDULE

Academic Day

An Academic Day runs from 8:00 a.m. to 2:45 p.m. with 8 periods (1-8) of varying lengths based on a four-day cycle with days designated A,B,C,D. These schedules rotate each day of the week.

Academic Year

The year consists of four quarters with an assessment period after each semester (2nd and 4th quarters).

DELAY/CLOSING ANNOUNCEMENTS

Emergency closings, delayed openings, and cancellation of school for inclement weather, and other reasons are:

- broadcast on local radio stations and television;
- announced on the district's special number for closings, delays, and other emergencies: 203-341-1766; and
- announced via the School Messenger parent alert telephone and email messaging system.

One Hour Delayed Opening Schedule for an “A” Day

Time	Period	Minutes of Class	
9:00-9:40	1	40	
9:45-10:45	2	60	
10:50-11:30	3	40	
11:35-1:15	5	60-65	*Lunch Rotation:* *Lunch Wave #1 11:35-12:05* *Lunch Wave #2 12:10- 12:40* *Lunch Wave #3 12:45-1:15*
1:20-2:00	8	40	
2:05-2:40	7	35	

One Hour Delayed Opening Schedule for a “B” Day

Time	Period	Minutes of Class	
9:00-9:40	2	40	
9:45-10:45	3	60	
10:50-11:30	4	40	
11:35-1:15	6	60-65	*Lunch Rotation:* *Lunch Wave #1 11:35-12:05* *Lunch Wave #2 12:10- 12:40* *Lunch Wave #3 12:45-1:15*
1:20-2:00	7	40	
2:05-2:40	8	35	

One Hour Delayed Opening Schedule

for a “C” Day

Time	Period	Minutes of Class	
9:00-9:40	3	40	
9:45-10:45	4	60	
10:50-11:30	1	40	
11:35-1:15	7	60-65	*Lunch Rotation:* *Lunch Wave #1 11:35-12:05* *Lunch Wave #2 12:10- 12:40* *Lunch Wave #3 12:45-1:15*
1:20-2:00	6	40	
2:05-2:40	5	35	

One Hour Delayed Opening Schedule for a “D” Day

Time	Period	Minutes of Class	
9:00-9:40	4	40	
9:45-10:45	1	60	
10:50-11:30	2	40	
11:35-1:15	8	60-65	*Lunch Rotation:* *Lunch Wave #1 11:35-12:05* *Lunch Wave #2 12:10- 12:40* *Lunch Wave #3 12:45-1:15*
1:20-2:00	5	40	
2:05-2:40	6	35	

Two-Hour Delayed Opening Schedule

For an “A” Day

Time	Period	Minutes of Class	
10:00-10:30	1	30	
10:35-11:25	2	50	
11:30-11:55	3	25	
12:00-1:40	5	60-65	***Lunch Rotation:*** ***Lunch Wave #1 12:00-12:30*** ***Lunch Wave #2 12:35-1:05*** ***Lunch Wave #3 1:10-1:40***
1:45-2:10	8	25	
2:15-2:40	7	25	

Two-Hour Delayed Opening Schedule
For a “B” Day

Time	Period	Minutes of Class	
10:00-10:30	2	30	
10:35-11:25	3	50	
11:30-11:55	4	25	
12:00-1:40	6	60-65	***Lunch Rotation:*** ***Lunch Wave #1 12:00-12:30*** ***Lunch Wave #2 12:35-1:05*** ***Lunch Wave #3 1:10-1:40***
1:45-2:10	7	25	
2:15-2:40	8	25	

Two-Hour Delayed Opening Schedule
For a “C” Day

Time	Period	Minutes of Class	
10:00-10:30	3	30	
10:35-11:25	4	50	
11:30-11:55	1	25	
12:00-1:40	7	60-65	***Lunch Rotation:*** ***Lunch Wave #1 12:00-12:30*** ***Lunch Wave #2 12:35-1:05*** ***Lunch Wave #3 1:10-1:40***
1:45-2:10	6	25	
2:15-2:40	5	25	

Two-Hour Delayed Opening Schedule
For a “D” Day

Time	Period	Minutes of Class	
10:00-10:30	4	30	
10:35-11:25	1	50	
11:30-11:55	2	25	
12:00-1:40	8	60-65	***Lunch Rotation:*** ***Lunch Wave #1 12:00-12:30*** ***Lunch Wave #2 12:35-1:05*** ***Lunch Wave #3 1:10-1:40***
1:45-2:10	5	25	
2:15-2:40	6	25	

Three-Hour Delayed Opening Schedule for an “A” Day
One of the morning periods (1 or 3) will be dropped (TBD)

Time	Period	Minutes of Class	
11:00-11:25	TBD	25	
11:30-12:00	2	30	
Period	TBD	Will be	Dropped
12:05-1:45	5	60-65	***Lunch Rotation:*** ***Lunch Wave #1 12:05-12:35*** ***Lunch Wave #2 12:40- 1:10*** ***Lunch Wave #3 1:15-1:45***
1:50-2:15	8	25	
2:20-2:40	7	20	

Three-Hour Delayed Opening Schedule for a “B” Day
One of the morning periods (2 or 4) will be dropped (TBD)

Time	Period	Minutes of Class	
11:00-11:25	TBD	25	
11:30-12:00	3	30	
Period	TBD	Will be	Dropped
12:05-1:45	6	60-65	***Lunch Rotation:*** ***Lunch Wave #1 12:05-12:35*** ***Lunch Wave #2 12:40- 1:10*** ***Lunch Wave #3 1:15-1:45***
1:50-2:15	7	25	

2:20-2:40	8	20	

Three-Hour Delayed Opening Schedule for a "C" Day
One of the morning periods (3 or 1) will be dropped (TBD)

Time	Period	Minutes of Class	
11:00-11:25	TBD	25	
11:30-12:00	4	30	
Period	TBD	Will be	Dropped
12:05-1:45	7	60-65	***Lunch Rotation:*** ***Lunch Wave #1 12:05-12:35*** ***Lunch Wave #2 12:40- 1:10*** ***Lunch Wave #3 1:15-1:45***
1:50-2:15	6	25	
2:20-2:40	5	20	

Three-Hour Delayed Opening Schedule for a "D" Day
One of the morning periods (4 or 2) will be dropped

Time	Period	Minutes of Class	
11:00-11:25	TBD	25	
11:30-12:00	1	30	
Period	TBD	Will be	Dropped
12:05-1:45	8	60-65	***Lunch Rotation:*** ***Lunch Wave #1 12:05-12:35*** ***Lunch Wave #2 12:40- 1:10*** ***Lunch Wave #3 1:15-1:45***

1:50-2:15	5	25	
2:20-2:40	6	20	

Two-Hour Early Dismissal Schedule for an “A” DAY:

Time	Period	Minutes of Class	
8:00-8:30	1	30	
8:35-9:15	2	40	
9:20-9:50	3	30	
9:55-10:25	8	30	
10:30-11:00	7	30	
11:05-12:45	5	60	*Lunch Rotation:* *Lunch Wave #1: 11:05-11:35* *Lunch Wave #2: 11:40-12:10* *Lunch Wave #3: 12:15-12:45*

Two-Hour Early Dismissal Schedule for a “B” DAY:

Time	Period	Minutes of Class	
8:00-8:30	2	30	
8:35-9:15	3	40	
9:20-9:50	4	30	
9:55-10:25	7	30	
10:30-11:00	8	30	
11:05-12:45	6	60	*Lunch Rotation:* *Lunch Wave #1: 11:05-11:35* *Lunch Wave #2: 11:40-12:10* *Lunch Wave #3: 12:15-12:45*

Two-Hour Early Dismissal Schedule for a “C” DAY:

Time	Period	Minutes of Class	
7:30-8:00	3	30	
8:05-8:45	4	40	
8:50-9:20	1	30	
9:25-9:55	6	30	
10:00-10:30	5	30	
10:35-12:15	7	60	*Lunch Rotation:* *Lunch Wave #1: 11:05-11:35* *Lunch Wave #2: 11:40-12:10* *Lunch Wave #3: 12:15-12:45*

Two-Hour Early Dismissal Schedule for a “D” DAY:

Time	Period	Minutes of Class	
7:30-8:00	4	30	
8:05-8:45	1	40	
8:50-9:20	2	30	
9:25-9:55	5	30	
10:00-10:30	6	30	
10:35-12:15	8	60	*Lunch Rotation:* *Lunch Wave #1: 11:05-11:35* *Lunch Wave #2: 11:40-12:10* *Lunch Wave #3: 12:15-12:45*

Three Hour Early Dismissal Schedule for an “A” DAY:

Time	Period	Minutes of Class
8:00-8:30	1	30
8:35-9:15	2	40
9:20-9:50	3	30
9:55-10:35	5	40
10:40-11:10	8	30
11:15-11:40	7	25

Three Hour Early Dismissal Schedule for a “B” DAY:

Time	Period	Minutes of Class
8:00-8:30	2	30
8:35-9:15	3	40
9:20-9:50	4	30
9:55-10:35	6	40
10:40-11:10	7	30
11:15-11:40	8	25

Three Hour Early Dismissal Schedule for a “C” DAY:

Time	Period	Minutes of Class
8:00-8:30	3	30
8:35-9:15	4	40
9:20-9:50	1	30
9:55-10:35	7	40
10:40-11:10	6	30
11:15-11:40	5	25

Three Hour Early Dismissal Schedule for a “D” DAY:

Time	Period	Minutes of Class
8:00-8:30	4	30
8:35-9:15	1	40
9:20-9:50	2	30
9:55-10:35	8	40
10:40-11:10	5	30
11:15-11:40	6	25

DRESS POLICY

The Westport Schools encourage students to dress in a manner that demonstrates pride in them and in their school.

The school system *requires* that attire be safe, appropriate to the activity, and not distracting or disruptive of the educational program.

A. The following guidelines apply to all regular school activities:
   1. Shoes appropriate for school activities must be worn at all times. Shoes with wheels are not permitted. Footwear standards are maintained for the prevention of accidents and injury. High-heeled shoes or sandal styles that make walking, running or other activities less safe for students are discouraged.
   2. Clothing and jewelry should be safe and free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive or which advocate violence, racial, ethnic, or religious prejudice, or the use of drugs or alcohol.
   3. Clothing, articles of clothing, or manner of wearing clothes that is inappropriately revealing or provocative is not permitted. Provocative clothing includes, but is not limited to, shirts and/or tops that reveal the abdomen, chest, or undergarments; see-through or transparent clothing, and shorts, miniskirts, or pants that reveal the upper thigh or undergarments.
   4. Clothing or jewelry which is distracting, or disruptive to the educational program, or which is gang-related, or which poses a threat to the physical well-being and safety of the student or others, shall *not* be worn on campus or at school activities.

B. The administrator and staff may establish additional dress and grooming regulations, when necessary, for regular school activities and/or for times when students are engaged in extracurricular or other special school activities.

C. Coaches and teachers may find it necessary to impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

D. The Principal/designee may confiscate inappropriate attire and provide a suitable substitute if available, and/or phone home to inform parents/guardians that a change of attire must be provided.

E. Parents are advised to be sure that students have outerwear appropriate to the weather and to the activities in which they will engage.

Appropriate dress DOES NOT include:

- T-shirts or other items displaying references, advertising or, pertaining to drugs or alcohol or cigarettes.
- T-shirts or other items displaying profanity, any form of gender objectification or obscenity.
- Any clothing, or lack of clothing, which may distract from the educational process. Halter tops, muscle shirts, lingerie, shirts or tops that reveal the abdomen or chest, see-through or transparent clothing, shorts,

miniskirts, or pants that reveal the upper thigh or undergarments, and other revealing types of clothing are not considered acceptable.
- Gang-associated apparel.

DRUG AND ALCOHOL POLICY

As defined by section 21a-240 of the Connecticut General Statutes, our policy forbids students to possess drug paraphernalia, mood-altering substances, chemical solvents and other illegal substances, or to possess, use, distribute, intent to sell or be under the influence of alcohol and/or controlled drugs, anywhere on school property, on school buses or other vehicles, or at off-campus school or school-related activities such as proms, homecoming or athletic events.

The Westport Board of Education has approved the use of a breath alcohol tester as an option for students at all Staples High School dances and proms held during the school year.

The breath alcohol tester will be considered for use where, in the judgment of an administrator, there exists reasonable suspicion that a student has consumed an alcoholic beverage and then, only under the following circumstances:

1. Student **denies** to an administrator that he/she has consumed alcoholic beverages and wishes to establish their innocence. Should the student register a positive reading on the breath alcohol tester, consequences will be administered as outlined in the student handbook, the athletic handbook, or a contract governing student behavior at the above-listed events.

2. Student **denies** to an administrator that he/she has consumed alcoholic beverages and elects not to utilize the breath alcohol tester to establish their innocence. The judgment of the administrator will then be utilized to determine if the student has consumed an alcoholic beverage. In this instance, consequences will be administered as outlined in the student handbook, the athletic handbook, or a contract governing student behavior at the above-listed events.

Violations of the Drug and Alcohol Policy can lead to suspension, expulsion, arrest and prohibition from all school activities, including the graduation ceremony and other specific events.

DUAL ENROLLMENT

Staples High School is committed to providing the opportunity for students to earn college credit while in high school through dual enrollment courses. Staples has established partnerships with Connecticut State Community College, Southern Connecticut State University, and University of Connecticut. These programs enable students to engage in academically challenging college-level work while at Staples, earn college credit for free or at a reduced cost, and develop confidence and important skills for the transition to higher education.

Connecticut State Community College High School Partnership (HSP)

The High School Partnership is designed for highly motivated, academically prepared juniors and seniors. Cost is waived for tuition and fees. The student will have full access to college support services including use of the college library, tutoring center, guided pathway advising, and career planning. Students may take up to two HSP courses each fall and spring semester on any of the CT State campuses, online or through a hybrid approach. Courses must be taken outside of school hours; summer courses are not available through HSP, but may be taken at the student's expense.

Students earn college credit for a successfully completed course that can be used toward a degree or certificate at CT State or transferred to another college. (Note: Some colleges will not accept transfer credit for a college course taken while in high school, or only accept credit for college courses taken while in high school if the course credit is not applied to high school graduation requirements. Therefore, we generally recommend that students taking HSP courses plan to exceed the 26.0 total credits required for graduation from Staples.) A student may apply one HSP course toward the minimum 6 courses required for full-time enrollment status at Staples. (Note: If the student is also

taking an Independent Learning Experience and/or Edmentum online elective course, only ONE of these may count toward the 6 required courses.) To be eligible for credit at Staples and have the course and grade listed on the student's Staples transcript, the student must select a course where there is no equivalent course offered at Staples. In addition to the college credits earned, students will also earn .5 Staples credit per HSP one-semester three- or four-credit course. The HSP credit will count toward the student's high school graduation requirements as additional credits only and cannot be used to satisfy any specific subject area requirement. The course name, letter grade issued by CT State, and high school credit will appear on the Staples transcript. The grade will be weighted at the college course level in the GPA.

The UConn website provides information on transferring credit, which can be helpful in determining whether courses taken through the HSP may transfer and satisfy general education requirements at UConn.

Southern Connecticut State University Early College Program

Staples offers courses through the Southern Connecticut State University (SCSU) Early College concurrent enrollment program. Taught by a Staples teacher certified as an SCSU instructor, these courses provide the option for students to earn both high school and college credits at no cost. The SCSU Early College courses at Staples High School are:

SCSU Course	Staples Course
ANT 252: Introduction Forensic Science (3 SCSU credits)	Advanced Forensics (1 SHS credit)
HON 271: Scientific Investigation (4 SCSU credits, for 2nd year Scientific Research students in their junior or senior year)	Scientific Research Honors (1 SHS credit)
HON 206: Foundations of Academic Inquiry: Sciences (3 SCSU credits, for 3rd year Scientific Research students in their senior year)	Scientific Research Honors (1 SHS credit)

Early College courses are designated on the student's Staples transcript along with the SCSU grade weighted at the college course level in the Weighted GPA. Early College courses will also appear on an SCSU transcript and count toward an SCSU GPA. Credit earned through Early College is accepted at any public Connecticut State College or University; other colleges and universities accept credit at their discretion. (Note: Some colleges only accept credit for college courses taken while in high school if the course credit is not applied to high school graduation requirements. Therefore, we generally recommend that students taking Early College courses plan to exceed the 26.0 total credits required for graduation from Staples, and students may wish to consider taking courses to go beyond the individual subject area's graduation requirement as well.)

Southern Connecticut State University Early College Program - Courses Held at SCSU

The SCSU Early College Program provides high school students with the opportunity to explore courses in health care, business, education, science, or the arts and earn up to 30 college credits while at Staples by taking college courses on the SCSU campus and delivered by SCSU faculty. Students may take up to two Early College courses per semester, outside of school hours. Through the Staples/SCSU partnership, tuition and general fees are waived. A list of 100- and 200-level courses held at SCSU recommended by the faculty for Early College students can be found here, and interested students can use SCSU Class Search to search by subject/course for availability.

A student may apply one Early College course toward the minimum 6 courses required for full-time enrollment status at Staples. (Note: If the student is also taking an Independent Learning Experience and/or Edmentum online elective course, only ONE of these may count toward the 6 required courses.) To be eligible for credit at Staples and have the course and grade listed on the student's Staples transcript, the student must select a course where there is no equivalent course offered at Staples. In addition to the college credits earned, students will also earn .5 Staples credit per Early College one-semester three-credit course. The Early College credit will count toward the student's high school graduation requirements as additional credits only and cannot be used to satisfy any specific subject area requirement. The course name, letter grade issued by SCSU, and high school credit will appear on the Staples transcript. The grade will be weighted at the college course level in the GPA. Early College courses also appear on an SCSU transcript and count toward an SCSU GPA. Credit is accepted at any public Connecticut State College or

University; other colleges and universities accept credit at their discretion. (Note: Some colleges only accept credit for college courses taken while in high school if the course credit is not applied to high school graduation requirements. Therefore, we generally recommend that students taking ECE courses plan to exceed the 26.0 total credits required for graduation from Staples, and students may wish to consider taking courses to go beyond the individual subject area's graduation requirement as well.)

University of Connecticut Courses Through Early College Experience (ECE)

UConn Early College Experience is a concurrent enrollment program for motivated high school students. Students can take UConn courses at Staples for both high school and college credit for a fraction of the cost of normal college tuition. 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 a financial head start on a college degree and other post-secondary opportunities. Teachers for these courses have been certified as UConn ECE Affiliate Faculty through UConn. The UConn ECE courses at Staples High School are:

UConn Course	Staples Course
ANTH 1000: Peoples and Cultures of the World (3 UConn credits)	Anthropology (.5 SHS credit)
ENGL 1007: Seminar and Studio in Writing and Multimodal Composition (4 UConn credits)	Seminar and Studio in Writing and Multimodal Composition (.5 SHS credit)
FREN 3250: Global Culture in French I (3 UConn credits)/ FREN 3268: Grammar and Composition (3 UConn credits)	AP French Language and Culture (1 SHS credit)
GERM 3233: Building Language Skills through Culture I (3 UConn credits)/ GERM 3255: 20th Century German Literature (3 UConn credits)	AP German Language and Culture (1 SHS credit)
HRTS 1007: Introduction to Human Rights (3 UConn credits)	Introduction to Human Rights (.5 SHS credit)
ILCS 3239: Italian Composition & Conversation I (3 UConn credits)/ ILCS 3240: Italian Composition & Conversation II (3 UConn credits)	Italian 4 Honors (1 SHS credit)
MUSI 1003: Popular Music and Diversity in American Society (3 UConn credits)	Popular Music and Diversity in American Society (1 SHS credit)

Upon completion of the course with a passing grade, enrolled students will receive college credits from UConn. These credits are accepted at 87% of colleges and universities across the country. Note: Some colleges only accept credit for college courses taken while in high school if the course credit is not applied to high school graduation requirements. Therefore, we generally recommend that students taking ECE courses plan to exceed the 26.0 total credits required for graduation from Staples, and students may wish to consider taking courses to go beyond the individual subject area's graduation requirement as well. For more specific information, UConn maintains a credit transfer database with the policy of each institution listed.

ECE courses are designated on the student's Staples transcript along with the UConn ECE grade weighted at the college course level in the Weighted GPA.

EMAIL GUIDELINES

The Westport Public Schools ("District") provides electronic resources for students in grades 3-12, including Gmail accounts to be used to access the District's Google Apps, which is an integral part of the curriculum. The District's expectations for behavior and language in the use of these Gmail accounts must be consistent with classroom standards.

The guidelines listed below are intended to govern the use of District-provided Gmail account and Google Apps whether the account is accessed in or outside of the school environment or on school-owned, public, or personal computers.

Proper Use of District-provided Gmail

- Students should use their Email accounts to communicate with their classmates, teachers, or other school community members about school related topics only.
- While students can Email teachers throughout the District, they should not expect teachers to Email assignments to them or to provide private tutoring through Email.
- Students should not ask for or respond to Emails requesting personal information not related to a school project.
- Parents should not use their children's accounts as a way of communicating to their children's classmates, teachers, or other members of the school community.

Account Capabilities

- All accounts will be accessible from both inside and outside the school network. All accounts will be password protected.
- Accounts for grades 3-5 will be "closed" accounts. Students with closed accounts can Email students and staff within the District, but they cannot receive or send Emails from outside the system.
- Students in grades 6-12 will have the option of forwarding school Emails to a personal account of their choice. It is the student's responsibility to maintain the personal account and password. It is also the student's responsibility to update the forwarding address if they change their personal account provider. **Once a student forwards Email from their district account, the District is no longer responsible or liable for misuse of information, loss of confidentiality, or loss of information.**
- The ability of the Westport Public Schools to protect privacy does not extend outside of District-provided accounts. Therefore, parents/guardians agree that the District is not liable for any threatening, defamatory, obscene, offensive, or illegal content received from any other party, nor is it liable for any infringement of another's rights that may occur.
- The District has no ability to retrieve or recover Email once it is forwarded outside of the District's network.
- If a student chooses to respond directly from their personal account, the District is not able to, nor responsible for archiving the forwarded Email. Nor is the District responsible any longer for protecting the privacy of the student's personal Email address.
- These accounts are provided as is, with size limits, attachment limits, and uniform features. The District reserves the right, at its discretion, to update the software or add additional features.
- All incoming email will be filtered for spam using a commercial spam filter. While the District has installed filtering software for all Email accounts, no filtering software is foolproof. There remains the possibility, however slim, that despite these safeguards, a student may access material that parents/guardians and/or District officials might find inappropriate.
- As the owner of the computer systems, the District reserves the right to monitor its computer systems to ensure that they are being used in accordance with the Acceptable Use Policy and related Administrative Regulations.The Superintendent reserves the right to terminate any individual's use of the District's computer systems. ***Misuse of the computer systems resulting in violations of these guidelines will be treated in accordance with existing procedures, and the Board's policy regarding Exclusion of Students.***
- *Students must understand that the District has reserved the right to conduct monitoring of these computer systems and can do so* ***despite*** *the assignment of passwords to individual students for system security. Any password systems implemented by the District are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user.*

Student Responsibilities

- Students are entirely responsible for the confidentiality of their Email accounts, passwords, personal information, and for any activities that occur in the use of their accounts.
- Students should have no expectation of privacy when using district-provided Email accounts.
- The student agrees to notify their teacher or principal immediately if any unauthorized use is made of their District-provided Email account.
- The student agrees to report immediately to their teacher or principal the receipt of any unwanted or inappropriate Emails from Westport School District employees.

- Most importantly, the District urges *any* student who receives *any* harassing, threatening, intimidating, or other improper message through the computer systems to report it immediately. It is the District's policy that no student should be required to tolerate such treatment, regardless of the identity of the sender of the message**.**
  Please report these events!
- While Emailing, students are responsible for following all parts of the District Acceptable Use Agreement.

EXAMS

Exams are scheduled at the end of each semester. Students are only required to attend school if they have a scheduled exam. Bus transportation is provided for the exams, and student pick-up times remain the same as a regular school day. Dismissal is at 12:50 pm with bus transportation provided at that time.

Students must have an absence excused by their grade level assistant principal to be eligible to take a make-up exam.

Please read information in the Attendance Policy Section with regard to **Anticipated Absences During the School Year Through the Last Day of School**.

Final Exams for Seniors
Seniors may be exempt from a final exam for the second semester only if they maintain a B average or higher for both the 4th quarter and final grade. Teachers may choose to opt in or out of this policy, as long as the policy is written in the course expectations or the syllabus.

EXTRACURRICULAR ACTIVITIES

Staples encourages its students to participate in the various extracurricular activities offered. Such participation assures the student's emotional well being, while discovering new talents and developing the whole person.

Students must be in school for at least 4 hours or they may not participate/perform in any activity that is considered extracurricular. Extracurricular activities are any activity that takes place outside of the classroom for the purpose of enrichment, entertainment or sports. Examples of such activities may include but are not limited to: athletic events, in-school field trips, out of school field trips, performances (plays, concerts, radio show, talent/variety shows, etc.) and school sponsored evening events.

Athletics and Intramurals
Purpose:
The purpose of the athletic program is to encourage boys and girls to develop mutual interests, promote motivations and improve their physical skills. Athletic contests involve considerable time for practices, games, strenuous physical effort and student travel. Each sport is a learning experience, and, as such, entails numerous responsibilities. Students who try out for any sport should be aware of these responsibilities and be willing to assume them.

The coaching staff must authorize overnight get-togethers. Athletic and club initiation rights practices connected with clubs or athletics are expressly prohibited by the school.

Eligibility:
You are NOT ELIGIBLE:
1. If you are not taking at least six (6) (grades 10-12) and seven (7) (grade 9) units of work or the equivalent;
2. If you have not passed at least four (4) units or the equivalent at the end of the last regular marking period, with the exception of fall eligibility.* (Rule I.A.)
3. If you are nineteen (19) years of age before September 1; (Rule II.B.)
4. If you have changed schools without a change of legal residence; (Rule II.C. See complete Rule II.C. See complete Rule of exceptions.)
5. If you have played the same sport for more than three (3) seasons in grades 10, 11, and 12; (Rule II.B.)
6. If you play or practice with an outside team in the same sport while a member of the school team after the first scheduled game in any season; (Rule II.E.)

The exception to Rule II.E. shall be:

a. Participation in parent/guardian-child tournaments.
b. Swimming, tennis, gymnastics – a pupil may practice but not compete with a non-CIAC team during the season.

7. If you play under an assumed name on an outside team; (Rule II.F.)
8. If you receive personal economic gain for participation in any CIAC sport.

*For fall sports – student must be a continuing student (eighth grade to ninth grade) or have received credit for four (4) units or its equivalent towards graduation at the conclusion of the school year preceding the contest. (Rule I.A.)

NOTE: Marking period grades (not semester grades) are to be used in determining scholastic eligibility, except for fall eligibility. You may consult your Principal or Athletic Director for other rules affecting athletic eligibility.

Health Requirements for Athletic Participation
To participate in any sport, including tryouts, a student must have on file in the Nurse's Office:
HAR 3 Annual health history and physical examination (blue form)
Form C SHS Athletic Emergency Information (two part form) to be verified by the nurses' office staff
Student and Parent Concussion Informed Consent Form
Sudden Cardiac Arrest Awareness Form

Forms are available in Athletics, Nurse's Office at Staples, and online – https://www.westportps.org/uploaded/site_files/www/health/HAR-2018.pdf.

C.I.A.C. Regulations
The Connecticut Interscholastic Athletic Conference governs all competitive sports of member schools. The following is a partial list of its regulations:

- An Athlete shall not have reached her/his 19th birthday prior to September 1 of the current year.
- An athlete shall have passed four (4) academic credits or the equivalent at the end of the last regular marking period and must be carrying at least four (4) academic credits in the current year. She/he must also satisfy any local eligibility requirements.
- An athlete may not participate on any organized outside sports team in which she/he will compete in school during the school season.
- All Games in which an ineligible player competes shall be counted as defeats for her/his team, regardless of the true results.

Incoming Transfer Students
Upon entering Staples High School from another academic institution, Physical Education credit will not be awarded for any interscholastic athletics or extracurricular activities. Once a student is enrolled at Staples High School, they will be expected to complete the Health and Physical Education curriculum and graduation requirements from their point of entry. Questionable circumstances will be reviewed by the Director of School Counseling and Health and Physical Education Department Coordinator to determine whether or not the student satisfies any or all of the Staples Health and Physical Education graduation requirements.

Athletic Handbook -
http://files.leagueathletics.com/Images/Club/21258/ATH%20with%20Stafford%20s%20Letter.pdf

Participation is a privilege:
In order to participate in all extra-curricular activities, students must exemplify good citizenship. Participation in such activities is a privilege not a right. Violation of the school's Code of Conduct regarding the use of drugs or alcohol will impact that privilege. In addition to receiving the disciplinary consequences as discussed in the Code of Conduct, violators of school rules may become ineligible to participate in all extra-curricular and school sponsored activities. A school sponsored activity includes, but is not limited to a prom, a graduation ceremony, an athletic event, and homecoming.

Athletic and club initiation rights, practices connected with clubs or athletics, are expressly prohibited by the school.

Violations of the Athletic Standards:
Violations will be treated with consideration for the individual, the team, the school and the family. Penalties for violations may involve temporary suspension, permanent suspension for the remainder of the current season or year,

ineligibility for future teams and/or the cancellation of awards, and will be gone for a season, quarter, semester, year – whatever is warranted.

Interscholastic Awards:
All teams, unless otherwise noted, participate in FCIAC (Fairfield County Interscholastic Athletic Conference) and CIAC (Connecticut Interscholastic Athletic Conference) competition.

Physical Education Class Participation Policy For Athletes:
All athletes taking Physical Education during their season of performance on a team must have a change of clothing and participate in class activities.

No athlete is excused from Physical Education even on the day of a game. That includes Varsity, J.V., Sophomore and Freshman teams along with Cheerleaders.

National Honor Society Membership Requirements
A student must exhibit and demonstrate all of the following qualities:

1. Scholarship: Maintain a 4.00 Weighted GPA.
2. Character: Possessing the attributes of responsibility, good conduct, initiative, and desirable qualities of behavior, as assessed by the entire faculty.
3. Leadership; actively participating in clubs and activities and viewed as a leader, helping others, being active in discussions, etc.
4. Service: Rendering the student's service in and or out of school, having completed a minimum of 30 hours during the school year.

Students will be initially considered for membership if they meet the GPA requirement and the character assessment by the faculty. It is important to understand that students do not "apply" for membership in the National Honor Society, but rather they are selected by the faculty. As part of the selection process, students will be required to prove their leadership and service commitments. All information ascertained about students will be verified and will remain confidential. It is recognized here that the selection process contains both objective and subjective assessments.

A faculty council appointed by the principal annually is responsible for implementing the National Honor society selection process. Student selection will be made by a majority vote of the council.

National Language Honor Societies
Member selection and induction at Staples High School will take place during the Spring semester of each year. See the World Languages Coordinator for the specific requirements for French, German, Latin, Spanish, Italian, and Mandarin Chinese.

FEEDBACK FROM STUDENTS TO TEACHERS

At the conclusion of each course, students are given the opportunity to provide feedback to teachers about the course, teaching approaches and contents. Teachers use the feedback to improve learning experiences for students.

FIELD TRIPS

It is the policy of the school to furnish supervision for any groups that go to other schools or places to represent the school in competition or as guests, or on field trips or excursions.

All members of such groups are required to travel together under the supervision of a coach, faculty sponsor or a faculty representative of the school. Transportation is arranged and every member of the group is expected to go and return with the group.

For a field trip to be "authorized" as officially sponsored by the Westport Public Schools, transportation must be provided by a carrier whose insurance policy is approved by the school system. Students and parents/guardians may not drive their own vehicles for "authorized" field trips.

School sponsored field trips, excursions, athletic events or other activities are considered an integral part of the total school program and, as such, all school rules and student behavior codes apply to student participants and student spectators at these events. Misconduct at a school sponsored event or activity will result in disciplinary action.

Field trips are voluntary, however. Students may choose to attend or not to attend a field trip. Each student should consider carefully the number of days she/he has been out of school before making a decision to attend a field trip.

FIRE DRILLS

Fire drills are conducted under the supervision of the faculty and administration. Each student should become familiar with exit directions from each room scheduled during the day. The fire drill directions should be followed quickly and quietly. All students, faculty, and other adults must promptly leave the building and not return until an all-clear signal is given.

Inappropriate behavior during a fire drill or building evacuation can lead to serious disciplinary consequences. Students should realize that pulling a fire alarm without cause can lead to arrest.

FOOD

Students are not allowed to order or receive food for delivery during the school day.

GRADING SYSTEM

Grades Earned

Students earn a final grade in each of their classes. The final grade is listed on the student's official transcript. Students also earn quarterly grades that are not listed on the student's transcript, but serve as an interim report on the student's progress in semester and full-year courses.

Grades that may be earned are: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, F.

Grade Equivalents

A+	**A**	**A-**	**B+**	**B**	**B -**
96.50-100	92.50-96.49	89.50-92.49	86.50-89.49	82.50-86.49	79.50-82.49
C+	**C**	**C-**	**D+**	**D**	**D-**
76.50-79.49	72.50-76.49	69.50-72.49	66.50-69.49	62.50-66.49	59.50-62.49

F
59.49 - lower

- P (Pass): any student may elect up to 1.0 credit per school year in any course(s) to be graded as Pass (P) or Fail (F). See below for more information.
- I (Incomplete): a grade given if the teacher believes the student deserves additional time to complete an assessment(s). Incompletes must be satisfied within one quarter or the grade becomes an F. An end-of-year incomplete shall automatically become an F for a senior; an end-of-year incomplete for a student in grades 9-11 shall become an F at the end of the first marking period of the next school year.
- Grades of: I (Incomplete), F (Fail), W (Withdrawn), WP (Withdrawn Passing), and WF (Withdrawn Failing) receive no credit.

Pass/Fail

A student may elect to take up to 1.0 credit per school year in any course(s) to be graded as Pass (P) or Fail (F). In order to take a course pass/fail, students must complete the *Pass/Fail Form* from the SHS Counseling website and gain approval from their parent/guardian, teacher, department coordinator, and school counselor.

- Students taking a course pass/fail are still expected to meet all of the same course requirements as other students enrolled in the course.
- The request for pass/fail must be made by the 30th school day of the term for full-year or semester courses and the 15th school day of the term for a quarter course.
- Once this form is submitted, this grading option cannot be reversed.
- A grade of Pass is not included in the calculation of grade point average, but will receive credit. A grade of Fail *is* included in the calculation of grade point average and will receive no credit.
- If the student chooses to drop the pass/fail course, they must adhere to the course withdrawal policy.
- Courses taken pass/fail may still satisfy NCAA core-course requirements. However, the NCAA Eligibility Center will assign the lowest passing grade (D-) in its calculation of GPA.

Students who have extenuating circumstances due to health, learning, or other personal reasons may receive pass/fail grades for a marking period(s), midterm exam, final exam, semester grade, and/or final grade following the recommendation of a PPT, 504, or RTI team. For a full-year course, if the pass/fail grading is for a single marking period only, or for a single marking period and a midterm or final exam following that marking period, the student may then earn traditional letter grades for subsequent marking periods, a semester grade, and a final grade. Typically in these cases, the numerical average earned in the pass/fail marking period/exam is not included in the calculation of the semester and final grades for the course; semester and final grades for the course are calculated based on grades earned in the marking periods/exams not graded pass/fail with the weight of each marking period/exam adjusted accordingly. For a full-year course, if the student receives pass/fail grading for two marking periods or more, the final grade for the course must be pass/fail as well. For a semester course, if the student receives pass/fail grading for a single marking period, the final grade for the course must be pass/fail as well. Any exception from this practice should be done in consultation with the teacher, school counselor, department coordinator, and grade-level administrator.

Grade Appeals

A request to appeal a grade must be made in writing no later than one quarter after the grade is issued.

Honor Roll

Honor Roll is calculated quarterly based on a student's Unweighted GPA according to the following scale:

A+ = 4.33 B+ = 3.33 C+ = 2.33 D+ = 1.33 F = 0.00
A = 4.00 B = 3.00 C = 2.00 D = 1.00 WF = 0.00
A- = 3.67 B- = 2.67 C- = 1.67 D- = 0.67

GPA points are divided in half for any classes that meet twice per week.

A grade of P (Pass) is not included in the calculation of Honor Roll.

If a student has an Incomplete grade for the quarter, the student will not receive an Honor Roll calculation for that quarter.

First Honors is awarded to students with a quarterly Unweighted Grade Point Average of 3.67 or higher.

Second Honors is awarded to students with a quarterly Unweighted Grade Point Average between 3.17 and 3.66.

Grade Point Average

Two cumulative GPAs are calculated: Unweighted GPA and Weighted GPA. All GPAs are calculated on a 4.0 scale.

Through the end of junior year, GPAs are calculated based on final grades for completed courses. Courses in progress are also listed on the transcript, without a grade. After the first semester of senior year is completed, a seventh-semester GPA is calculated for seniors only that is used for year-end awards and reported to colleges on the midyear transcript. The seventh-semester GPA includes final grades for completed first semester senior courses and first semester grades for full-year senior courses in progress.

Grades from courses taken at other high schools are not included in the Staples GPAs; transfer transcripts are attached to the Staples transcript as separate documents (see below for more information).

Staples does not assign class rank.

Unweighted GPA: The Unweighted GPA includes grades in all courses taken at Staples, including academic, elective, and Health & Physical Education courses. Grades are not weighted and are assigned values according to the chart below:

	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F/ WF
All Courses	4.33	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

Weighted GPA: The Weighted GPA includes grades in all courses taken at Staples, including academic, elective, and Health & Physical Education courses. Grades are weighted by their instructional level and assigned values according to the chart below:

Level	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F/ WF
College Level	5.00	4.67	4.33	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	0.00
Honors	4.67	4.33	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.00
College & Career Prep	4.33	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00

- College Level Weight: Advanced Placement Courses, Dual Enrollment Courses, Differential Equations, Multivariable Calculus
- Honors Weight: Honors Courses
- College & Career Prep Weight: All other grades from all subject areas, including A, B, and C level academic, non-leveled elective, and Health & Physical Education courses

Note: Independent Learning Experiences and any other courses taken Pass/Fail are not included in the computation of GPAs.

Courses Taken by Middle School Students

Algebra 1, Geometry, Algebra 2, and world languages courses taken by middle school students are not listed on a student's Staples transcript.

Grading and Credit for Transfer Students

Transfer credit is reviewed by a Staples school counselor and/or the director of school counseling at the time of registration and applied in accordance with Staples graduation requirements.

Students who have attended another high school and transferred to Staples will have the courses taken at the other high school(s) listed on the Staples transcript under the heading of the previous school's name. The name of each course from the previous high school(s) will be listed on the Staples transcript along with "Transfer" (e.g., "Transfer English 9" or "Transfer Algebra 2"). A pass/fail grade will be listed for each course from the previous school as well as the credit earned; course letter grades from the previous school(s) are not listed on the Staples transcript nor included in the Staples GPAs. Transfer transcripts, including the final letter grades from the previous school(s), are

attached to the Staples transcript as separate documents. Courses taken in middle school will not be given transfer credit or listed on the student's Staples transcript.

Students who transfer to Staples during the school year will be awarded credit and have the appropriate credit listed on the Staples transcript according to their time enrolled at Staples in each course as follows:

For a full-year course:

- Student enters during first quarter* = 1.0 credit
- Student enters at the start of or during second quarter* = .75 credit
- Student enters at the start of or during third quarter* = .5 credit
- Student enters at the start of fourth quarter = .25 credit

*When a student transfers to Staples and into a class in which they were not enrolled at their previous school, they must be enrolled in the Staples class for at least six weeks of a term in order to receive credit for that term.

For a one-semester course:

- Student enters at the start of second or fourth quarter = .25 credit

When a student transfers to Staples during a term and the student is placed in a corresponding class, the student's grade-in-progress for that class from the sending school will be given to the receiving Staples teacher. That grade will be factored in with the student's work in their class at Staples. If there is not enough time or assessments to determine a quarter, semester, or final letter grade, then the grade shall be entered as Pass or Fail. In order to be eligible to receive credit for a given term, the student may be required to make up missed work from earlier in the term at the discretion of the teacher.

Once a student enrolls at Staples, courses taken at other high schools for acceleration or enrichment are not listed on the Staples transcript.

Grading and Credit for Students Who Withdraw During The School Year

Students who withdraw from Staples during the school year will be awarded credit and have the appropriate credit listed on the Staples transcript upon withdrawing according to their time enrolled in each course as follows:

For a full-year course:

- Student leaves after first quarter completed = .25 credit
- Student leaves at midyear (second quarter completed) = .5 credit
- Student leaves after third quarter completed = .75 credit

For a one-semester course:

- Student leaves after one quarter completed = .25 credit

In order for a withdrawing student to be eligible to earn credit for a term, the student must have completed that term, including taking all assessments and the midterm exam if withdrawing at the midyear. If the student withdraws during a term without having completed the term and all required assessments, including the midterm exam if withdrawing at the midyear, they will only be awarded credit based on the previous terms completed.

The withdrawing student's final grade for each course listed on their Staples transcript will be calculated based on grades from completed terms with the weight of each completed term adjusted.

Credit Recovery Due to Failure of a Course or for Poor Attendance

Students who have failed or lost credit for courses required for graduation can make up the credit in the following ways. Availability and offerings will vary based on the program and enrollment in a given year. School counselor and department coordinator approval is required with each option.

1. Retake the course at Staples during the following semester or school year (no additional cost to family)
2. Retake the course online through Edmentum (no additional cost to family)
3. Retake the course through Westport Summer School (family covers cost)
4. Retake the course through a different educational institution, online or in person (family covers cost)*

**Note: The educational institution/online provider must be accredited and have the ability to deliver a transcript/report card upon completion of the course. The student must complete the* Pre-Approval Form for Coursework Outside Staples High School*, available on the SHS Counseling website, attaching a copy of the course description/syllabus and instructor information. Students who take a pre-approved credit recovery course outside Staples will have the course listed on the Staples transcript under the heading of the other institution. The name of the course will be listed on the Staples transcript along with "Transfer" (e.g., "Transfer English 9" or "Transfer Algebra 2"). A pass/fail grade will be listed for the course as well as the credit earned; course letter grades from the other institutions are not listed on the Staples transcript nor included in the Staples GPAs. A transcript or report card, including the final letter grade from the other institution, is attached to the Staples transcript as a separate document.*

GRADUATION ACTIVITIES

Awards Assembly
Awards are presented at an assembly in June. Some of the awards include: Key Award, Junior Book Awards, Principal's Awards, and Staples Awards for Character.

Graduation
This is the ceremony held to award diplomas to those seniors who successfully complete all academic requirements. The class Valedictorian and Salutatorian speak at graduation.

Students who do not successfully meet all graduation requirements are prohibited from participation in the graduation ceremony. When requirements are completed, they may participate in the next commencement exercise.

High Honors Dinner
This dinner is given in honor of students who graduate with a Weighted Grade Point Average that falls in the top four percent of the graduating class. Families and staff are invited to attend.

GRADUATION HONORS

A valedictorian and salutatorian is named for each graduating class at Staples. Students also may graduate with "High Honors," "Honors," or "With Distinction." In addition to other criteria noted below, the student's grade point average, calculated at the end of the first semester of senior year, is the determinant as to whether they graduate with formal honors.

Valedictorian
The student with the highest Weighted Grade Point Average, calculated at the end of the first semester of senior year, is named Valedictorian. While the GPA is calculated to two decimal places on the transcript, three decimal places (or more, if necessary) will be used in order to determine the Valedictorian. If there are two or more students with the same exact Weighted Grade Point Average, they are each named co-valedictorians, and there will be no salutatorian. Students transferring to Staples after the completion of their sophomore year are not eligible.

Salutatorian
The student with the second highest Weighted Grade Point Average, calculated at the end of the first semester of senior year, is named Salutatorian. While the GPA is calculated to two decimal places on the transcript, three decimal places (or more, if necessary) will be used in order to determine the Salutatorian. If there are two or more students with the same exact Weighted Grade Point Average, they are each named co-salutatorians. Students transferring to Staples after the completion of sophomore year are not eligible.

High Honors
A student is designated as graduating with "High Honors" if their Weighted Grade Point Average, calculated at the end of the first semester of senior year, falls in the top four percent of the class, inclusive of Valedictorian and Salutatorian. If the student has received a failing grade on a report card, they will not be eligible for High Honors (may be eligible for Honors). Students transferring to Staples after the completion of sophomore year are not eligible.

Honors
A student is designated as graduating with "Honors" if their Weighted Grade Point Average, calculated at the end of the first semester of senior year, falls in the top ten percent of the class, inclusive of those students receiving High Honors. Students transferring to Staples after the completion of sophomore year are not eligible.

Graduation with Distinction
A student is designated as graduating "With Distinction" if their Unweighted GPA, calculated at the end of the first semester of senior year, is 3.67 or higher. Students transferring to Staples after the completion of junior year are not eligible.

Seal of Biliteracy
The Seal of Biliteracy is given in recognition of students who have attained Intermediate Mid proficiency in two or more languages by high school graduation. The Seal certifies attainment of biliteracy for students, employers, and institutions of higher education and signals evidence of a student's readiness for career and college and for engagement as a global citizen.

Juniors and seniors are offered the opportunity to take the STAMP/ALIRA assessment in the spring through their Staples World Languages class. Those not currently enrolled also have an opportunity to test, and assessments are available in other languages beyond those that we currently offer. Students who earn Intermediate Mid or higher on all four parts of the test are eligible to receive the Seal. Students are also eligible for the Seal based on an AP exam score of 3 or higher. Students must also have completed four full years of English prior to earning the Seal.

Students who have met both the English and World Languages requirements will have "Seal of Biliteracy: Spanish," "Seal of Biliteracy: French," etc., added to their official Staples transcript.

For more information, visit the SHS World Languages website or www.SealofBiliteracy.org.

GRADUATION REQUIREMENTS

Students must earn 26.0 credits across the following subject areas:

Subject Area	Minimum Credits Required
Humanities	**9.0**
● English	4.0
○ English 9	1.0
○ English 10	1.0
○ Additional courses in grades 11 and 12	2.0
Must be enrolled in an English course each semester all four years	
● Social Studies	3.0
○ Global Themes	1.0
○ U.S. History	1.0
○ Civics	.5
○ Area Study	.5

- World Languages 2.0
  Any one World Language in sequence

- Visual and Performing Arts 1.0

- Open Humanities 1.0
  Additional course(s) in English, Social Studies, Visual and Performing Arts, or World Languages

STEAM **9.0**

- Math 3.0

- Science 3.0

- Open STEAM 3.0
  Additional courses in Math, Science, Tech. Education, Media, or other selected courses (see below)

Health and Physical Education **2.5**

- Health 1.0

- Physical Education 1.5

Personal Financial Management and Financial Literacy **.5**
Requirement satisfied by taking one of the following courses: Financial Algebra, Personal Financial Management, Consumer Math, Introduction to Economics, or AP Macro/Microeconomics

Mastery-Based Diploma Assessment (*see below)* **1.0**

Additional Credits **2.0**
Credits earned in all subject areas beyond the minimum graduation requirement for that area

Total Minimum Credits Required **26.0**

Open STEAM Courses

The following courses can be taken to satisfy the Open STEAM requirement:

Any course in Math, Media, Science, or Technology Education

Art (Digital Media Arts/Technology)
- Animation/Advanced Animation
- Graphic Design/Advanced Graphic Design
- Photography/Advanced Photography/Photography Honors
- Digital Design Honors (Print/Motion)
- AP Art & Design (if the student has a digital media arts focus)

Culinary Arts
- Advanced Culinary Arts

English
- Advanced Journalism
- Graphic Narratives & Visual Literacies

Health and Physical Education
- Kinesiology
- Lifeguard Training

- Science of Movement in Yoga and Dance

Music
- AP Music Theory
- Choralaires, Symphonic Band, Symphonic Orchestra (1.0 credit in junior or senior year only)
- Music Technology
- Popular Music and Diversity in American Society

Social Studies
- Anthropology
- AP Macro/Microeconomics
- AP Psychology
- Child Psychology
- Environmental Social Studies
- Introduction to Economics
- Introduction to Psychology

Theater
- Stagecraft
- Theater 3: Directing

Other
- Insights & Solutions
- Wellness Seminar

Note: Courses above can be used to satisfy either Open STEAM OR the other subject area, not both.

Mastery-Based Diploma Assessment
Staples High School has a 1.0 credit Mastery-Based Diploma Assessment (MBDA) requirement for students. Our Vision of a Graduate is known as the "Contributing Citizens" document, which will serve as the basis for this assessment experience for Staples High School graduates.

As a school community, we've embedded skill assessment into pre-existing school learning activities, experiences, and projects to capture student mastery of critical skills. Over the course of the four years, students are guaranteed to participate in experiences that will allow them to demonstrate mastery through their core academic and elective courses. Student mastery of a domain will be documented using a portfolio created in a Google Drive. Students will be able to select from various course assignments that are either designated by a teacher or selected by the student based on their ability to connect an assignment with one of the four domains.

The MBDA experience is a four-year process through which students demonstrate proficiency in the capacities of the Vision of a Graduate (Contributing Citizens). While the capacities of the Vision of a Graduate are embedded in all courses throughout the SHS curriculum, designated assured experiences ensure that students have the opportunity to focus specifically on each capacity during their four-year Staples High School experience. Students who attend less than four years at Staples are also responsible for this graduation requirement and will work with a MBDA advisor to consider work from other academic institutions that can satisfy the four domains. Once students have demonstrated mastery in each of the four domain areas (Collaborators, Communicators, Critical Thinkers, and Creators), they will be awarded one non-grade bearing credit toward graduation that will be reflected on their final transcript.

Early Graduation
A student who has completed all requirements for a Staples High School diploma may be allowed to graduate early with permission of the parent/guardian, school counselor, director of school counseling, assistant principal, and principal. The student must submit the *Early Graduation Application,* available on the SHS Counseling website, by the start of their senior year. The student's school counselor will verify the student's credit status and that the student is on track to meet all graduation requirements by the proposed graduation date. Students who graduate early may still participate in graduation exercises and other end-of-year class activities. A diploma will be provided at the end of the school year.

GUIDELINES FOR EXPELLED STUDENTS

Attendance:
Students serving an out-of-school expulsion are reported in attendance if they receive an alternative educational program. The students *must* remain active in Power School so the membership days and attendance will accumulate. Expelled students will remain on the class rosters for which they are receiving the alternative educational program. The student's attendance will be entered by the Attendance Secretary with the expelled code, "P", for the dates of the expulsion stipulated. The Assistant Principal responsible for the expelled student will provide the Attendance Secretary with the dates of the expulsion to be entered.

Families are only contacted through School Messenger regarding attendance when the student is coded "A", absent unexcused. Expelled students will be coded "P" Expelled, and *will not* receive calls home.

Grading For Expelled Students Who Are Tutored:
The student's teachers will provide tutors with all assignments and assessments. The tutors will return all completed assignments and assessments to the teachers and complete a biweekly progress report to provide an update on how the student is doing. The teachers will grade the student's work and enter the individual assessment grades into PowerSchool. The teachers may consult with the student's school counselor and their department coordinator if there are questions regarding assigned work expectations and grading. If the end of the term is reached, the teachers will assign a term grade (and semester and final grade, if applicable) for the student and enter into PowerSchool. The term grade will be a letter grade unless otherwise specified by the student's school team; the school team may consider pass/fail grading at any point during the school year if deemed appropriate for the student's situation. An incomplete will be entered should there be outstanding work to be submitted.

Guidelines for Expelled Students in P.E.
For students in ninth, tenth, or eleventh grade:

- If expulsion occurs on or before the halfway point of the quarter, the course will be dropped from the schedule of the student, there will be no record on the transcript, and the student will not be eligible to receive .25 credit for the course. All classes will need to be made up prior to graduation.
- If expulsion occurs after the halfway point of the quarter, the student will receive a "pass/fail" grade based upon performance up to the date of expulsion. Students who receive a "pass" will receive .25 credit for that quarter.

For students in twelfth grade:
An individual program will be designed by the Grade Level Administrator, Health & Physical Education Department Coordinator, and Director of School Counseling to be presented to the Principal for approval.

HAZING POLICY

The practice of hazing is expressly prohibited by the Staples High School Code of Conduct.
Hazing is defined as: an activity whether on or off campus, that recklessly or intentionally endangers the mental health or physical health of a student for the purpose of initiation or admission into or affiliation with any organization or activity sanctioned or authorized by the Westport Public Schools, for any other purpose related to the Westport Public Schools.

a. "Endanger the mental health" shall include, but is not limited to activities which would subject an individual to extreme mental stress such as prolonged sleep deprivation, forced exclusion from social contact, forced conduct which would result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

b. "Endanger the physical health" shall include, but is not limited to any brutality of a physical nature such as whipping, beating, exposure to the elements, forced consumption of food, alcoholic beverages, drugs or controlled substances, or any physical activity which would adversely affect the physical health or safety of an individual.

The ”a” and “b” above are only meant to list examples *of endangering the mental health and endangering the physical health* of an individual, and these examples are by no means exhaustive.

No student organization or member of a student organization shall engage in hazing any member or prospective member of any organization or activity authorized or sanctioned by the Westport Public Schools. The implied or expressed consent of any victim of hazing shall not be a defense in any action brought under the Staples High School Hazing Policy.

Upon receipt of a complaint or a report of hazing, the school administration shall undertake an investigation. If a hazing violation is deemed to have occurred, appropriate disciplinary consequences shall be administered against the individual or individuals responsible for the hazing.

Any extra-curricular activity not under the direct supervision of a Staples staff member or designated adult will be viewed as a non-school sponsored activity and is unauthorized.

HEALTH

Students unable to participate in Physical Education due to a medical issue:

Staples Physical Education Medical Excuse Policy

A. A student with an illness or injury which may require exclusion from physical education classes for more than 3 classes which may result in a loss of credit for a quarter course must:

- Present written documentation from their health care provider preferably using the **Staples Physical Activity Restriction** form that can be obtained from the school nurse and/or the Staples High School website under the student services-health services tab. Documentation must be completed to indicate the reason for exclusion from physical activity and the physical activities the student is restricted from participating in.

- Upon receipt of medical documentation, the school nurse will issue the student a pass to be excluded from physical education until further notice and/or as specified by the student’s health care provider. The school nurse will notify the student’s physical education teacher, guidance counselor and Physical Education/Health Department Chairperson of the restrictions and potential timeline for the restrictions.

B. The physical education teacher in consultation with the school nurse will:

- Keep the student in class for modified participation in the physical education class to tolerance per the direction of the nurse/health care provider.
- Allow the student to stay and observe class instruction and participate where appropriate when there is a strong possibility that the student will not miss more than 10 days of instruction or the student’s safety and well-being is not in jeopardy while in attendance.

OR

C. In cases where extended illness and/or extended injury will require a student to miss more than 10 days of class:

- The student will be assigned to an academic study hall by their guidance counselor in lieu of attending their physical education class. This decision will be made after consultation with the school nurse, physical education teacher, and Physical Education Department Chairperson.

- The student may be assigned to one quarter of health class if possible in lieu of their physical education class if the extended injury/illness were to occur at the outset of a new quarter. Students will not be permitted to add health beyond 3 days of the new quarter.

- If the student would like to earn the opportunity to receive the .25 course credit for the physical education class for the quarter in which the **extended** illness or injury occurs, the student will meet with their physical education teacher to develop an alternative project in lieu of class participation that could be in the form of an independent study project or research paper for which they will be graded. It is the student's responsibility to meet with their physical education teacher to collaboratively develop an alternative to attending class. Prior to departmental approval, both parent/guardian and student must confirm in writing on the Staples Physical Activity Restriction form that they acknowledge that it is the student's responsibility to initiate the proposal and meet the departmental requirements established in the alternative plan**.** Final approval of all alternatives to class participation projects/plans will be made by the Physical Education/Health Department Chairperson. **Alternative assignments must be completed by the end of the quarter in which the extended injury or illness occurred. Any exceptions to the deadline will only be granted by the Physical Education/Health Department Chairperson with consultation of the school nurse. The student will be graded on a pass/fail basis.**

- In the event the student's physical activity restrictions extend into a new school quarter, the Staples Physical Activity Restriction form must be completed again for the quarter that the student is restricted. The student/parent/guardian must request the school nurse for a continuation of a medically excused pass for the new quarter as directed by their health care provider and the aforementioned policy will be adhered to for the new quarter.

- Students who have an extended illness or injury that require them to miss more than 10 days of class and select not to participate in the alternative, independent project, and/or do not satisfactorily meet the departmental guidelines authorized for the alternative project will have to make up the physical education class in a subsequent quarter(s) following the student's extended illness or injury.

- Students who have a recurring illness and/or injury that causes them to miss more than 10 days, albeit non-consecutive days of participation in class will be required to complete an alternative to class participation project. Students who are still able to participate in more than half of the classes will be eligible to receive a grade and credit for the course. Students who are unable to participate in half of the classes will be eligible to receive credit for the class after successful completion of the alternative project and the grade for the course will be issued on a pass/fail basis.

School Nurses
Staples High School has a health services team of 3 nurses and a health assistant. The purpose of our students' health services program is to support student learning and success. Individualized health services are provided for students who have acute and chronic health and mental health conditions.

Communicating with a School Nurse Regarding a Student's Health
Please alert the school nurse if your child has a health condition that may require individualized planning for safety, emergency care, health care services, or evacuation.

The school nurse should be notified of changes in the student health status and of illness, injury, hospitalization or a change in treatment or medication.

- Parents/guardians should call the school attendance office, 341-1281, when their child is absent due to illness or injury.
- A doctor's note is required to excuse a student from gym for more than three days.
- A doctor's note is also required to resume participation after an injury when gym has been excused by a physician.
- Parents/guardians should consult the school nurse immediately if they anticipate that their child may be absent for medical reasons for more than three days. The school nurse will obtain the necessary medical information and initiate the process for school/team decision-making and planning, as indicated. Please contact the school nurse in advance of an absence of more than three days, if possible, or in an emergency, quickly thereafter.

Students with Special Healthcare Needs
Westport Public Schools are committed to ensuring that students who have special health care needs due to chronic and acute health conditions receive the supports and services necessary to remain safe and, to the extent possible, maintain their baseline health status during school.

"**Students with special health care needs**" refers to those students who have medically diagnosed chronic health conditions such as asthma, diabetes, life-threatening food allergies, cardiac abnormality, juvenile arthritis, celiac disease, migraine headaches, seizures, or a significant acute illness or injury requiring treatment and a period of recovery, such as concussion, mononucleosis, Lyme disease, or fractured arm or leg.
For students with such conditions, the school team collaborates with the family and student's health care provider to identify school-based needs and develop an appropriate plan of care to meet those needs. That plan is called an "**individualized health care plan**" (IHCP). For students at high risk for a health or safety emergency in school, an "**individualized emergency care plan**" (ICEP) is developed as a part of the IHCP. Some students may also require an "**individualized transportation plan**" (ITP) as part of the IHCP. Parents who have a child with special health care needs are encouraged to speak with the school nurse regarding the appropriateness and process for developing an IHCP. These plans may be incorporated into a student's individualized special education program (IEP) or Section 504 plan if eligible.

(Physical Education)
In accordance with Connecticut General Statutes, Section 10-206, the Westport Board of Education requires each ninth grade student to have a health assessment **during the ninth-grade year**. This mandated health assessment must be performed anytime from June 1st of a student's eighth-grade year through June 30th of the ninth-grade year, and **must** be performed by a legally qualified practitioner of medicine (M.D. or D.O.) who is licensed in this or another state, or by a qualified registered nurse or advanced practice registered nurse or physician assistant licensed to practice in this state. Ninth grade students who do not comply with this requirement will not be allowed to attend school in the 10th grade.

The health assessment must be documented on the State Department of Education's required health assessment record (HAR-3) or "blue form," and must include, but is not limited to, the following:
1. Review and update of state-mandated immunizations to ensure compliance with requirements (obtain information from the health office).
2. Hemoglobin or hematocrit, blood pressure, height and weight, vision, hearing, speech, postural and gross dental screenings;
3. Risk assessment for tuberculosis. If the student is in a high-risk group, a Mantoux test for tuberculosis sensitivity must be administered and the test results must be documented on the form;
4. Chronic disease assessment (newly added to the HAR-4 2012 form).

If a parent/guardian or legal guardian (or student who is 18 years old or an emancipated minor) objects on religious grounds to:
- **the state-mandated health assessment**, a signed statement to that effect must be submitted to the school nurse by May 15th of the ninth grade year if a signed statement is not already in the student's record.
- **immunizations**, a signed copy of the *Immunization Exemptions and Exclusions-From-School* form must be already on file or submitted to the school nurse along with a complete HAR-3 form.

If a mandated immunization is **contraindicated for medical reasons**, a written statement from the health care provider, including the reason for continued deferment, must be submitted to the school nurse along with the completed HAR-3 form.

The HAR-3 form is reviewed by the school nurse and filed in the student's confidential school health record. If you have questions or confidentiality concerns, please speak with the school nurse.

Screenings:
School nurses provide the following screenings for high school students, as required by CT General Statutes, Section 10-214 if not already screened by a legally qualified practitioner of medicine.

Vision: Students in Grade 9

Scoliosis: Students in Grade 9

The parent/guardians/guardians of students who need further evaluation by a physician will be notified. Parents should return the referral form to the school nurse after it has been completed by a physician. Please notify the school nurse if you do not wish your child to participate in these screenings.

Leaving School Because of Illness
The school nurse will ask a parent/guardian/guardian to pick up any student who becomes ill during school hours or who has an illness or injury that, in the professional judgment of the school nurse, needs to be observed at home or assessed by a medical doctor.

Students **must not** leave school because of illness without authorization, and must be signed out by a parent/guardian.

Emergencies
9-1-1 will be called in a health or mental health emergency for immediate transportation of a student to the hospital.

Staying Home Due to Illness
To safeguard the health of all students, we ask parents/guardians to monitor their children for possible communicable diseases and to keep their children home when they are ill or contagious.

Student Medication
For students who must take medication during school hours, including medication prescribed by a physician for short-term use (e.g., antibiotics, daily medication, medication needed only occasionally, over-the-counter medication, and medication for emergencies such as Epipens and inhalers) parent/guardians/guardians must provide the school nurse with written permission and the written medical order of an authorized prescriber (physician, dentist, advanced practice registered nurse, or physician's assistant) authorizing the nurse to administer the medication. The permission and order must be in writing on Westport Public Schools' medication form and must include:

- Name, strength, and dosage of the prescribed medication;
- Reason for the medication (medical diagnosis);
- Directions for administering the medication;
- Time the medication is to be administered;
- Duration of the order;
- Potential side and untoward effect;
- Authorization for self-administration, if appropriate.

Medication forms are available in the nurse's office and on the school website. Medication must be delivered to the school nurse by a responsible adult. **Do not send any medication to the school with a student**. The medication must be in its original container, clearly labeled with the student's name, authorized prescriber's name, prescription number, the date it was ordered, the name of the medication, its strength, and directions for administering the prescription The nurse cannot keep more than 90 days' supply of medication at the school at any one time. Parents should notify the nurse concerning any changes in the prescribed dosage. A new form is required annually.

The parent/guardian or a responsible adult must pick up unused medication within one week of its completion or by the last day of school, or it will be disposed of by the school nurse.

Self-Administration of Medication

High school students are not permitted to carry any medication in school, (including over-the-counter drugs), unless they have the written authorization of the student's physician, parent/guardian/guardian and school nurse to self-administer rescue medications, such as EpiPens and asthma inhalers. Such medication should also be available in the nurse's office as a backup in case of a medical emergency.
Self-administration of other non-controlled drugs may be approved depending on the circumstances. A medication plan for self-administration must be developed and on file in the health office before a student may carry his or her own medication. Students found with any medication, over-the-counter or prescription, without a self-administration plan in place are subject to disciplinary action. Students who have a self-administration plan to carry their own rescue medications must keep them on or with their person at all times. It is not safe or appropriate to leave them in a locker or car.

Medication on Field Trips

The same state regulations and school policies apply to medication on field trips as in school during the school day. Students who have a self-administration plan must carry their own medication on a field trip, just as they do during the school day. These requirements include over-the-counter medications. It is best to speak with the school nurse well in advance of a field trip to make sure that your child will have access to appropriate medication and assistance, if needed, during a field trip.

Medical Clearance for Sports Eligibility

Student athletes must have a **yearly** physical **CHAR-3 BLUE FORM** to be eligible for sports participation. All physicals must be delivered to the nurses' office prior to sports tryouts. **Please contact the nurses' office with questions.**

HOMEBOUND INSTRUCTION

A student may be referred for homebound instruction under the following circumstances:

1. When recommended by the Planning and Placement Team (PPT) either as the student's entire program or as a supplement to their regular in-school program.
2. For a verified medical reason, including mental health issues, for which a student will be absent from school for at least ten consecutive school days. A statement from the student's treating physician and approval from the Westport Public Schools Supervisor of Health Services is required.
3. The student has a disability and is considered to be medically complex and requires instruction to be provided in accordance with their Individualized Education Plan (IEP) when the student is unable to attend school due to medical reasons.
4. A student who is pregnant or has given birth and cannot attend school for medical reasons shall be provided with homebound instruction and such other instruction as will enable the student to remain in school or otherwise have access to instruction and support services.

Homebound Tutoring Grading Policy

The student's teachers will provide tutors with all assignments and assessments. The tutors will return all completed assignments and assessments to the teachers and complete a biweekly progress report to provide an update on how the student is doing. The teachers will grade the student's work and enter the individual assessment grades into PowerSchool. The teachers may consult with the student's school counselor and their department coordinator if there are questions regarding assigned work expectations and grading. If the end of the term is reached, the teachers will assign a term grade (and semester and final grade, if applicable) for the student and enter into PowerSchool. The term grade will be a letter grade unless otherwise specified by the student's school team; the school team may consider pass/fail grading at any point during the school year if deemed appropriate for the student's situation. An incomplete will be entered should there be outstanding work to be submitted.

HOMESCHOOL

Under Connecticut State Statute 10-184, a parent may remove their child from the Westport Public Schools to be homeschooled as long as they are receiving equivalent instruction in reading, writing, spelling, English grammar, geography, arithmetic, and United States history and citizenship, including a study of the town, state, and federal governments, and in alignment with state graduation requirements. Parents who wish to homeschool their child should contact the Westport Public Schools district office or visit the state department website for more information.

Parents who wish to return their child to Staples High School after being homeschooled should complete the district registration process online and contact the Staples School Counseling Department for guidance. At the time of registration, parents should be prepared to provide a log of attendance reflecting days and hours of instruction, a comprehensive portfolio containing samples of activities, assignments, projects, and assessments, a log of books and materials used, and results of any standardized assessments (if available). This information will be reviewed by the subject area department coordinator and director of school counseling in order to determine credit and placement.

The student may be required to take a comprehensive midterm exam, final exam, and/or other comparable assessment.

Homeschool courses will be listed on the Staples transcript along with a pass/fail grade for each course and the credit earned. A transcript or further homeschool documentation may be attached to the Staples transcript if applicable.

INSTRUCTIONAL/COURSE LEVELS

Course levels at Staples differ in terms of content, rigor, pace, assessment, and expectations for work outside of class. Courses are weighted in the GPA as College Level, Honors, or College & Career Prep. Advanced courses at the Honors and College Level are spread across 7 departments (Art, English, Math, Music, Science, Social Studies, and World Languages). Detailed information for all courses can be found in Curriculum-at-a-Glance documents on the Westport Public Schools website.

Course descriptions in the Program of Studies include whether a teacher recommendation is required to register for an advanced course. Unless otherwise noted in the course description, a student and their family may choose to override a teacher's recommendation to take a higher level course by following the process and timeline outlined below and on the SHS Counseling website.

College Level

College Level includes Advanced Placement (AP), dual enrollment, and three additional advanced math courses:

- Advanced Placement (AP)

  AP courses developed by the College Board are designed for motivated and academically prepared students to do college-level work while in high school. Each AP course is modeled after an introductory college course and culminates in a standardized AP exam administered in May. These courses offer students the possibility to earn college credit or advanced placement based on exam performance, depending on the policy of the college they go on to attend. Staples offers 26 AP courses across 7 departments.

- Dual Enrollment

  Dual Enrollment includes courses taught at Staples by a Staples teacher certified by the college as well as courses taught on the college campus by college faculty through an affiliated program. Students earn both high school and college credit simultaneously. These courses provide students the opportunity to engage in academically challenging college-level work while at Staples, earn college credit for free or at a reduced cost, and develop confidence and important skills for the transition to higher education. Staples has established partnerships with Connecticut State Community College, Southern Connecticut State University, and University of Connecticut.

- Calculus BC Plus, Multivariable Calculus, and Differential Equations are advanced Staples math courses taught at the college level, but not affiliated with either College Board or a particular institution.

Honors

Honors courses at Staples are defined by the depth of abstract, critical, and original thinking they require, along with a significant amount of independent work. These courses are designed for students whose ability and effort call for greater academic challenge and a faster instructional pace. Honors courses ask students to engage deeply with complex material, demonstrate intellectual curiosity, and take initiative in their learning. Staples offers 42 honors courses across 7 departments.

College & Career Prep

College & Career Prep at Staples encompasses A, B, and C level courses along with non-leveled elective and Health & Physical Education courses:

- A-Level – Advanced College Preparatory

  A-Level courses provide rigorous college preparatory experiences that challenge students to think critically, analyze complex material, and apply consistent, purposeful effort. These courses promote independence, strong study habits, and advanced intellectual engagement. A-Level courses are offered across each of the academic departments.

- B-Level – College Preparatory

  B-Level courses offer a solid college preparatory foundation, emphasizing the development of key academic skills. Students engage with course content through purposeful effort, guided practice, and growing independence in their learning. B-Level courses are offered in Math, Science, and World Languages (Spanish only).

- C-Level – Supported College Preparatory

  C-Level courses provide additional structure and scaffolding to reinforce essential skills. These courses offer a more guided pace, explicit instruction, and targeted support to help students build confidence and success in foundational academic areas. C-Level courses are offered in Math and World Languages (Spanish only).

LIBRARY MEDIA CENTER

Open: Monday to Friday – 8:00 am to 2:45 pm.

The Staples High School Library Learning Commons provides students, staff and community members with access to extensive information for research, literature, and technology resources. Our staff, which consists of two full time Library Media Specialists, and three full time paraprofessionals, is committed to ensuring quality information services and instruction. Through this instruction, students become confident and competent learners and researchers, which enables them to select and manage the information available today. The online catalog, databases, eBooks, selected websites, and print items make for easy access of research and reading materials both in the Library Learning Commons and remotely - anytime, anywhere.

Library Policies:

Library Use:

It is expected that students will respect the rights of others to use the Library Learning Commons for quiet study, research, and reading. Abuse of LLC equipment, materials, furniture or facility is a serious matter and will result in disciplinary action. Students must compensate for damage or loss. Computer and all other electronic devices used in the Library Learning Commons are subject to the school district's Electronic Resources/Internet Acceptable Use Policy as well as Library Learning Commons rules. When available, laptops may be borrowed from the main desk for use in the library. Many textbooks are also available for use in the LLC. Inappropriate behavior may result in restricted library privileges.

Circulating Materials:

Most books may be borrowed for 3 weeks. Magazines may be borrowed for 5 days. Newspapers may be read in the library. Overdue materials are fined at $0.15 per day per item up to a $6.00 maximum fine per item. Renewal of items is highly encouraged to avoid fines. Lost or damaged items are subject to the payment of replacement cost. Students with library accountabilities are not allowed to borrow additional materials, will not have access to their grades on HAC, or the ability to order cap and gown until the accountability is cleared. Library accountabilities are reported to the main office. It is the responsibility of the student to renew as needed, return items, and/or pay fines promptly.

LIMITED OPEN CAMPUS

Students are not required to be on campus until their first class of the day, and they may leave campus only after their last class of the day. Exceptions must be approved in advance by the Administrator and require a pass. Leaving at any other time without permission will result in at least a Saturday detention. Once present on campus, students are not permitted to leave without authorization. Students, who have one or more consecutive free periods at the end of the day and wish to leave campus, may acquire a by-semester permanent pass from their respective Grade Level Assistant.

LOCKERS

The Board of Education has provided school lockers for the purpose of giving students a convenient place to store clothing, books and other articles necessary for the student's use during the school day. The student has no property interest in any locker. Such lockers are subject to inspection by the administration to protect the health and welfare of the student body. Students should use only their assigned locker and are responsible for its contents. Inspections will be conducted only in the case of emergency or where there is reason to suspect the presence of evidence of violation of school rules and regulations or other misconduct. Whenever practical, inspection will be made in the presence of the student concerned. Authorization to inspect a locker will be given only by the Principal or Assistant Principal. Students are responsible for maintaining the interior of their lockers.

All physical education students and athletes must use a locker **and purchase a school lock** when using the locker room. Students should not bring valuables to the locker room.

LOST AND FOUND

Items such as cell phones, ear buds, wearable technology, jewelry, etc. are stored securely in Rm 332.

NOTIFICATION OF PARENTS' AND STUDENTS' RIGHTS ON STUDENTS' RECORDS

Federal Government Legislation regarding Privacy Rights of parents/guardians and students require each school system to annually inform parents/guardians of information on our student records policy. We are taking this opportunity to let you know some basic aspects of our student record-keeping procedures and policies.

Type Of Education Records Maintained - Who Has Access - For What Reasons:
The Westport Schools maintain three general types of records on students:

Permanent Record:
This record includes identifying information, academic achievement (report cards), grade level attained, attendance records, and a record of schools and others to whom transcripts have been sent. These must be stored in a lockable file.

Non-Permanent Records:
These records are maintained for special purposes and include health records, disciplinary records, counselor's records (including standardized aptitude and achievement test scores), social work case studies, school psychologist's reports, Planning and Placement Team records, Individualized Education Programs, and records outside agencies.

Teachers' Records:
Teachers keep records of the academic work of the students in their classes.

Access:
School officials who have legitimate educational reasons have access to these records.No other person or agency may have access to a student's record without written consent from the parent/guardian having custody, legal guardian, or student who is over 18. When a parent/guardian is divorced or separated, both natural parents/guardians have rights of access to a student's record.

Permanent records only are transferred when a student enrolls in a school outside of Westport. Non-Permanent records transfer requires a release from parent/guardian.

Test Papers:
Students are entitled to see and obtain, in a timely fashion, a copy of graded test papers administered by Staples teachers, unless the test is a closed, standardized, national or state examination.

Custodian, Procedures For Parental Access To Records, Cost of Reproduction, Location Of Policies:
The principal of each school is the legal custodian of all records in that school. The principal may be contacted regarding access by parent/guardian to their child's records.

In most cases, the counselor will be the person to contact to review the Permanent Record and Non-Permanent Student Record. It is customary to set up an appointment in advance to review the records. Parents are entitled to copies of their child's records. If the record is extensive, there will be a charge for copying the records (actual reproduction cost).

Federal, State and Westport policies regarding student records are available at the Curriculum Center, on Myrtle Avenue, as well as the Guidance Office.

Policies for Reviewing and Expunging Records (by School Officials):
All Permanent Records are reviewed thoroughly at transition from one level to the next, at graduation and/or a student/s withdrawal from school. They are updated yearly. Permanent Records are maintained fifty years after a child has graduated or withdrawn from the Westport Schools. All Non-Permanent Records are reviewed yearly. They are maintained until three years after a student's class has graduated from the Westport Schools. At that time, they are destroyed.

Special Education Records are maintained six years after a student's class has graduated from the Westport Schools and are then destroyed.

Policies For Challenging The Contents Of Records:
Parents, legal guardians, or students, 18 years or older, may ask for correction or deletion of any incomplete, inaccurate, or inappropriate information in the student's records. If the designee disagrees, the parent/guardian, legal guardian, or student, 18 years or older, has the right to appeal the decision.

A formal appeal procedure exists if a disagreement over the content of a record cannot be resolved. The steps include:

- Custodian of the records (the principal in each building);
- Appropriate Assistant Superintendent for that level (Assistant Superintendent for Pupil Personnel Services and Special Education is available for consultation and is the System Custodian of Records);
- Superintendent of Schools and Board of Education attorney;
- A Hearing Panel appointed by the Superintendent with the approval of parent/guardian. (Detailed Hearing Rights are available at the Pupil Personnel Services and Special Education Office.)

If the resolution by the Panel is that the information is accurate and should remain in the file, the parent/guardians may insert an explanation into the file portraying their opinion.
If a parent/guardian is still aggrieved following a Hearing Panel decision, he/she may appeal the decision to the Court of Common Pleas.

If you have any questions on Westport's records policy or your child's records, please contact your school principal or your child's counselor.

NEW STUDENT REGISTRATION

Incoming Staples students and families are required to complete the district registration process online as well as a series of Staples forms found in the New Student Registration Packet and Information Guide on the SHS Counseling website. Once all required forms are received, an appointment will be scheduled with a Staples school counselor to complete enrollment and select courses. Details regarding residency requirements can be found on the SHS Counseling website. Contact the School Counseling Department with questions related to the registration process.

Entering Grade Level for Transfer Students

Students who transfer to Staples will be placed at the grade level they reached at their previous school. ***Students may not repeat a grade level at Staples already completed at their previous school.*** Any requests to skip a grade level will be reviewed by the Director of School Counseling, Principal, and Assistant Superintendent for Pupil Personnel Services.

OFF CAMPUS MISCONDUCT

Students may face disciplinary action *for off-campus conduct* that both violates a publicized Board of Education Policy *and* is seriously disruptive to the educational process.
"Seriously disruptive of the educational process" may include among other factors, the following:

1. Whether the incident occurred within close proximity of a school
2. Whether other students from the school were involved or whether there was any gang involvement
3. Whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in C.G.S. Section 29-38
4. Whether the conduct involved alcohol or drugs
5. Online bullying

Students are subject to arrest for any action that violates local, state or federal laws while on school grounds or at school related activities.

PARENT – SCHOOL COMMUNITY PARTNERSHIP

The home and the school, as partners, share the responsibility to foster constructive communication. Through written reports, conferences, and calls, schools share information about children's successes and alert parents/guardians to concerns and problems. Similarly, we encourage parents/guardians to communicate promptly; often problems can be averted through early intervention.

A group of parents/guardians and faculty meet throughout the year to identify school and student needs, identify goals, and plan for implementation. All members of the school community are invited to participate or volunteer for specific school improvement projects.

Please consult the district Chain of Communication to help direct your communication with the appropriate staff.

Handling Problems

1. You may wish to encourage children to try to resolve some matters without your direct intervention. Often, discussing a problem with a parent/guardian can help children see possible solutions and increase their ability to cope. If the nature of the problem does not lend itself to this approach, by all means call before it intensifies, using lines of communication described below.
2. Your first contact should always be with the teacher if you have questions about your child's academic progress or about something in a particular class.
3. Academic problems at Staples should be discussed with the teacher and then with the department coordinator if the problem is not resolved.
4. For issues that cut across several classes, or that concern social or emotional adjustment to a school situation or a disciplinary problem, contact your child's counselor, and then, if not resolved, the Assistant Principal.
5. Special education problems should be discussed first with the mainstream teacher, then with your child's case manager, and finally with the Assistant Principal for Special Education.
6. For issues not settled at an earlier level, or if you have a complaint about a school staff member, you should contact the principal.

7. Problems not resolved at the school level may be referred to the Assistant Superintendent, and if necessary, to the Superintendent.
8. The Board of Education, while not directly involved with day to day operations, has the authority to consider appeals from decisions of the Superintendent.

Making Suggestions

1. Requests for change at your school should be discussed with the principal.
2. To suggest changes with broader curriculum impact, contact the Assistant Superintendent for Curriculum. 341-1213
3. For system-wide policy issues contact the Assistant to the Superintendent. 341-1012
4. To discuss other system-wide issues or procedures contact the Superintendent. 341-1025
5. The Board of Education ultimately determines system-wide policy. You are encouraged to attend Board meetings. The agenda provides the opportunity for parent/guardian and community input on matters before the Board.

PARKING REGULATIONS POLICY

Note: The school is not responsible for damage to or theft from cars.

Since student parking at Staples is very limited, the rental of parking spaces is a senior privilege. Students are not permitted to take their cars off campus until after their last class for the day. Campus security monitors student parking and traffic. **Students are to park in designated student parking only** or they will be ticketed. Automobiles and the parking lots are not loitering areas for students. Irresponsible use of a motor vehicle while a student is under school jurisdiction results in (at least) immediate loss of parking privileges and possibly suspension.

Parking Fees & Regulations

Parking Protocol and Consequences for Parking Violations

You may only park in the space that you have been assigned. You may not transfer your parking sticker to another student. When parking on campus, please park directly between the two white lines which delineate your assigned space.

Student spaces have white numbers, staff spaces have yellow numbers. Visitor spots in the front of the school are marked with a “V”.

Student parking stickers should be displayed in the lower corner of the passenger’s side of the windshield.

IF YOU ARE ISSUED A PARKING STICKER BUT PARK IN A:

1. staff parking space
2. space assigned to another student
3. handicapped space
4. visitor space
5. maintenance space
6. other unauthorized areas

FIRST OFFENSE:

Student will receive a parking violation fine

SECOND OFFENSE:

Student will receive a parking violation fine and Student will be given an after school detention

THIRD OFFENSE:

A vehicle immobilization boot will be placed on your vehicle and unless an emergency situation exists it will not be removed until after the regular school day has ended and a fine of $50 will be assessed.

If a vehicle is parked in your space:

· Obtain the vehicle details including the make, model, color and license plate.

· Park in a visitor spot, NOT IN ANOTHER NUMBERED SPOT, and

· IMMEDIATELY proceed to the front desk in the main lobby and report the vehicle details in the Parking Complaint Binder.

If you transfer your permit you may lose parking privileges for a portion or the remainder of the school year.

If You Park on Campus Without Purchasing a Parking Sticker

- FIRST OFFENSE: Student will receive a parking violation fine
- SECOND OFFENSE: Student will receive a parking violation fine and Student will be given an after school detention
- THIRD OFFENSE: A vehicle immobilization boot will be placed on your vehicle and unless an emergency situation exists it will not be removed until after the regular school day has ended and a fine of $50 will be assessed.

If you leave campus without proper authorization during the school day, your parking privileges will be revoked for a period of two weeks. A subsequent offense may lead to permanent revocation of campus parking privileges.

You are not allowed to transport other students off campus during the school day.

If there is any reason to believe that your vehicle may contain any substance, item or material prohibited by Board of Education policy or the Connecticut General Statutes, you will be asked to consent to a search of the vehicle. Failure to comply will result in immediate suspension of the student's parking privileges, possible police involvement and other disciplinary consequences.

It is advisable to lock your vehicle at ALL TIMES. You will be held personally responsible for ALL items in your vehicle. Possession of any contraband items in a vehicle will be construed as possession by the driver/owner of the subject vehicle and may result in suspension, loss of driving privileges and referral to the Westport Police Department.

PATHWAYS ACADEMY

The Staples High School Pathways Academy is a "school-within-a-school," providing alternative educational opportunities for students experiencing difficulty succeeding in the traditional school setting. Pathways Academy enrolls a maximum of 25 students in grades 11 and 12 with the intent of creating a small, supportive community of students. Pathways Academy is designed to provide a place where all students feel safe and free to explore their academic interests and achieve their personal goals. Within the program, a team of English, Math, Science, and Social Studies teachers teach academic courses in addition to providing opportunities for students to make personal connections with other members of the program. An administrator oversees the program, and student supports such as school mental health staff, the school resource officer, and the student outreach counselor are available to help students. Meetings are held regularly to discuss the holistic needs of the students and develop new programs to enhance student learning and personal growth.

As for all students at SHS, Pathways Academy students must earn 26 credits to meet their graduation requirements. Pathways Academy students must be enrolled in a minimum of three Pathways courses each semester, regardless of their credit/graduation status. Pathways Academy operates during four periods of the school day. Students may then enroll in electives, Health and Physical Education courses, World Languages, and other opportunities during the other four periods of the school day. The academic expectations of Pathways Academy are the same as traditional core classes, and all Pathways classes are A-level.

Pathways allows for more opportunities for students to earn credit based on non-traditional learning methods such as individualized instruction, peer coaching, project-based learning, interdisciplinary projects, experiential learning, standards-based instruction and learning, and community service. Each week, community meetings are held to allow Pathways Academy teachers the opportunity to check in with students and confirm the plan for the day. There is an expectation that all Pathways Academy students will continue to attend, meet the requirements of, and pass their courses taken outside of the Pathways schedule, as these courses are not offered within the Pathways Academy.

The alternative academic environment and personalized curriculum offered through Pathways Academy comes with certain academic expectations for students. Continual enrollment in the Pathways Academy requires students to take ownership and be responsible for their learning plan, contribute positively to the Pathways community, and demonstrate proficiency in academic areas required for graduation. Our expectation is that students will apply their interests, talents, knowledge, and skills toward developing an academic plan to graduate and, in doing so, gain the confidence and skills in preparation for their post-secondary world.

For more information, students should see their school counselor.

PERSONALIZED LEARNING

Staples High School embraces a personalized approach to learning and the ability for students to pursue opportunities to learn beyond the traditional classroom setting, allowing them to meet graduation requirements while supporting their individual needs, interests, and goals. Students wishing to take part in these opportunities should work with their school counselor to develop an appropriate program of study.

Community Service Credit

Students are eligible to earn credit for community service they have completed (.5 credit for 60 hours). Credit may only be earned for community service conducted while enrolled as a Staples student and outside of the school day, starting with the summer between grades 8 and 9. Students may earn no more than .5 credit for community service. Community service does not count toward the number of courses a student is required to take each semester in order to be considered fully enrolled. Students receive a grade of Pass for community service, which is not calculated in the grade point average. Students must complete the *Community Service Credit Form* describing their service experience and provide a signed letter from their supervisor that verifies the activity and number of hours completed.

Edmentum Online Courses

Westport Public Schools contracts with the Edmentum learning platform to deliver online elective courses for students with the independence, motivation, and interest to succeed. Edmentum provides the appropriate content and level of critical thinking expected of students, along with the flexibility to customize courses to the expectations Staples holds in high regard. As the board-sanctioned provider of online educational services, the cost of approved Edmentum coursework is covered by the school system.

The following stipulations apply to Edmentum elective course enrollment:

- Only students in grades 10-12 are eligible to take Edmentum elective courses.
- The student must be in good standing in terms of academics, behavior, and attendance and demonstrate fit for the rigorous, independent demands of an online learning environment.
- All prerequisites must be met in order to take a course.
- The student must select from approved elective courses where there is no equivalent Staples course.
- The student should take the course with the intent of new learning; if a student is enrolled in a course that then indicates a strong prior knowledge, the student will not be eligible for course credit. Prior knowledge will be determined by the amount of exemptions a student has in a module based on the pretest assessment. If a student is exempt from 30% or more of the course material, it will be deemed ineligible for credit.
- One elective course counts toward the 6 required courses each semester to be considered fully enrolled. (Note: If the student is also taking an Independent Learning Experience and/or CT State Community College High School Partnership course, only ONE of these may count toward the 6 required courses.)
- Online elective course enrollment cannot exceed 1.0 credit per school year.

- Online elective courses are semester courses. Students are expected to complete the course within the semester they are enrolled.
- Online elective courses may be used to fulfill additional credit requirements only, not to fulfill specific subject area graduation requirements.
- The student must complete, and will be held to, a contract outlining specific course standards and expectations.
- Edmentum courses will earn Staples High School credit and appear on the student's transcript along with the designation (online). Unless otherwise specified, the student will receive a letter grade for the course, and the grade will be factored into the GPA as an elective course (no level weight).
- For students considering college athletics, please note that Staples Edmentum courses are not currently approved as NCAA core courses.

Edmentum courses may also be taken by Staples students in order to serve the following purposes:

- Retaking a required course for credit recovery due to failure or loss of credit for poor attendance
- Supporting progress in a current Staples course, remediating skills and/or content knowledge, or serving as an alternative educational program during a formally-approved extended absence, as determined by the RTI, Section 504, PPT or administrative team

For credit recovery, Edmentum courses must be approved by the subject area department coordinator. For alternative educational programming, Edmentum courses must be approved through the RTI, Section 504, or PPT team or by a building administrator (grade-level assistant principal or director of school counseling).

Visit the Online Learning Electives page on our website for more information.

Independent Learning Experiences

This is a pathway for students who want to accelerate their learning beyond the classroom setting and exhibit a strong desire to work independently on an enriching project, coursework, or independent study that is not otherwise offered at Staples High School. Students spend a semester working independently to bring that passion project to fruition, with the support of the personalized learning teacher and a faculty mentor. Students showcase and present their work at the conclusion of their studies. A review panel is assembled with content area specialists, the personalized learning teacher, and administrators. Students are graded on a pass/fail basis.

A maximum of 1.0 credit of independent learning can be earned in one school year. Students may take two unique .5 credit ILEs. Or, upon completion of a .5 credit semester-long ILE, students may choose to extend their project into a second semester for an additional .5 credit with approval from their faculty mentor and the personalized learning teacher. If students wish to pursue more than one credit of independent learning, they must receive permission from their school counselor, the director of school counseling, and their grade-level assistant principal. (Note: If the student is also taking an Edmentum online elective and/or CT State Community College High School Partnership course, only ONE of these may count toward the 6 required courses.)

The drop deadline for an Independent Learning Experience is thirty days after the new semester begins, as is the case for all courses at the high school. If a student drops the Independent Learning Experience after the 30th school day of the term, the student will receive a W (Withdrawn) up to the last day of the 1st or 3rd quarter. At the beginning of the 2nd or 4th quarter, the student will receive a WP (Withdrawn Passing) if the student is passing the class at that time or a WF (Withdrawn Failing) if the student is failing the class at that time.

Requests for Mentors
The teacher will take on the role of the mentor if they feel they have time in their schedule to balance supporting a student's project and the needs of the students (extra help, writing conferences etc.) enrolled in their regular course load. Students engaging in any Independent Learning Experience must arrange a minimum of monthly meetings with their mentor outside of a particular course. In this way, mentors can ensure students are making progress with their Independent Learning Experience and can provide appropriate feedback and support.

Presenting Your Work

Independent Learning Plans should have a clear description of how the student plans to present their work during and at the culmination of the semester/year through learning artifacts and an end product. Students may be required to present their work to a panel of teachers and administrators.

AP Courses
Students may choose to study for an additional AP course not already offered at the high school and take the AP exam in May. This plan will not be considered as an artifact/outcome of an independent learning experience plan. If a student would like to study a particular topic or subject at a college level for credit, they should develop an independent learning plan that involves in-depth research or a real-world experience. Independent learning requests that only indicate an interest in preparing/studying for an AP course will not be approved by the department coordinator, school counselor, or other administrator.

For more information, visit the SHS Independent Learning Experiences website or contact Personalized Learning Teacher, Mrs. Karen Thompson, at kthompson@westportps.org.

Teaching Assistants

As a TA, students serve as an apprentice to the teacher outside of the role as a student. A TA experience is intended to foster a student's growth in a particular content area and help build lifelong skills. Students may only request to be a TA once their schedule has been created for the school year in which they would like to serve in this role. If a student's schedule aligns with a particular course in which they would like to be a TA, the request should first be made directly to the teacher of this course. This teacher would then agree to be the student's mentor and would be involved in overseeing the work of the teaching assistant. For more information and access to the plan/contract, students should contact their school counselor or Personalized Learning Teacher, Mrs. Karen Thompson, at kthompson@westportps.org.

**Note: Serving in a TA position does not appear on the student's Staples transcript.*

PRIVATE SECTOR PROVIDERS

The Westport Public Schools recognizes the value of its faculty members as they work with students in Westport's classrooms. Their primary responsibility is to teach the students of Westport who attend our schools. Teacher time and energy is diverted when private service providers attempt to speak with Westport teachers to seek student information and/or request a visit to the classrooms of Westport students when school is in session. In recognition of the valuable resources Westport teachers bring to their work with Westport students in our classrooms, Westport teachers are not required or expected to communicate with or provide information to private service providers. Similarly, visits to Westport classrooms by private service providers and/or agencies will not be permitted unless as part of the process necessary to determine or develop programming for a student with special needs.

RESIDENCY VERIFICATION

A parent/guardian will verify the residency of their student the summer prior to the student beginning their 9th grade year. If a parent arrives at Staples High School with residency verification papers for their children in other schools, those packets are to be sent to the appropriate school via interoffice mail.

Parents should review the current student information sheet provided in the binder and sign that they can confirm the information is accurate and make any necessary updates or changes.

Category 1: Residency Documentation (one of the following)

- Contract to Purchase
- Deed
- Signed Month-to-Month Lease signed by tenant & landlord including landlord phone number
- Mortgage Statement
- Real Estate Tax Bill
- Signed Rental Lease

Category 2: Photo Identification (one of the following)
- Current Driver's License
- Current Passport

Category 3: Utility Bills (two of the following)
- Cable, water, gas, oil, electric, propane (not cell phone)
- Bills must be copies of the originals or printed from online bill pay (must show address/name)

Each of the forms presented from each category are to be photocopied at home and provided to the school. Upon receipt of the 3 categories a representative of the school will log the information into PowerSchool.

For unusual situations, please contact the Superintendent's office at 203-341-1010.

RESPONSE TO INTERVENTION (RTI)

Intervening to support student's academic, social, emotional and behavioral needs.

The Westport Public Schools and the Staples High School community believe in the success of all students. The Response to Intervention (RtI) structure at SHS works to ensure all students are provided an appropriate and supportive program that meets the needs of all students. It is expected that Tier 1 interventions would have been attempted in the classroom prior to referring to the RtI team unless otherwise referred by another staff member.

The Response to Intervention team meets 1 time in the 4 day cycle during period 2 on a A day. The team consists of members of the Academic Support Department, a special education teacher, school psychologist, school nurse, reading specialists and the student's school counselor as well as an assistant principal who chairs the meetings. The intent of the meeting is to be responsive to family, community and teacher concerns regarding a student's academic progress or social/emotional interactions within the classroom or in regards to the Staples community.

A student may be referred to the Response to Intervention team by any member of the school community, by parents/guardians or through conversations with other concerned students. Once the student is referred via the online form completed by a staff member at Staples High School, the student is placed on the agenda for the following team meeting. Cases are reviewed in counselor order as the counselor is the staff member designated to provide the student's case file and review their findings. Based on preliminary information the team reviews the student's file and makes recommendations as to how to proceed. Examples of next steps may include:

- Further detailed file review.
- Gathering of teacher reports from student's current teachers.
- Communication with home, parents/guardians/guardians.
- Academic inventory such as a Qualitative Reading Inventory or Aleks math screening assessment.
- Social/emotional inventory such as rating scales in specific areas.

The student will then be reviewed at the following meeting or when the teacher reports are submitted and inventories (if appropriate) have been completed. Once the student's case is reviewed classroom supports may be recommended as well as further interventions which may include:

- Observation of student.
- Close monitoring of student attendance.
- Course recommendations.
- Executive functioning strategies.
- Classroom management strategies.
- Differentiation strategies.
- Further assessments.
- Meeting with the student's parent/guardian(s)/guardian(s)

The student's school counselor will communicate the plan with the student, the student's current teachers and parent/guardian(s)/guardian(s). The team will draft a plan to add to the student's file.

From this point on the student's case will be reviewed every 4-8 weeks or as necessary to determine if the interventions are successful or if amendments to the plan need to be made.

In addition to the weekly RTI team, Staples also organizes student supports in Consult Teams. These teams consist of school counselors, a social worker, a psychologist, and RTI team member. When there are concerns regarding a student often the interventions may begin here by recommending close monitoring of student behavior or academic progress. Additionally, a student may be introduced to a school social worker or psychologist or may begin weekly, bi-weekly or monthly check-ins with their guidance counselor. When concerns are not able to be addressed through the consult teams further examination may be necessary through the RTI team.

SCHEDULE CHANGES AND COURSE LOAD REQUIREMENTS

Course Load Requirements

Students must enroll in a minimum number of classes in each quarter as follows:
Grade 9: 7 classes each quarter
Grades 10-12: 6 classes each quarter

Schedule Changes

Once schedules are released, there is a set time window for students to make a very specific set of permitted schedule changes:

Permitted Schedule Changes	Deadline
Change as a result of successful completion of an approved summer acceleration course	Start of the upcoming school year
Change as a result of a failed course from the previous year	Start of the upcoming school year
Correction to a course scheduled in error by the school	Start of the upcoming school year
Change needed to meet a Staples graduation requirement or specific, documented college or post-secondary institution's requirements (e.g., NCAA, UK, California state university)	Start of the upcoming school year
Add a course to fill an incomplete schedule or insufficient number of credits	Start of the upcoming school year
Add a course during an unscheduled period if there is space available and doesn't require another change in the schedule	End of the 4th school day of the current term
Drop a course to take a free period with parent/guardian permission	End of the 30th school day of the current term for a full-year or semester course and 15th school day of the current term for a quarter course (see course withdrawal policy below)
Change to a lower level in a course with parent/guardian permission and teacher recommendation (i.e., from AP to Honors, Honors to A, A to B, or B to C of the same course; note: many AP courses do not allow for level changes, as there's no similar course at the Honors or A level)	No set deadline (see guidelines below)
Change to a higher level in a course with parent/guardian permission, current teacher recommendation, and department coordinator approval (i.e., C to B, B to A, A to Honors, or Honors to AP of the same course)	No set deadline; only considered in rare circumstances and after a reasonable time window has passed for current teacher to fairly assess student

There will be no other schedule changes permitted once the school year starts, including changes to electives and changes for second semester. Staples, Coleytown, and Bedford counselors meet individually with every student and often have follow-up conversations with students and parents/guardians. Teachers spend considerable time making thoughtful, individualized recommendations for each student in their classes. Budget and staffing levels are determined in the spring for the following school year based on student course selections. In return for the time and effort devoted to developing individual programs for each student and constructing and funding a master schedule

based on student requests, students and families are trusted to put significant thought into the decisions that are made during the allotted course selection period and make a commitment to following through on these requests.

Level Changes

Students are urged to make thoughtful decisions when selecting their courses, challenge themselves appropriately, balance out-of-school commitments responsibly, persist in the face of challenges, and take advantage of available school resources. Staples school counselors, administrators, and faculty are committed to assisting students with developing the skills and strategies necessary to be successful as well as the resilience to handle academic difficulties that arise.

Dropping or changing levels in a course should therefore be viewed as a last resort. Nevertheless, there may be times when, despite a full effort from the student, a particular course placement proves to be beyond their abilities or they may feel overwhelmed by their overall course load.

Many AP courses do not allow for level changes, as there's no similar course offered at the Honors or A level (e.g., AP English Language and Composition, AP European History, AP Environmental Science). Should a student in an AP course without a similar course offered at the Honors or A level find the course to be too difficult once the deadline to add a new course has passed, they would need to drop the AP course altogether without credit and add a replacement course for a future term (see course withdrawal policy below).

To facilitate a level change in a course, the student should consult with their teacher, school counselor, and parent/guardian. After demonstrating that all other options have been exhausted, if the student still wishes to make the level change, written permission from the parent/guardian to the school counselor is required, along with a recommendation from the teacher to make the change. The school counselor will then attempt to make the schedule change with the least amount of disruption to the student's schedule while keeping class sizes balanced.

There is no deadline to make a level change in the same course (i.e., from AP to Honors, Honors to A, A to B, or B to C of the same course). However, level changes cannot be made within the last ten school days within each term.

Students and parents/guardians should be aware that level changes are subject to space availability, as the needs of the individual student have to be balanced with the needs of all students who could be impacted if a change were made. In some cases, it is impossible to change levels due to schedule or space limitations so that the student may have to cope with an inappropriate course for the entire year, or a change can be made that necessitates changes to other courses in the student's schedule.

When a level change is made, all grades earned from the previous level class will be carried over and combined with grades earned in the new class to arrive at the final grade (grades from the previous level class are not adjusted for level). The final level appearing on the transcript, as well as credit earned, will reflect the course in which the student is enrolled after the level change.

Course Withdrawals

The deadline to drop a course altogether without record and have the course removed from the transcript is the end of the 30th school day of the term for full-year courses, first-semester courses, and second-semester courses and 15th school day of the term for quarter courses.

Students dropping a course after the drop deadline will adhere to the following policy:

Full-Year Class	After the 30th school day of the term, the student will receive a W (Withdrawn) up to the last day of the 1st semester. At the beginning of the 2nd semester, the student will receive a WP (Withdrawn Passing) if the student is passing the class at that time or a WF (Withdrawn Failing) if the student is failing the class at that time. Students may not withdraw from a full-year class within the last ten school days of classes at the end of the school year (not counting the final exam window).
First Semester Class	After the 30th school day of the term, the student will receive a W (Withdrawn) up to the last day of the 1st quarter. At the beginning of the 2nd quarter, the student will

	receive a WP (Withdrawn Passing) if the student is passing the class at that time or a WF (Withdrawn Failing) if the student is failing the class at that time. Students may not withdraw from a first semester class within the last ten school days of classes at the end of the semester (not counting the midterm exam window).
Second Semester Class	After the 30th school day of the term, the student will receive a W (Withdrawn) up to the last day of the 3rd quarter. At the beginning of the 4th quarter, the student will receive a WP (Withdrawn Passing) if the student is passing the class at that time or a WF (Withdrawn Failing) if the student is failing the class at that time. Students may not withdraw from a second semester class within the last ten school days of classes at the end of the semester/school year (not counting the final exam window).
Quarter Class	After the 15th school day of the term, the student will receive a WP (Withdrawn Passing) if the student is passing the class at that time or a WF (Withdrawn Failing) if the student is failing the class at that time. Students may not withdraw from a quarter class within the last ten school days of the quarter (not counting the midterm/final exam window for second and fourth quarter classes).
Note: W or WP will not be factored into the student's GPA. WF will be factored into the student's GPA.	

SCHOOL BUS ACCIDENT PROCEDURE

Police, school system representatives and bus company representatives respond to ALL bus accidents no matter how MINOR they are. Fire and emergency medical services respond to all accidents when necessary. A complete assessment of any possible injury is done at the scene by medical services' personnel. Investigation of the accident is done by the police, fire and public safety
Personnel.

PLEASE REMAIN AWAY FROM THE ACCIDENT SCENE, SO ROADS REMAIN PASSABLE FOR EMERGENCY VEHICLES AND PERSONNEL!

PARENT/GUARDIAN: YOU NEED TO REMAIN AT HOME TO RECEIVE INFORMATION AND INSTRUCTIONS, IF IT IS NECESSARY.

All parents/guardians/guardians of children on the bus(s) involved in an accident will be notified by the principal and transportation coordinator as soon as possible.
Parent's/guardian's) of children transported to a medical facility will be notified immediately.
No child will be released to anyone but a parent/guardian/guardian or written specified designee.
Students who proceed to school after a minor bus accident:

- Parents/guardians of all children on the bus will be notified by the principal and transportation coordinator.
- All students will be medically assessed by the school nurse. The nurse will notify the parent/guardian/guardian of those children in need of further medical treatment or at home observation.

Children will be medically observed throughout the day in consultation with their teacher(s).

SCHOOLOGY

Protocol for Communicating Classroom Assignments to Students
Staples High School has implemented the use of Schoology as the Learning Management System to communicate important information related to classwork, homework, assignments, projects, and assessments. The full functionality of this system allows for teachers to input this information along with corresponding documents into the system so that students may use this resource as a way to organize their work and maintain consistent communication with their teachers while also allowing parents/guardians and support staff access so they may support their children.

Teachers are expected to post all assignments, homework, and due dates to Schoology. Optimally, teachers should also be using the system to post classwork, class notes, and reading materials discussed or used in class as well. One of the best features of Schoology is that it allows a student seamless access to their classwork when they are absent from school to aid in supporting students who may be sick or have family obligations or other events which may cause them to miss school.

Any other system, such as Google Classroom, used in classrooms to foster collaboration, turn in assignments, or word process is secondary to Schoology. One of the original intentions of adopting Schoology as the k-12 learning management system for the Westport Public Schools was access and functionality for all stakeholders. The following protocols are in place to support the goal of transparency and foster communication among all stakeholders for the success of every student:

- Assignments will be posted on Schoology with due dates using the Assignments category, and all assignment details must be in the assignment post or attached to the assignment.
    - Assignments/homework will be posted on Schoology by 4pm on the day the assignment/homework is announced/assigned.
    - Google docs may be linked to an assignment on Schoology; however, they need to be shared so that anyone with a WPS login can view.
    - In the assignment description, teachers will indicate how the assignment will be turned in: Schoology, shared folder, in class, etc.

- The following **does not meet** the guidelines for posting on Schoology:
    - Posting an assignment as an update or event.
    - Linking assignments to other systems, sending an email or alternative applications, such as a link to Google Classroom.

- The due date for an assignment will be announced in the classroom by the end of the class period if the assignment is to be due the following day/next class (posting to the whiteboard or overhead would also be acceptable).

- The titles of assignments, classwork, projects and other materials must be the same on Schoology, PowerSchool, and Google Classroom.

- If a teacher chooses to use other methods of collecting work and communicating with students, those methods will be clearly defined in the teacher's syllabus. This does not change the school expectations for posting to Schoology.

SECURITY CAMERAS

Security cameras are located in public areas throughout our building to record activity that is in view, and to ensure the safety and well-being of our students and staff. School administrators and security personnel have access to this recorded information.

SENIOR INTERNSHIP GUIDELINES

The Staples High School Senior Internship program is a privilege extended to qualified seniors, in order to enable them to engage in a meaningful learning experience in an area of interest outside of the constructs of the formal school program. By helping to foster independence and decision-making skills, the program provides students with an opportunity to make a smoother transition from high school to college, career, or wherever life may take them. By working in our community, students have a chance to gain a hands-on understanding of their long-term goals. Perhaps more importantly, this opportunity allows seniors a chance to give back to businesses and organizations that have supported them throughout their years in Westport.

It is important for students to understand that while participating in the Senior Internship program, they are an ambassador of Staples High School to the community. In order to qualify for the privilege of participating in the Senior Internship Program, **all** of the following conditions must be met:

The Student:

- has satisfactorily met all credit requirements for graduation.
- has met the civic and social expectations of the school.
- has met the conditions set out by the Code of Conduct, and has not been suspended for a violation of the Code of Conduct during senior year.
    - the Principal will review any suspensions (OSS and/or ISS) from first semester
    - there shall have been no suspensions (OSS and/or ISS) during second semester
- has not lost credit in any class during senior year due to attendance.
- has cleared their accountabilities prior to the start of the internship period.
- must maintain the school's standards of behavior while participating in their internship, and meet all expectations set out by the internship contract
    - If a student fails to meet these expectations, the student will lose the internship privilege, and return to the normal school program.

If a student is arrested during senior year before or while on their internship, they will no longer be eligible to participate in the Senior Internship Program. If a student is participating in the internship at the time of their arrest, their internship will be terminated, and the student will return to school as a full time student. The reason for the arrest will be reviewed by the administration to determine if further disciplinary action is necessary.

If a student is expelled from school at any time during their senior year, they will not be eligible to participate in the Senior Internship Program.

A student who has not met the above conditions may appeal to the Principal for restoration of the internship privilege. The Principal has sole discretion over the decision whether to restore the internship privilege.

Seniors may not intern at a previous or present place of employment, consistent with Connecticut labor statutes. Students may not intern with a member of their immediate family.

SMOKING POLICY

Smoking is banned, at any time, by students, visitors or other adults in the school building, on school grounds and in school vehicles. Smoking is also prohibited in personal vehicles on school property. This policy is in effect twenty-four hours a day. Also banned is possession by students of tobacco products or non-tobacco smoking products (including but not limited to chewing tobacco and *herbal cigarettes*). Smoking is not permitted at any school function (including dances, proms, extra-curricular activities and athletic events.) Failure to follow this policy can lead to barring a student's offender from school activities where such an infraction has occurred. Definition: "**smoke**" or "**smoking**" means the lighting or carrying of a lighted cigarette, cigar, pipe or similar device, however, based on administrative investigation, a student may be determined to have been smoking based on a preponderance of other evidence (such as being in a restroom stall with smoke rising out of the stall, etc.). Visible cigarettes found on students while in the school building will be confiscated to promote our smoke-free environment.

The use or possession of electronic smoking devices of any type is prohibited.

STAFF-STUDENT NON-FRATERNIZATION POLICY

Adults who have contact with children and adolescents through school activities have the responsibility not to betray or misuse their privileged position. Students develop a special trust in school staff by virtue of the school system's authority and the important role the school plays in their lives. Adults must never take advantage of students' vulnerability or of their confidence that adults in school will behave appropriately in relationships with them.
It is the policy of the Westport Board of Education to prohibit any sexual relationship, contact or sexually unwanted behavior or communication (verbal or non-verbal) between a staff member and a student, while **the student is** enrolled in the school system. The prohibition extends to students of the opposite sex or the same sex as the staff

member, and applies regardless of whether the student or the staff member is the initiator of the behavior and whether or not the student welcomes or reciprocates the attention.

Definitions:
Staff Members: part-time and full-time employees, substitutes, consultants,coaches, tutors, bus drivers, bus monitors, student-teachers, interns, volunteers, and others who work with or have contact with children under the auspices of, or through contract with, the Board of Education.

Prohibited Behavior: includes, but is not limited to: flirting and bantering with sexual overtones, dating, courting or engaging in a personal relationship on or off campus that is sexually motivated or unwanted, having any physical sexual contact or sexual intercourse with any student.

Complaints: should be reported to the principal, who will investigate to determine whether a violation has occurred. The principal will inform the Superintendent that the investigation is being conducted.

Violations: will result in disciplinary action up to and including dismissal. Employees' due process rights will be safeguarded. The principal: will consult with the assistant superintendent for pupil personnel to determine whether any alleged violation falls into the category of sexual harassment and/or child abuse or sexual abuse; if so, it might need to be addressed according to those policies and/or also reported to the police or another agency.

Procedures: procedures for filing complaints and for conducting investigations will be developed by the Superintendent.

STUDENT COUNCIL

The Staples Student Council has as its primary purpose the promotion of student affairs and interests and has its own budget. It serves as the student voice for the Collaborative Team and the school. Elections will be held during the school year and will have representatives from each grade.

STAPLES COLLABORATIVE TEAM

The Collaborative Team is composed of the principal, administrators, teacher representatives from each department, the president and vice president of Student Council, and the co-PTA presidents. This group meets regularly to develop policy, create school improvement goals, and make decisions on important aspects of school life. One of the major objectives of the group is to foster faculty leadership and broaden collective problem solving in the school community.

STATE AND LOCAL TESTS

PSAT/SAT Tests
Connecticut In-School SAT for JUNIORS ONLY - March 10, 2027
PSAT for JUNIORS ONLY - October 14, 2026
Next Generation Science Standard Assessment for JUNIORS ONLY - May 18-19, 2027

Advanced Placement Tests
AP tests are administered each May for students enrolled in AP classes. There is a fee involved. Students are responsible for payment of the administration fee.

SUMMER ASSIGNMENT POLICY

1. Summer assignments will be deemed reasonable by the appropriate department coordinator.
2. Two summer reading books of the students' choice OR of teacher's selection may be assigned for grades 9-12.
3. All sections for a particular course must give the same summer assignment with the same set of expectations and the same rubric.
4. Departments need to provide extremely clear instructions and expectations for all summer assignments.

5. Exemplar summer assignments will be posted on the web for student use when applicable, as determined by department heads.
6. The Program of Studies will specify which courses include a summer assignment.
7. All summer assignments will be linked on the SHS website.

TECHNICAL AND MAGNET SCHOOL OPTIONS FOR WESTPORT STUDENTS

Connecticut Technical High Schools

- J.M. Wright Technical High School (Stamford)

Wright Tech is an innovative high school with a technology-rich environment that prepares students for jobs of the future. The dual curriculum allows students to pursue academic college-bound courses, while also gaining real-world experience. Nine career technical education programs are offered in addition to academic courses. They include automotive technology, carpentry, culinary arts, digital media, electrical, health technology, information technology, plumbing and heating, and hospitality, tourism, and guest services.

In addition, the technical high schools listed below are available to students in Westport and may offer other programs of interest:

- Bullard-Havens Technical High School (Bridgeport)
- Henry Abbott Technical High School (Danbury)
- Platt Technical High School (Milford)

Interdistrict Magnet Schools

- Academy of Information Technology and Engineering (Stamford)

AITE is committed to providing a rigorous, STEAM-focused, college preparatory curriculum designed to prepare and inspire students to reach their highest potential and contribute positively to the global community. The following academic concentrations are offered: Architectural & Engineering, Biomedical Sciences, Business, Fine Arts, and Information Technology.

- Center for Global Studies (Norwalk)

The Center for Global Studies is an interdistrict magnet school committed to preparing students to become citizens of a global society. Students learn Arabic, Chinese, or Japanese, study the cultures and history of Asia or the Middle East, read literature from around the world, and travel on two-week study tours to broaden their understanding of the world.

The Center for Global Studies offers the International Baccalaureate (IB) Diploma Program, a two-year liberal arts course of study that begins in 11th grade and serves as rigorous preparation for college. Students may enroll in the entire program or opt to take individual IB classes.

- The Interdistrict Science Magnet Schools at the Fairchild Wheeler Campus (Bridgeport)

The Fairchild Wheeler Interdistrict Magnet Campus is an institution made up of three distinct magnet schools that embrace diversity, civility, and multiculturalism and prepare graduates to solve problems and apply new technologies within an interconnected and evolving global environment. Each of the schools on the Fairchild Wheeler Campus has a unique focus including Aerospace/Hydrospace Engineering & Physical Science, Biotechnology Research and Zoological Sciences, and Information Technology & Software Engineering.

- Regional Center for the Arts (Trumbull)

The Regional Center for the Arts is a part-time, public interdistrict magnet high school for Fairfield County students interested in the performing arts. Students attend Staples in the morning for core academic subjects, then attend

RCA in the afternoon from 1:30-4:45 p.m. Monday through Thursday to pursue their interest in the areas of dance, music, theater, creative media/filmmaking, tech theater, and musical theater. Based on 450 instructional hours from September to June, Staples students attending RCA are eligible to earn 3.0 credits per school year, which count toward their Staples graduation requirements. Credits are listed on the Staples transcript along with the letter grade assigned by RCA. The grade will be factored into the grade point average as an elective course (no level weight).

In addition, the interdistrict magnet schools listed below are available to students in Westport and may offer other programs of interest:

- Career High School (New Haven)
- Cooperative Arts and Humanities High School (New Haven)
- Engineering and Science High School (New Haven)
- High School in the Community (New Haven)
- Metropolitan Business Academy (New Haven)

Charter Schools

- Common Ground High School, Urban Farm and Environmental Education Center (New Haven)

As the nation's longest-running environmental charter school, the Common Ground High School curriculum challenges and supports all students on their journey to college success, powerful environmental leadership, meaningful careers, and healthy, happy, sustainable lives. At all grade levels, students can join in unique electives and a wide range of out-of-school programs including credit-bearing internships and green jobs opportunities.

Aquaculture/Agriculture Science and Technology Education (ASTE) Center

- The Sound School (New Haven)

The Sound School is the first full-time ASTE center in the state of Connecticut to concentrate on the study of aquaculture and marine trades. The comprehensive academic program prepares students for a post-secondary life that may include college, technical school, the military, or entering employment upon graduation. The curriculum includes extensive exposure to on-the-water and water-related activities and coursework such as nautical drafting, marine research, aquaculture production, and vessel handling and safety at sea.

TECHNOLOGY IN THE CLASSROOM

Westport Public Schools recognizes that technology is a vital and integrated part of modern life. However, research has shown that continual access to technology and social media increases anxiety and has detrimental effects on learning. In order to use technology mindfully and purposefully for enhancing learning, the following policy is in place for its use in our school.

Upon entering Staples High School each day, students will store their personal electronic devices, including smartphones, smartwatches, wireless earbuds, wireless headphones, etc, in their school-issued lockers. All items must be powered off. Devices will be stored in lockers for the duration of the school day and can be retrieved at dismissal. If students are found using personal electronic devices during the school day, the devices will be confiscated. Any staff member in the building is authorized to enforce this policy.

Students are permitted to use laptops during the school day; however, use in the classroom is allowed only with explicit permission from the teacher for instructional purposes. All technology in the classroom must be used solely for academic purposes. At no time is it appropriate during instructional time to use laptops, including BYOD laptops and tablets, for non-academic activities such as messaging, social media, or gaming."

If students are unsure if they are using technology appropriately in the classroom, they can ask themselves the following:

1. *Is this directly in support of my class work and learning responsibilities?*
2. *Does the way I am using technology adversely impact my productivity or the productivity of others?*

3. *If someone observed me doing this, would it give the impression that I was not on task?*

Consequences*

There is a clear expectation that staff, students, and parents will support this policy. In the event that a student is not compliant with the classroom technology policy, we will implement the following interventions:

1. If a student uses a personal device, smartphone, smartwatch, headphones, etc.,
    a. Staff member will confiscate the student's device or contact the AP's office to confiscate the device.
    b. Phone will be held in the AP's office, and student can pick up the phone at dismissal.
    c. The student will meet with an assistant principal to review the technology policy, discuss their choices, and determine solutions to help them follow the policy moving forward. The student's parent/guardian will be notified of the discussion by the assistant principal.
    d. Student will be assigned one (1) after-school detention.

2. If a student is caught using a personal device a second time,
    a. Staff member will confiscate the student's device or contact the AP's office to confiscate the device.
    b. Phone will be held in the AP's office, and a parent/guardian must retrieve the phone during school hours.
    c. The student will meet with an assistant principal to review the technology policy, discuss their choices, and determine solutions to help them follow the policy moving forward. The student's parent/guardian will be notified of the discussion by the assistant principal.
    d. Student will be assigned two (2) after-school detentions.

3. If the student continues to use technology inappropriately, then:
    a. Staff member will confiscate the student's device or contact the AP's office to confiscate the device.
    b. Phone will be held in the AP's office, and a parent must retrieve the phone during school hours.
    c. The student will meet with an assistant principal to review the technology policy, discuss their choices, and determine solutions to help them follow the policy moving forward. The student's parent/guardian will be notified of the discussion by the assistant principal.
    d. The phone will be surrendered to AP's office each morning and picked up at dismissal for one (1) week.
    e. Student will be assigned one (1) day in-school suspension.

**Additional consequences may apply if the student's behavior also violates other sections of the SHS Student Code of Conduct.*

TITLE IX AND SEXUAL HARASSMENT - See Code of Conduct and Disciplinary Procedures

UNASSIGNED PERIOD POLICY

When students are not assigned to a class, they are expected to be in the cafeteria, library, courtyards, Academic Centers, Language Lab, or working with a faculty member. Students are not permitted to roam in halls, the parking lot or around entranceways to the school, during class periods. Students are not permitted to leave campus during an unassigned ("free") period in the middle of their school day without the prior approval of their parents. A parent must inform the proper Grade Level Assistant. Consequences of such infractions will be given, including, but not limited to the loss of parking privileges.

VISITING POLICY

Visitor

1. Visitors must respect the confidentiality of the students in the class and not discuss or report behavior of any individual within the class.

2. Visitors are expected to take a passive role (not commenting or interrupting the lesson) during the observation unless the teacher invites participation.
3. Visitors will request permission to observe a class and provide a reason for the visit.

Assistant Principals' Office
1. All requests for visitations to classrooms will be processed through the Assistant Principals' Office.
2. The Assistant Principal will determine which classrooms and/or teachers who will be visited and the length of time spent in each room.
3. Visitations will be scheduled a week in advance to provide adequate time to notify staff involved.
4. The Assistant Principal will notify the teacher of the date, time, and reason for the visit. A designated Assistant Principal will accompany the visitor during the visitation.

Teacher
1. Teachers will be informed of the visit at least 5 days in advance.
2. Teachers may request a change in date if there is a conflict in the teacher's schedule or if the class is not a good representation of the program.
3. Teachers may request that the visitor attend a different class if requested class is not a good representation of the program.

Day of Visit
1. Visitors will sign in at the Main Office to receive a visitor pass.
2. Visitors will meet with the designated Assistant Principal who will accompany them to each requested class.
3. At the end of the visit, visitors will meet with the Assistant Principal to review the visit.

VISITOR POLICY - ADMINISTRATIVE GUIDELINES

Adopted by Principals/TSO Administrators, 4/28/98. Modified 2/25/02

Rationale: The school system recognizes the need to balance an open and welcoming atmosphere with the need to assure stability and continuity, to safeguard against disruption of the educational process**, and to ensure the security of the school**. The principal has the authority to make decisions about all visitors to schools and classes, using the following guidelines:

Adults/not Parents of Resident Students
The School System Information Office at the Board of Education office in Town Hall School Office provides extensive written material about the system, and the assistant to the superintendent is available to meet briefly with potential residents to answer general questions. School staff members' time should not be occupied responding to non-parent/guardian adult visitors or potential students, except under rare and carefully controlled circumstances.

1. We do not provide tours of schools or meetings with principals for parents/guardians of potential residents.

2. Guidance counselors and other staff members are fully occupied with professional responsibilities and cannot meet to describe the Westport program or to discuss specific programs for students who are not yet Westport residents.

3. Because of the need for security at all of our schools, we do not encourage visitors to enter the school or walk around after school hours.

Parents of Current Students:
We orient parents/guardians to the curriculum and program through many means, including curriculum and course description materials, PTA meetings, special programs, regular written communications from the school system and Back To School Nights at every school.

VISITOR POLICY - STUDENTS

Staples students are prohibited from inviting visitors to the building. The reasons for this are:
1. To ensure the safety of Staples students and faculty.

2. Visitors are often a distraction to the educational process.

Former students:
While SHS understands that periodically throughout the school year graduates of Staples High School will want to return to see former teachers and mentors, the following practices should be followed to ensure the continuity of learning and an educational environment free from distraction.

1. Former students may visit school after the school day has ended.
2. Former students may enter the building after the final bell has rung for the day and after buses have left the parking lot.
3. Former students visiting individual teachers or other faculty members should contact those staff members prior to their visit.
4. Former students returning shall maintain the decorum as prescribed by the student handbook and be respectful of current students and staff.

WITHDRAWING YOUR CHILD FROM STAPLES

The instructions and forms for withdrawing your child from Staples are contained within the Staples High School Student Withdrawal Packet. Please notify your child's assistant principal and school counselor of your intention to withdraw your child as soon as possible, including their last day of attendance. Your child will need to return all school materials and pay any accountabilities owed, then return the completed Withdrawal Packet forms to the school counseling department office. We will then send your child's records to their future school and withdraw them from our system. If you have questions about this process, contact the School Counseling Department.

Withdrawal and Reentry Within a School Year

According to Board of Education policy, no student enrolled in the Westport Public Schools can be dually enrolled in another public or private school or program at the same time. Students who leave Staples to attend another educational institution (e.g., study abroad, ski school), even with the intent to return within the same or following school year, will not remain enrolled in the Westport Public Schools and must withdraw then register again as a new student.

Moving Out of Westport

Students moving out of the Town of Westport must notify the school immediately and must transfer to a school in their new town, except under the following circumstances:

- Students in Grades K-10: Students moving after April 1 may complete the year at no charge. Students moving between January 30 and April 1 may complete the year upon payment of a tuition charge, equal to 25% of the full tuition cost plus additional fees for any special education services they may be receiving. However, these students may not return to a Westport school the following year.
- Students in Grade 11: Students who move before April 1 of their junior year may complete the 11th grade upon payment of 25% of the full tuition, plus additional fees for any special education services they may be receiving. Those who move after April 1 may finish the 11th grade year at no charge. As non-residents, these students are not legally entitled to remain at Staples for the senior year. However, they may petition the superintendent of schools for permission to do so, upon payment of the full tuition plus any relevant fees for special education services.
- Students in Grade 12: Students completing their 11th grade year at Staples while they are Westport residents, who move after they have officially become seniors, may be permitted to remain at Staples for Grade 12 at no charge for regular tuition. However, they must pay applicable fees for any special education services they may be receiving. This privilege is for one year only. If further schooling is necessary for graduation, full tuition fees will apply.

For All Students in the Above Circumstances:

1. The privilege of completing the year under the auspices of the Westport Board of Education applies only to students who are attending a Westport school and not to students who are attending any other educational institution.
2. Permission may be granted to students who are in good standing with respect to academics, attendance and behavior.
3. This privilege will be denied if in the opinion of the superintendent, the student's continued attendance is not in the best interests of the Westport Public Schools.
4. Transportation to and from school must be furnished by the parents, as Westport does not pay for transportation for non-resident students.

In all of the above situations, the decision of the superintendent is final.

Except as described above, we do not permit students not residing in Westport to attend Westport schools on a tuition basis. Families who move out of Westport are not permitted to "use" the address or mailbox of a friend or relative in order to keep their children in a Westport School. A Westport post office box does not constitute Westport residence for school purposes.

CODE OF CONDUCT and DISCIPLINARY PROCEDURES

The purposes of implementing a prescriptive student code of conduct are to:

1. Effectively communicate a clear set of expected student behaviors, infractions, and consequences to the Staples students, parents/guardians, and staff, in an easily understood, concise format.
2. Allow for consistent and predictable resolution of behavioral infractions.
3. Reinforce the Staples High School Core Values: The Staples High School community inspires learning, fosters integrity, and nurtures empathy.

The Staples Student Code of Conduct is based on the need to:

- Balance the rights of the individual and the rights of the entire Staples school community.
- Maintain a safe and orderly environment for the entire Staples community.
- Respect personal and public property.
- Respect oneself and others.
- Communicate a high standard of student conduct.
- Have fair and consistent treatment of all students.
- Accept personal responsibility.
- Establish a progressive set of consequences for repeat offenses.

Within the scope of this policy, it is recognized that traditional consequences have not always brought significant changes in behavior for all students. Within the confines of this policy, it is recognized that latitude and discretion may be necessary in affecting change.

While it is impossible to categorize all behaviors that are disruptive of the educational process, the Staples Student Code of Conduct stipulates the most common behavioral infractions, and establishes a range of consequences for each.

When anyone's rights are violated or someone is not acting according to school rules and regulations, the school administration will take firm action.

Students who are accused of committing an infraction have the right to an informal hearing; be informed of reasons for disciplinary action; and be given an opportunity to explain the situation. In the event of an emergency, the informal hearing shall be held as soon after the consequence as possible. Parents will be notified of the consequence and cause as soon as feasible.

Breaches of discipline generally fall into four broad categories depending upon whether the behavior:

1. Disrupts a teaching-learning situation,

2. Injures oneself or others,
3. Damages personal or public property, or
4. Violates school regulations and/or state/federal laws.

These categories are not mutually exclusive since the same act can conceivably fall into all four areas. Infractions within each category can range from very minor to very serious.

Restorative Practices
Restorative practices are an approach to discipline that focuses on repairing harm, fostering a sense of community, and promoting positive relationships among students, staff, and the school as a whole. These practices emphasize accountability, empathy, and open communication to address behavioral issues and conflicts. While students may still face disciplinary consequences, the focus will be on learning and growth.

Depending on the infraction, a student who is found in violation of the code of conduct may be encouraged to take part in a restorative meeting. This meeting is entirely voluntary and would be in conjunction with a given disciplinary consequence. The most critical function of restorative practices is restoring and building relationships. The restorative practices process can happen in groups as small as three and as large as a whole class.

Restorative practices are based on the belief that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things *with* them, rather than *to* them or *for* them.

The goals of this restorative practice process are that

1. Staples High School will foster a safe and supportive learning environment.
2. Staples High School will foster an inclusive and enriching environment where everyone feels valued and respected.
3. Staples High School will be a school where students have the opportunity to engage in meaningful and fulfilling work.

Bias Incident Procedure
The following procedure is in place if a member of our community experiences a incident of bias.

• **Focus on Safety First**   ○ (Attend to the harmed individual)
• **Get the facts**   ○ (Investigate the incident)
• **Educate**   ○ (Educate the student committing the offense- how/ why it is problematic)
• **Inform all stakeholders** (of incident and process)
• **Implement a consequence**
• **Work towards Restoration**   ○ (Take steps to repair the relationship between both parties)
• **Debrief with School Based Equity Team**   ○ (Review incident for feedback)

BULLYING PROHIBITION POLICY
The Westport Board of Education 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.

A. Bullying is prohibited on school grounds, at a school-sponsored or school-related activity, function, or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased, or used by the local or regional Board of Education.

B. Bullying is also prohibited outside of the school setting if such bullying results in the following:

- creates a hostile environment at school for the student against whom such bullying was directed
- infringes on the rights of the student against whom such bullying was directed at school
- substantially disrupts the education process or the orderly operation of a school

C. Any form of discrimination and retaliation against an individual who reports or assist in the investigation of an act of bullying is strictly prohibited. If acts of bullying are verified, disciplinary action may be taken against the perpetrator, consistent with their rights of due process.

In accordance with state law, it is the policy of the Board of Education that any form of bullying behavior, whether in the classroom, on school property or at school-sponsored events, is expressly forbidden.

Students who engage in bullying behavior shall be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline.

The detailed Board Policy and Administrative regulations can be accessed online at:
http://www.westportps.org/behave.htm

DEFINITIONS USED IN THE CODE OF CONDUCT:

A. "**Bullying**" means
(1) the repeated use by one or more students of a written, oral, or electronic communication, such as cyber-bullying, directed at or referring to another student attending school in the same school district, or
(2) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

(a) Causes physical or emotional harm to such student or damage to such student's property,
(b) Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
(d) Infringes on the rights of such student at school, or
(e) Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical 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.

B. "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile devices or any electronic communications.

C. "**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, any piece of technology with internet capability or equipment on which digital images are taken or transmitted.

D. "**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.

E. "**Hostile environment**" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

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

- For purposes of this policy, "school-sponsored activity" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored by the Board of Education.

LEGAL REFERENCES:
- Public Act No.02-119 AND 06-115
- Connecticut General Statutes Sections 10-233a through 10-233f

Administrative Procedures
The district's commitment to addressing bullying behavior involves the promotion of a school atmosphere in which bullying will not be tolerated by students or staff. Students who are determined to have engaged in such behavior are subject to disciplinary action, in accordance with school system policies on student conduct and discipline. The prohibition against "bullying" shall be publicized annually to parents/guardians and students.

I. DEFINITION: While the determination that conduct does *not* constitute *"bullying*" does not restrict the right of the district to impose appropriate disciplinary consequences for student misbehavior, for acts to be defined as "*bullying"* under state law and board policy, the following characteristics must be present:

Repeated misconduct. The behavior must be *"repeated against the same student over time."* An isolated incident, however egregious, is not *"bullying"* under state law and board policy. Similarly, numerous acts of misconduct against *different* students do not constitute *"bullying"* under law and policy. (Single incidents of misbehavior, however, will still be dealt with under usual disciplinary procedures.)

Ridicule, humiliation, and/or intimidation. As defined by law and policy, *"bullying"* is more than misconduct, such as aggression. "*Bullying"* behavior is marked by the intent to ridicule, humiliate or intimidate the victim. In evaluating whether conduct constitutes *"bullying*", special attention should be paid to the words chosen or actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred, of the perpetrator.

Types of conduct that could constitute "*bullying"* include, but are not limited to:

- Physical violence and/or attacks;
- Verbal taunts, name-calling and put-downs, including taunts based on appearance, ethnicity, gender, religion, sexual orientation, handicap, etc.;
- Threats and intimidation;
- Extortion or stealing of money and/or possessions;
- Exclusion from peer group

II COMPLAINT PROCEDURE
Formal Complaints
Students and/or parents/guardians may file written reports of conduct that they consider to be bullying. The reports should be specific as to the action giving rise to the suspicion of bullying, including time(s) and place(s) of the conduct alleged, the number of such incidents, the target of the suspected bullying, and the names of any potential student or staff witnesses. To assure completeness, it is suggested that the complainants use the applicable district report form (see appendix). A report may be filed with a teacher, administrator, guidance counselor, school nurse or other staff member, who shall refer it to the principal for review and action in accordance with Section IV. Complaint forms are available in the Assistant Principals' Office, the Guidance Office or the Nurses' Office at Staples High School.

Informal Complaints
Students may make an informal complaint of conduct that they consider to be bullying by a verbal report to a teacher, administrator, guidance counselor, school nurse or other staff member. The complaint should be reasonably specific as to 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. Any school employee who receives an informal complaint shall complete a written report form, including the information provided, and shall forward the reports to the principal no later than the following school day.

Anonymous Complaints
Students who make informal complaints may request that their name be kept confidential. In such cases, the principal or designee shall meet with the student to review the request for anonymity and the impact that maintaining anonymity may have on the investigation of the complaint and/or possible remedial action. At this 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 (1) does not disclose the source of the complaint, and (2) is consistent with the due process rights of the accused student(s).

III DISPOSITION OF COMPLAINTS: Staff Responsibilities
Witnesses: A staff member, who witnesses acts of bullying, as defined above, shall promptly notify the building principal or designee of the events and file a written report form no later than the following day.
Recipients of Complaints:
Formal complaints: A staff member who receives a written complaint shall forward it immediately to the building principal or designee.
Informal complaints: Staff members receiving informal (verbal) complaints from students shall fill out a written report form and forward it to the principal or designee immediately (no later than the following school day). Staff members who receive verbal complaints from parents/guardians or other adults should request the informant to fill out a formal report.

IV HANDLING OF COMPLAINTS: Administrators' Responsibilities
Investigation
All complaints shall be investigated promptly under the direction of the building principal or designee, and a written report prepared when the investigation is complete. The report shall include findings of fact, a determination of whether acts of bullying were verified, and, when acts of bullying are verified, a recommendation for intervention, including disciplinary action if appropriate. Where appropriate, written witness statements shall be attached to the report. However, when a student making an informal complaint has requested anonymity, the investigation of the complaint shall be limited as is appropriate in view of the anonymity of the complainant. Such limitation of investigation may include restricting action to a simple review of the complaint, subject to receipt of further information and/or the withdrawal by the complaining student of the condition that their report be anonymous.

Follow-up: Remedial Action

Verified acts of bullying shall result in intervention by the building principal or designee that is reasonably designed to assure that the prohibition against bullying behavior is enforced, with the hope and expectation that any such bullying behavior will end as a result.
Bullying behavior can take many forms and can vary dramatically in its seriousness, and its impact on the victim and other students. Accordingly, **there is no one prescribed response** to verified acts of bullying. While conduct that rises to the level of "bullying" as defined above may warrant disciplinary action against the perpetrator, in accordance with the school system's normal disciplinary procedures, ***whether and to what extent to impose disciplinary action is a matter for the sound discretion of the building principal.***

Reporting and Record-Keeping Obligations

A *Report to the parents/guardians of the perpetrator*
If after investigation, acts of bullying by a specific student are verified, the building principal or their designee shall notify the student's parents/guardians in writing of that finding. If disciplinary consequences are imposed against the student, a description of such discipline shall be included in such notification.

***B Report* to the victim and their parents/guardians**
If, after investigation, acts of bullying against a specific student are verified, the building principal or their designee shall notify the parent/guardian or guardian of the victim of such finding. In providing such notification, care must be taken to respect the statutory privacy rights of the perpetrator. The specific disciplinary consequences imposed, as

reflected in the perpetrator's educational records, shall not be disclosed to the parents/guardians of the victim, except as provided by law.

C Record of List of verified acts of bullying

The principal of each school shall maintain a list of the number of verified acts of bullying in the school, and this list shall be available for public inspection upon request. Given that any determination of bullying involves repeated acts over time, each report prepared in accordance with A and B above that includes verified acts of bullying shall be tallied as one verified act of bullying unless the specific actions that are the subject of the report involve separate and distinct acts of bullying.

DEFINITION OF OTHER DISCIPLINARY CONSEQUENCES:

1. "**Monitored Study**": Assignment of a student to a supervised study room during some or all of unscheduled school time.

2. "**Detention**": A one-hour period of time after school. Detention will be held twice weekly from 2:45 p.m. to 3:45 p.m. Any student arriving after 2:55 p.m. will not be admitted and will report to the Assistant Principal on the following day.
   - Failure to report to a scheduled detention will result in additional consequences including two additional detentions or in-school suspension
   - Students will be given a 24 hour notice of a detention in order to arrange for transportation home, as applicable
   - Students are responsible for their own transportation from detention.
   - Any type of inappropriate behavior may result in dismissal from detention. Any student who is dismissed from detention is to report to the Assistant Principal on the following day. Any student dismissed from detention is subject to further consequences including an additional 2 detentions or suspension.
   - Work, team practices and games, club meetings and activities, among other things, are not valid reasons for missing detention.Detentions may not be rescheduled unless a valid emergency arises.
   - Students not in school on the day they are to serve a detention will be automatically scheduled for the next scheduled detention.

3. **"Saturday Detention"**
   - Students must serve the entire four (4) hours in order to receive credit for having attended Saturday Detention
   - Students who have accumulated four (4) Saturday Detentions in a single school year will be suspended for all subsequent offenses that would normally warrant assignment of a Saturday Detention.
   - Students are responsible for transportation to and from Saturday Detention. The school district will not provide transportation.
   - Absence because of illness should be reported and verified by the parent/guardian directly to the Attendance Secretary on the Monday following the assigned detention. Students will automatically be assigned to serve the detention at the next available date.
   - Students who arrive late (8:15) will be assigned an additional Saturday Detention.
   - Students who cut, refuse to attend, or are dismissed from detention will receive one day of suspension.
   - All students are expected to bring enough work to stay on task independently for the duration of the detention. Students who fail to bring sufficient work will be dismissed.
   - Talking, electronic devices, sleeping, or non-curricular materials are not permitted.
   - The use of computers and cellular telephones is exclusively prohibited.
   - Students will not have access to vending machines in the school.
   - Water brought from home will be allowed.
   - No snacks or food of any kind will be allowed.
   - Students are not permitted in the halls. All study materials must be brought at the time of the detention.
   - Students who are uncooperative or disruptive will be asked to leave by the detention monitor.
   - Lack of transportation, oversleeping, working, athletic competition, and recreational activities are <u>NOT</u> legitimate excuses for missing Saturday Detention.

The following are not allowed in monitored study or the detention room:

- Food or beverages (other than water)
- Cell phones and entertainment/electronic devices
- Talking
- Sleeping

SUSPENSION/EXPULSION OF SPECIAL EDUCATION STUDENTS:
School officials may suspend a special education student for up to 10 consecutive school *days if the student's inappropriate conduct is unrelated to the student's disability*. In such a case, the student may be suspended in accordance with the procedures established for non-disabled students and the student's individual education plan (IEP). A proposed suspension beyond 10 days requires a determination by the Planning and Placement Team (PPT) as to whether the misconduct is caused by the student's disabling condition, in which case the PPT shall re-evaluate the student for the purpose of modifying the IEP to address the misconduct and to ensure the safety of others in the school. If the conduct is *unrelated* to the student's disability, the student may be suspended or expelled in accordance with regular policy, except that the Board of Education will continue to provide a free appropriate education.
DISRUPTION OF THE EDUCATIONAL PROCESS:
Disciplinary consequences for other serious disruption of the educational process not covered above will be determined by administrative decision.

DISCIPLINARY PROCEDURES:
Disciplinary procedures used at Staples High School range from an informal conferencing to expulsion from school. The procedure to be used depends upon the seriousness of the violation, the specific circumstances of the situation and the individual's overall pattern of behavior. A series of minor infractions committed by the same student can also constitute a major infraction; as in time it has a demoralizing effect on the general student body and staff. In addition to the usual school procedures, criminal infractions must also be reported by the school administration to the police.

Students are prohibited from being on campus during the entire period of an out-of-school suspension. Students serving an out-of-school suspension who are found on campus are subject to arrest for trespassing. In addition, students serving either an in-school or out-of-school suspension are prohibited from attending or participating in any school-sponsored extracurricular activities for the entire duration of the suspension. This includes, but is not limited to, attendance at any home or away athletic event.

Periods of suspension that are missed due to school cancellation or student illness will be made up beginning on the next scheduled school day, or on the day the student returns to school from an illness.

Prohibited student conduct generally falls into one of the following broad categories or "Tiers":
Tier I: Conduct that is violent and endangers the safety, morals, health, or welfare of others.
Tier II: Conduct that is not considered violent, yet endangers the safety, morals, health or welfare of others.
Tier III: Conduct that is disorderly/disruptive and/or insubordinate.

Throughout the Staples' Student Code of Conduct, the following terms[1] shall mean as follows:

(a) "**Exclusion**" means any denial of public school privileges to a pupil for disciplinary purposes.

(b) "**Removal**" means an exclusion from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety minutes.

(c) "**In-school suspension**" means an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed.

(d) "**Suspension**" means exclusion from school privileges or from transportation services only for no more than ten consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed.

[1] With the exception of "Monitored Study" and "Detention," the definitions utilized are derived from Connecticut General Statutes Section 10-233a.

(e) "**Expulsion**" means an exclusion from school privileges for more than ten consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such pupil was assigned at the time such disciplinary action was taken, provided such exclusion shall not extend beyond a period of one calendar year.

(f) "**Emergency**" means a situation under which the continued presence of the pupil in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such pupil as possible.

(g) "**School**" means any school under the direction of a local or regional board of education or any school for which one or more such boards of education pays eighty per cent or more of the tuition costs for students enrolled in such school.

(h) "**School-sponsored activity**" means any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property.

(i) "**Monitored Study**" indicates that a student reports to a supervised study room in the Assistant Principals' Office, rather than be allowed to utilize his or her free period.

(j) "**Detention**" is a one-hour, after school supervised study hall, which is usually held on Tuesdays and Thursdays from 2:45 p.m. - 3:45 p.m.

CODE OF CONDUCT
Grades 9-12

Please refer to the Board of Education Bylaws and Policy Manual for the Code of Conduct:
https://v3.boardpolicyonline.com/b/bl/westport_ps/s/1912787

In-School Suspension
According to the Children's Defense Fund, in-school suspension(ISS) has been used since the 1970s as an alternative to out of school suspension of students. ISS is an alternative to school exclusion often associated with an out of school suspension. During an ISS students continue to have access to various school resources, course materials and assignments. In some cases students will also have access to academic supports if available. Additionally, Staples High School supports the idea that while ISS is a punitive consequence, the ISS model also allows an opportunity for the student to dialogue about the issue(s) leading to the ISS with Pupil Services Support staff. The ISS model ideally combines the ideas of punitive consequence, academic support and social/emotional/behavioral supports. The time in ISS can be used to take a break from the social nuances of school, serving as a cool-down period, can allow the student time in the day for specific academic interventions as well as flexibility in scheduling counseling supports. The goal of ISS is to keep students learning while at the same time holding students accountable to the guidelines in the Staples Handbook and Student Code of Conduct.

Guidelines: Students will have access to a computer for educational purposes only, for this reason, students will be issued a school Chromebook for academic work. Cell phones will be checked in with the secretaries in the assistant principal's office. Students will be offered lunch from the cafeteria or they may bring their own. Students will continue to be supervised while having their lunch.

A student needing to use the restroom will go to the nurse's office. Students are not permitted access to other areas of the building unless approved and escorted by a member of the SHS staff.

TITLE IX AND SEXUAL HARASSMENT

Title IX of the Education Amendments of 1972 ("Title IX") prohibits discrimination based on sex, which includes sexual harassment and sexual violence, in educational programs that receive federal funds.
Further under the Staples High School Guiding Principles, it is the belief of the school that sexual harassment devalues all students, undermines students physical safety, impedes students' ability to learn, and reinforces social

inequality. Westport Board of Education Policy 5145.5 prohibits sexual harassment of students at school or at school sponsored or school-related activities. The policy also prohibits retaliatory behavior or action against any person, who reports, files a complaint or testifies about, or otherwise participates in an investigation alleging sexual harassment.

The Staples High School Administration strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact their teacher, the principal, or any other available school employee. Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints, and facilitates the school's efforts to effectively support the needs of students. Any school employee who receives a report or observes an incident of sexual harassment shall notify the principal or a building Title IX Compliance Officer.

In accordance with Board Policy 5145.5, the school will:

1. Take prompt steps to investigate complaints of sexual harassment
2. Consider whether any interim measures may be appropriate to protect the alleged victim and implement such measures, if appropriate
3. Where sexual harassment has been found, take steps reasonably calculated to end the harassment, take corrective and/or disciplinary action aimed at preventing the recurrence of the harassment, as deemed appropriate by the Superintendent or their designee, and take steps to remedy the effects of the sexual harassment.

On Campus Conduct vs. Off Campus Conduct

Sexual harassment is prohibited on school grounds and at all school-sponsored programs and activities. Consistent with Title IX and Board policy, the school will consider whether alleged sexual harassment occurring off-campus creates a hostile school environment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive that it interferes with or limits a student's ability to participate in or benefit from the school's program. To that end, the school will investigate complaints of sexual harassment occurring off-campus or outside of school-related or school-sponsored programs or activities, and any prohibited conduct will be regarded as sexual harassment in violation of district policy provided such conduct has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

Definitions

Sex discrimination occurs when a person, because of his or her sex, is denied participation in or the benefits of any education program receiving federal financial assistance.

Sexual harassment: In a school setting, sexual harassment is conduct that 1) is sexual in nature; 2) is unwelcome; and 3) denies or limits a student's ability to participate in or benefit from a school's educational program. Sexual harassment can be verbal, nonverbal or physical. Sexual violence is a form of sexual harassment. Sexual harassment creates a hostile environment if the conduct is sufficiently severe or pervasive such that it interferes with or limits a student's ability to participate in or benefit from the school's program. Although not an exhaustive list, the following are examples of sexual conduct prohibited by this policy:

1. Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.

2. Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.

3. Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.

4. Touching of a sexual nature or telling sexual or dirty jokes.

5. Transmitting or displaying emails or websites of a sexual nature.

6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social media websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.

7. Graphic verbal comments about an individual's body, unwanted sexual comments or questions, or overly personal conversation.

8. Spreading sexual rumors.

9. Massaging, grabbing, fondling, stroking, or brushing the body.

10. Touching an individual's body or clothes in a sexual way.

11. Impeding or blocking an individual's movements or any physical interference with school activities when directed at an individual on the basis of sex or gender expression.

12. Sexual assault, sexual battery, or sexual coercion.

13. Sexual violence which is the perpetration of a sexual act on a person without their affirmative consent. Sexual violence refers to physical acts that are sexual in nature, perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol.

Calendar for Students 2026-2027

Some dates below may change as they may be impacted by potential school closings, early dismissals, or unforeseen emergency days during the school year. Other dates (i.e. NO SCHOOL for a National Holiday, etc.) are fixed dates.

August

19	**NO SCHOOL, 9th Grade Orientation**
20, 21, & 24	**NO SCHOOL for students**, **Professional Development for Staff**
22	S.A.T.
25	**First Day of School for Students**

September

05	A.C.T.
07	**NO SCHOOL, Labor Day**
12	S.A.T.
16	Grades 11 and 12 Back-to-School Night, 6:30 P.M.- 8:30 P.M.
18	**Early Release Day for Students/Professional Development for Staff**
21	**NO SCHOOL, Yom Kippur**
24	Grades 09 and 10 Back-to-School Night, 6:30 P.M.- 8:30 P.M

October

13	S.A.T.
14	P.S.A.T. (For all 11th graders-Optional)
16	**Early Release Day for Students/Professional Development for Staff**
17	Homecoming Dance, 7:00 P.M.-10:30 P.M.
17	A.C.T.
23	Last Day, Marking Period 1
26	First Day, Marking Period 2

November

03	**NO SCHOOL for students, Election Day, Professional Development for Staff**
07	S.A.T
25	**Early Dismissal**
26 & 27	**NO SCHOOL, Thanksgiving Recess**

December

12	A.C.T.
15	S.A.T.
23	**Early Dismissal**
24-31	**NO SCHOOL, Winter Recess**

January

01	**NO SCHOOL, Winter Recess**
05	Last Day, Marking Period 2, Semester 1
06	**Review Day I/End of Semester Block (Periods 1, 2, 5 & 8 Meet)**
07	**Midterm Exams 1 and 5**
08	**Midterm Exams 2 and 8**
11	**Review Day II/End of Semester Block (Periods 3, 4, 6 & 7 Meet)**
12	**Midterm Exams 3 and 4**
13	**Midterm Exam 6; Make-Up Exam Blocks**
14	**Midterm Exam 7; Early Release Day for Students/ Professional Development for Staff**
15	First Day, Marking Period 3, Semester 2
18	**NO SCHOOL, Martin Luther King Jr. Day**
22	**Early Release Day for Students/Professional Development for Staff**

February

09	Transition Night, 6:00 P.M.-9:00 P.M.
12	**NO SCHOOL for students, Professional Development for Staff**
15	**NO SCHOOL, President's Day**
16-19	**NO SCHOOL, February Recess**
27	A.C.T

March

06	S.AT.
09	PSAT 10 (for all 10th graders- Optional)
10	**Connecticut SAT School Day for all 11th graders**
19	**NO SCHOOL for students/Professional Development for Staff**
25	Last Day, Marking Period 3
26	**NO SCHOOL, Good Friday**
29	First Day, Marking Period 4

April

09	**Early Release Day for Students/Professional Development for Staff**
10	A.C.T
12-16	**NO SCHOOL, Spring Recess**

May

	A.P. Testing
01	S.A.T.
14	Senior Picnic, Last Day for Seniors Going on Internships
15	Junior Prom, at SHS, 7:00 P.M.- 10:30 P.M
18-19	**NGSS Testing for all 11th graders**
31	**NO SCHOOL, Memorial Day**

June: Tentative end-of-year schedule depending on weather or other emergencies/closing; students will complete 182 Days:

01	Last Day, Marking Period 4, Semester 2
02	**Review Day 1/End of Semester Block (Periods 3, 4, 6, & 7 Meet)**
03	**Final Exams 7 and 6**
04	**Final Exams 4 and 3**
05	S.A.T.
05	Senior Prom, Stamford, 7:00 P.M. -11:00 P.M
07	**Review Day II/End of Semester Block (Periods 1,2, 5, & 8 Meet)**
08	**Final Exams 8 and 2**
09	**Final Exam 5; Make-Up Exam Blocks**
09	**Graduation (Unofficial)**
10	**Final Exam 1; Make-Up Exam Blocks**
11	**Make Up Exam Blocks**
12	A.C.T
19	**NO SCHOOL, Juneteenth**

Professional Development Days: August 20-24th, November 3rd, February 12th, and March 19th . Early Release/ Professional Development days: September 18th, October 16th, January 23rd, and April 9th. Students'/Teachers' LAST DAY will be June 18th. There are five snow days built into the calendar. If there are no snow/emergency days, students'/teachers' LAST DAY will be June 11th. In the event additional make-up school days are needed, the District will use, in the following order: Monday, April 12th, Tuesday, April 3th, Wednesday, April 14th, Thursday, April 15th, and Friday April 16th,.