Grade: _____ Homeroom Teacher's Last Name: _____

Students

"By signing below, I acknowledge that I have received a copy of the Northwestern Regional High School Student/Parent-Guardian Handbook for **2026-2027**. I understand that I am responsible for understanding and adhering to its contents."

_____
Printed Student Name

_____ _____
Student's Signature Date

Parents/Guardians

The Northwestern Regional High School 2026-2027 Student/Parent-Guardian Handbook and Planner is the official notification for the standards of conduct at Northwestern Regional High School. This handbook provides information about school rules and procedures, as well as the most commonly referenced policies and regulations of the Regional School District No. 7 Board of Education. It does not provide complete policies or regulations, which are available by visiting www.NWR7.com and clicking on the "Board of Ed" link.

Please take time to read the handbook pages carefully. Please sign below to acknowledge that you understand and consent to the responsibilities outlined in the Student Code of Conduct (pp. 27-40). I also understand that my child _____shall be held responsible for the behavior and consequences outlined in the handbook at school and at school related activities, including school-sponsored travel, and for any school related misconduct, regardless of time or location. I understand that any student who violates the Student Code of Conduct shall be subject to disciplinary action, up to and including suspension, expulsion, and referral for criminal prosecution for violations of law.

_____
Printed Parent Name

_____ _____
Parent's Signature Date

This form should be signed, dated, and returned to homeroom teachers by Friday, **September 4, 2026**

Failure to sign or return the form does not affect the student's responsibility to act in accordance with the policies outlined in the handbook.

NORTHWESTERN REGIONAL HIGH SCHOOL

Home of the Highlanders
Pride of the Northwest Corner

Student and Parent/Guardian Handbook

2026-2027

100 Battistoni Drive
Winsted, Connecticut 06098
Main Number: (860) 379-8525
Main Office Fax: 860-738-6059
www.nwr7.com

Regional School District No. 7 does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, gender identify or expression, age or disability in providing education services. The HS Principal has been designated to coordinate compliance with nondiscrimination requirements of Title IX of the Education Amendments of 1972, as amended. The HS Principal has been designated to coordinate compliance with the nondiscrimination requirements of Section 504 of the Rehabilitation Act of 1973 as amended.

Regional School District No. 7 does not discriminate on the basis of disability by denying access to the benefits of district services, programs, or activities. To request information about the applicability of Title II of the Americans with Disabilities Act (ADA), interested persons should contact Mr. James Gaskins.

PREFACE

Dear Student and Parent,

Welcome to the **2026-2027** school year! The faculty and staff of Northwestern Regional High School are looking forward to making this a successful school year for all of our students. The education of young people should be a team effort involving a collaborative partnership between the school and parents. We are very much looking forward to working closely with all of our students and families to assure a quality educational experience for all of our kids and their families at Northwestern.

The purpose of this handbook is to provide information needed by students and their parents or legal guardians and to serve as a resource for some of the basic information that you or your child will need during the school year.

The Student and Parent/Guardian Handbook is designed to be aligned with Board policy. Please be aware that this document is updated annually, while policy adoption and revision is an ongoing process. Therefore, any changes in policy that affect student handbook provisions will be made available to students and parents through newsletters and our district website. These changes will generally supersede provisions found in this handbook that have been made obsolete by newly adopted policy. This handbook is written for students and parents. It contains required and useful information. Both students and parents or guardians need to be familiar with the Handbook. It is essential that students and parents or guardians pay particular attention to the District's Student Code of Conduct located in the policy section that is intended to promote school safety and an atmosphere conducive to learning. Parents/guardians and students must acknowledge receipt of the Handbook by signing the perforated form found in the beginning of the handbook. This form will be emailed to students on the first day of school. The form must be returned to the student's **Homeroom Teacher**, by **Friday, September 4, 2026.**

The high school experience provides students with the wonderful opportunity to discover their unique interests, talents, and gifts. Northwestern Regional High School offers a variety of clubs, organizations, and teams that can enable our students to explore new things and to learn more about themselves. There are outstanding athletic teams, musical programs, theater productions, numerous clubs and academic groups that you can participate in that will allow you to develop friendships that may last a lifetime. Take a chance by getting involved and trying something new!

High School is unlike any other time in your life. Study hard, challenge yourself, set high goals for yourself and have fun! We are very fortunate to have a great school with great students and teachers. Make the time you spend in high school some of the most important and productive of your life.

To be a Highlander is to be a part of something truly special. Northwestern Regional High School is a school where everyone is valued. We embrace diversity in all of its forms and recognize that every person in our school, student and adult, has something unique to offer our learning community. If you take the time to get to know your fellow students and your teachers well, you will form relationships with your friends and teachers that may last a lifetime. Please know that the faculty, staff, and administration are very excited and looking forward to working with you and helping you along your journey. We want to be a part of your success. Let's work together to make our school the best it can be. Along with the faculty and staff, I wish you an exciting and successful school year.

Sincerely,



Gary B. Franklin
Principal Northwestern Regional High School

REGIONAL SCHOOL DISTRICT NO. 7
2026-2027
CALENDAR

AUGUST (4)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER (21)

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OCTOBER (20)

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NOVEMBER (17)

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29	30					

DECEMBER (17)

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JANUARY (19)

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31						

FEBRUARY (18)

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28						

MARCH (22)

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28	29	30	31			

APRIL (17)

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MAY (20)

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23	24	25	26	27	28	29
30	31					

JUNE (6)

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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY

S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Approved: 11/12/2025

Date	Event/Holiday
August 24- 25	Teacher In-Service
August 26	First Day of School
September 7	Labor Day
September 8	MS Open House
September 10	HS Open House
October 9	Teacher In-Service
October 12	Columbus Day
November 3	Teacher In-Service
November 9 & 10	Early Release - MS Conferences
November 25 - 27	Thanksgiving Break
December 23	Early Release
December 24 - January 1	Winter Recess
January 18	Martin Luther King, Jr. Day
February 12	Early Release
February 15 - 16	February Break
March 26	Good Friday
April 12- 16	April Recess
May 28	Early Release
May 31	Memorial Day
June 8	181st Day of School

Scheduled Early Release Dismissal Time: 12:05pm

Weather-Related Make Up Days:
The last day of school is scheduled for June 8, 2027.
Make up days due to school cancellations which cause Regional School District No. 7 schools to be closed will be scheduled as needed beginning with June 9, 2027.

Vision of the Graduate



A Northwestern Regional High School graduate will be a(n)

Effective Communicator and Collaborator:

Graduates will demonstrate effective verbal and written communication, as well as other methods of relaying information, that gets a point across, as well as the capability to work with someone to produce or create a product.

Critical Thinker and Problem Solver:

Graduates will be able to objectively analyze and evaluate issues in order to arrive at an informed position and/or conclusion.

Emotionally Intelligent Individual:

Graduates will have the capacity to be aware of, control, and express one's emotions, and to be skilled in handling interpersonal relationships judiciously and with kindness and empathy.

Civic-Minded Citizen:

Graduates will understand the idea that one's identity transcends geography or political borders and that as positive leaders, recognize that responsibilities are derived from membership in the broader class of humanity.

Passionate, Empowered Learner:

Graduates will possess an intense desire or enthusiasm for learning, with an emphasis on academic integrity and honesty.

Persistent and Adaptable Thinker:

Graduates will persist in doing something despite difficulty, obstacles, or delay in achieving success, and have the ability to adjust to new conditions.

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Health
Attendance
Records Review
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Smoking/Tobacco Policy
Sexual Harassment
Child Abuse and Neglect Reporting
Drugs and Alcohol
Use of Alcohol Detection Devices
Bullying, including Cyber-bullying
Suspension/Expulsion
Video Surveillance
Out of School Misconduct
Psychotropic Drug Use
Parent Rights (Section 504)
Title I Programs
Title I Parental Involvement
Fire Drill Protocol

Safety/Accident Prevention
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Pesticide Application
Green Cleaning Program
Asbestos Management Plan
Admission/Placement
Student Code of Conduct
Vehicle Search and Seizure
Student Publications
Special Education
Student Conduct
Truancy
Promotion/Acceleration/Retention
Parent Involvement
Teacher and Paraprofessional Qualifications
On-Campus Recruitment

PART I - SCHOOL ORGANIZATION

ADMINISTRATION

Superintendent
Mr. Steven LePage
Administrative Assistant – Mrs. Diane Barrett

Director of Finance & Operations
Mr. James Gaskins

High School Principal
Mr. Gary Franklin
Receptionist – Ms. Lisa Smith

House I Assistant Principal
Mr. Andrew Bakulski Grades 9-12 (A-K)
Administrative Assistant – Mrs. Heather Vacila

House II Assistant Principal
Dr. Daniel Carroll Grades 9-12 (L-Z)
Administrative Assistant – Mrs. Donna Williams

Director of Athletics and Student Affairs
Mr. Aaron (AJ) Bunel

SCHOOL COUNSELING DEPARTMENT
Director – Mrs. Barbara Beebe
Clerical Assistant – Mrs. Michelle Derochick

High School Counselors
Mrs. Thea Davidson
Ms. Amy Dressel, Mrs. Trina McHugh

HEALTH OFFICE
Nurse, Mrs. Dorothy Mitchell, RN
Nurse, Mrs. Amanda D'Urso, RN

MEDIA
Supervisor, Mrs. Robin Waring

IT DIRECTOR
Mr. Chris Fray

Special Education Supervisor
Mrs. Marie McManus

School Psychologists
Ms. Megan Ricci - Mr. Steven Michaud

Social Workers
Ms. Kristin Belter - Mrs. Lindsey Blanchard

Speech Pathologist
Mrs. Meredith Cutler

PART II
NORTHWESTERN REGIONAL HIGH SCHOOL CORE VALUES AND BELIEFS

Northwestern Regional High School fosters academic and personal excellence in every student. In partnership with families and communities, we create a safe learning environment dedicated to developing the skills of lifelong learning. Our dynamic and challenging educational program prepares individuals to respect diversity and become responsible citizens in a rapidly evolving global environment.

We value academic excellence
We believe in:
- High academic expectations for all students
- Commitment to lifelong learning
- Innovative and independent thinking

We value the pursuit of personal excellence in all aspects of our lives
We believe in:
- Acting responsibly with the interests of others in mind
- Allowing student choice in the learning process
- Giving students the opportunity to demonstrate their learning in a variety of ways

We value global awareness
We believe in:
- Taking an active role in a global society
- Demonstrating respect for diversity

We value partnership with families and communities
We believe in:
- Community involvement
- Social responsibility
- Open communication between the school and family

We value a safe learning environment
We believe in:
- Developing bonds between students and staff
- Demonstrating respect for ourselves and others
- Taking educational risks by challenging oneself
- Providing opportunities for students to be heard

ACADEMIC, SOCIAL AND CIVIC EXPECTATIONS

Through acquiring the knowledge embedded in our school's rigorous curriculum, students will:

Academic Expectations
- Demonstrate critical thinking in reading, writing, and problem-solving
- Demonstrate creativity, innovation, and adaptability
- Demonstrate effective communication skills

Civic Expectations
- Demonstrate an understanding of global awareness

Social Expectations
- Demonstrate effective interpersonal and collaborative skills

PART III – NORTHWESTERN'S SCHOOL-WIDE LEARNING EXPECTATIONS

Northwestern's school-wide 21st century learning expectations are defined by the following analytic rubrics that identify targeted levels of achievement. Students will be assessed on Northwestern's school-wide learning expectations a number of times each semester so that they understand how well they are achieving the school-wide learning expectations.

Northwestern Regional High School Reading Rubric

Demonstrate critical thinking in reading, writing, and problem-solving

Criteria	Advanced	Goal	Proficient	Basic	Below basic	Suggestions
Comprehension	• Demonstrates exemplary understanding of the passage as a whole including text details and concepts.	• Demonstrates an understanding of the passage as a whole including most text details and concepts.	• Demonstrates adequate understanding of the passage, but may lack understanding of text details or concepts.	• Limited and/or inaccurate understanding of text.	• Does not demonstrate understanding of text.	
Interpretation and analysis	• Makes and supports insightful and logical predictions and inferences based on text(s). • Makes insightful connections within and across text(s).	• Makes and supports logical predictions and inferences. • Makes connections within and across text(s).	• Occasionally makes and supports logical predictions and inferences. • Makes some connections within and across text(s).	• Makes limited or inaccurate predictions and inferences with or without support. • Makes limited or inaccurate connection within and across text(s).	• Does not make any predictions or inferences. • Does not make connections.	
Critical thinking (through author/text interpretation)	• Demonstrates thoughtful and insightful reflection based on analysis, synthesis, and evaluation of the text	• Demonstrates thorough reflection based on analysis, synthesis, and evaluation of the text	• Demonstrates adequate reflection on the text based on some analysis, synthesis, and/or evaluation of the text	• Demonstrates little evidence of higher order thinking but attempts to analyze, synthesize, and/or evaluate the text	• Demonstrates no evidence of higher order thinking	

Northwestern Regional High School Creativity Rubric

...demonstrate creativity, innovation, and adaptability

Creativity	Consistently explores or contributes ideas and expands on the original idea in innovative ways.	Often explores or contributes ideas and can develop an idea beyond the beginning stage.	Sometimes explores or contributes ideas but has some difficulty developing an idea beyond the beginning stage	Rarely explores or contributes ideas or develops ideas beyond the beginning stage.	Does not explore, contribute, or develop an idea.

Northwestern Regional High School Global Awareness Rubric

...demonstrate an understanding of global awareness

Criteria	Advanced	Goal	Proficient	Basic	Below Basic
Understanding of the impact of **culture** on political/global relationships	Demonstrates an exemplary understanding of how culture can impact economic and political decisions Takes into account multiple cultural perspectives when examining global decisions	Demonstrates a solid understanding of how culture can impact economic and political decisions Takes into account other cultural perspectives when examining global decisions	Demonstrates an adequate understanding of how culture can impact economic and political decisions Takes into account at least one additional perspective when examining global decisions	Demonstrates a limited understanding of the relationship between culture and economic and/or political decisions Takes into account a limited perspective when examining global decisions	Demonstrates no understanding of the relationship between culture and decisions Does not take into account multiple cultural perspectives
Awareness of **individual role** the global society	Demonstrates awareness of how his/her actions and the actions of his/her community exert influence Seeks exemplary understanding of how his/her personal actions affect global impact	Demonstrates recognition of his/her individual role in a global society Seeks a solid understanding of how his/her personal actions affect global impact	Demonstrates an adequate understanding of the individual role within a global society, but may not personally apply it to his/her actions	Demonstrates a limited or growing understanding of the individual role within a global society	Demonstrates no evidence of recognizing his/her role within a global society Does not seek to understand his/her role
Understanding of long-term changes and recurring patterns in world **history**	Applies an exemplary understanding of content-specific history to enhance current understanding of community, government, culture, and conflict within the global world Demonstrates an exemplary understanding of how history relates to recurring political, economic, and social trends	Applies a solid understanding of content-specific history to enhance current understanding of community, government, and conflict within the global world Demonstrates a solid understanding of how history relates to recurring political, economic, and social trends	Applies an adequate understanding of content-specific history to enhance current understanding of community, government, or conflict within the global world Demonstrates an adequate understanding of how history relates to recurring political, economic, or social trends	Applies a limited understanding of content-specific history and connects it to current understanding of community, government, or conflict within the global world Demonstrates a limited understanding of how history relates to recurring political, economic, or social trends	Applies no understanding of content-specific history or its connection to current understanding of community, government, or conflict within the global world Demonstrates no understanding of how history relates to recurring political, economic, or social trends

Northwestern Regional High School Collaboration Rubric

...demonstrate effective interpersonal and collaborative skills

Criterion	Advanced	Goal	Proficient	Basic	Below Basic
Attendance and Punctuality	Rarely absent or tardy. Consistently meets academic deadlines	Few absences or tardies that do not interfere with academic performance. Most academic deadlines are met.	Student absences or tardies interfere with academic performance. Some academic deadlines are met.	Student absences or tardies interfere with academic performance. Few academic deadlines are met.	Student absences or tardies prohibit academic deadlines are met.
Persistence	Always works diligently and shows strong perseverance when work is difficult. Never gives up.	Works hard most of the time and shows perseverance in difficult situations.	Sometimes shows perseverance in difficult situations, but sometimes gives up.	Rarely shows perseverance in difficult situations, and frequently gives up.	Does not persevere in difficult situations. Apathetic to outcome.
Takes Responsibility Their Own Learning	Always prepared with homework and appropriate class materials for that day. Preparation enhances learning for self and others.	Usually prepared with homework and the appropriate classroom materials for that day. Preparation makes it possible to participate in class and to learn.	Occasionally prepared with homework and appropriate classroom materials for that day. Lack of preparation interferes with ability to participate in class and to learn	Rarely prepared with homework and the appropriate classroom materials for that day. Lack of preparation makes it difficult to participate in class and to learn.	Never prepared with homework and the appropriate classroom materials for that day. Lack of preparation makes it impossible to participate in class and to learn.
Managing Time On Task	Always thinks before acting, sets clear goals. Establishes an organized multi-step plan. Always understands the directions before proceeding.	Usually thinks before acting, and sets good goals. Organizes a plan, and usually understands directions before proceeding.	Occasionally begins before directions are clear and an organized plan is thought out.	Rarely has an organized plan. Acts impulsively. Begins without understanding directions.	Never has an organized plan. Acts impulsively. Ignores directions.
Etiquette	Always displays appropriate learning behavior. Is always focused and never engages in distracting behavior. Always shows strong self-control and respect for others.	Consistently displays appropriate learning behavior in class. Consistently focused and rarely engages in distracting behavior. Consistently shows self control and respect for others.	Inconsistent focus in class, and occasionally engages in distracting behavior. Has occasional loss of self control and respect for others.	Rarely focused in class Frequently engages in distracting behavior. Has difficulty maintaining self-control and showing respect for others.	Never focused in class. Always engages in distracting behavior. Regularly has difficulty maintaining self-control and showing respect for others.
Interaction with Others/ Critique	Always actively listens. Always supports other members. Always suggests ways of improving through critical analysis and feedback.	Often actively listens. Often supports other members . Often suggests ways of improving through critical analysis and feedback.	Sometimes actively listens. Sometimes supports other members. Sometimes suggests ways of improving through critical analysis and feedback.	Rarely actively listens. Rarely supports other members. Rarely suggests ways of improving through critical analysis and feedback.	Total lack of listening and/or off task. No willingness to support group members and/or is disrespectful.

Northwestern Regional High School Writing Rubric

...demonstrate critical thinking in reading, writing, and problem-solving

Criteria	Advanced	Goal	Proficient	Basic	Below basic	Suggestions
Content	• Surpasses all discipline-specific and task requirements. • Uses extensive, relevant and accurate information to support the topic.	• Fulfills all discipline-specific and task requirements. • Uses sufficient, relevant and accurate information to support the topic.	• Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete. • Uses some relevant and accurate information to support the topic.	• Attempts to fulfill some discipline-specific and task requirements, but more than one element may be inaccurate or incomplete. • Uses little relevant or accurate information to support the topic.	• Does not fulfill discipline-specific and task requirements. • Does not use relevant and accurate information to support the topic.	
Organization	• Structures ideas in a cohesive, meaningful logical order. • Always incorporates transitions to create coherence.	• Effectively structures ideas in a logical order. • Often incorporates transitions to create coherence.	• Structures ideas in a logical order. • Sometimes incorporates transitions to create coherence.	• Ineffectively structures ideas. • Rarely incorporates transitions.	• Does not structure ideas. • Does not incorporate transitions.	
Mechanics	• No errors in grammar, sentence structure, spelling, and punctuation.	• Minor errors in grammar, sentence structure, spelling, and punctuation.	• Errors in grammar, sentence structure, spelling, and punctuation that do not interfere with understanding.	• Errors in grammar, sentence structure, spelling, and punctuation may interfere with understanding.	• Errors in grammar, sentence structure, spelling, and punctuation severely interfere with understanding.	
Critical Thinking	• Analyzes and evaluates topic and presents evidence to support ideas. • Consistently identifies, investigates and challenges multiple perspectives.	• Analyzes topic and presents evidence to support ideas. • Identifies, summarizes and investigates multiple perspectives.	• Describes topic and presents some evidence to support ideas. • Identifies a perspective and provides a general summary.	• Presents little evidence to support ideas or misinterprets the topic. • Demonstrates limited ability to identify a perspective.	• Provides no evidence to support perspective or ideas.	
Style:	• Delivery of ideas is engaging to the intended audience through voice and tone.	• Effectively delivers ideas to intended audience.	• Adequately delivers ideas to intended audience.	• Inadequately delivers ideas to intended audience.	• Fails to deliver ideas to intended audience.	
Creativity	• Consistently explores or contributes ideas and expands on the original idea in innovative ways.	• Often explores or contributes ideas and can develop an idea beyond the beginning stage.	• Sometimes explores or contributes ideas but has some difficulty developing an idea beyond the beginning stage	• Rarely explores or contributes ideas or develops ideas beyond the beginning stage.	• Does not explore, contribute, or develop an idea.	

As of 12/20/10

Northwestern Regional High School Problem Solving Rubric

...demonstrate critical thinking in reading, writing, and problem-solving

Criterion	Advanced	Goal	Proficient	Basic	Below Basic
Identify the Problem or Main Objective	Clearly defines the Problem and outlines and prioritizes necessary objectives.	Defines the Problem and outlines necessary objectives in an efficient manner.	Problem statement is ambiguous or lacks some necessary objectives.	Problem is not correctly defined and lacks necessary objectives.	Problem is not identified.
Apply Previous Knowledge	Effectively applies previous knowledge to the problem and integrates with new information to solve problem.	Effectively applies previous knowledge to the problem.	Identifies applicable previous knowledge.	Limited identification of applicable previous knowledge	Does not make connections to previous knowledge
Identify New Information	Effectively gathers new information to assist in finding solution from multiple sources and integrates it with problem solving strategies.	Effectively gathers new information to assist in finding a solution.	Gathers some new information to assist in finding a solution.	Limited use of new information to assist in finding a solution.	Demonstrates difficulty gathering new information to assist in finding a solution.
Plan	Identifies necessary steps to solve the problem and the data to be collected. Multiple approaches are considered and evaluated.	Identifies necessary steps to solve the problem and the pertinent data to be collected.	Identifies most of the steps critical to solve the problem and some of the data to be collected.	Limited identification of steps to solve the problem or limited data is collected	Demonstrates difficulty in identifying steps needed to solve problem.
Analyze Data	Develops an analysis and synthesizes information from multiple perspectives.	Describes and analyzes data as relevant to the problem.	Develops adequate analysis and synthesis of information.	There is limited analysis and synthesis of information evident.	There is no evidence of analysis or synthesis of information.
Draw and Justify Conclusions	Draws reasonable conclusions from information or data and makes connections to the original problem, and can account for unexpected results.	Draws reasonable conclusions from information or data and makes connections to the original problem.	Draws some reasonable conclusions from information or data and makes some connections to the original problem.	May draw unreasonable conclusions from information or data and makes few connections to the original problem.	Does not draw reasonable conclusions from information or data and makes little to no connections to the original problem.
Apply Solutions to Real World Situation(s)	Uses the solution to solve a real world problem or new situation identified by the student.	Effectively applies the solution to a real world problem or a new situation.	Ineffectively applies the solution to a real world problem or a new situation.	There is limited application of the solution to a real world problem or a new situation.	Does not apply the solution to a real world problem or a new situation.
Creativity	Consistently explores or contributes ideas and expands on the original idea in innovative ways.	Often explores or contributes ideas and can develop an idea beyond the beginning stage.	Sometimes explores or contributes ideas but has some difficulty developing an idea beyond the beginning stage	Rarely explores or contributes ideas or develops ideas beyond the beginning stage.	Does not explore, contribute, or develop an idea.

PART IV- PARENT COMMUNICATION AND INVOLVEMENT
School Offices and Personnel

Superintendent:	**860-379-1084** Mr. Steven LePage**, ext. 2400** Administrative Assistant: Mrs. Diane Barrett **ext. 2401**
Principal:	**860-379-8525** Mr. Gary B. Franklin, **ext. 2103** Receptionist: Ms. Lisa Smith **ext. 2000**
House 1:	**860-379-7027 Students Last Names (A-K)** Assistant Principal: Mr. Andrew Bakulski **ext. 2200** Administrative Assistant: Mrs. Heather Vacila **ext. 2202**
House II:	**860-379-7132 Students Last Names (L-Z)** Assistant Principal: Dr. Daniel Carroll **ext. 2250** Administrative Assistant: Mrs. Donna Williams **ext. 2252**
Ag Education:	**860-379-9013** Administrative Assistant: Mrs. Debbie Hodges **ext. 4000**
School Counseling:	**860-379-8525** Director: Mrs. Barbara Beebe **ext. 2507** Counselor: Ms. Amy Dressel **ext. 2201** Counselor: Mrs. Trina McHugh **ext. 2251** 9th Grade Counselor: Mrs. Thea Davidson **ext. 2204** Clerical Assistant: Mrs. Michelle Derochick **ext. 2506**
Director of Student Activities:	**860-379-7132** Dr. Daniel Carroll **ext. 2250**
School Climate Specialist:	**860-379-7027** Mr. Andrew Bakulski **ext. 2200**
Director of Athletics:	**860-379-8525** Mr. Aaron (AJ) Bunel **ext. 2700**
School Psychologists:	**860-379-8525** Ms. Megan Ricci **ext. 2106** Mr. Steven Michaud **ext. 2623**
Social Workers:	**860-379-8525** Mrs. Kristin Belter **ext. 2105** Mrs. Lindsey Blanchard **ext. 2104**
School Resource Officer:	**860-379-8525** Officer Stanley Lada Jr. **ext. 2508**
Special Education Supervisor:	**860-379-8525** Mrs. Marie McManus **ext. 2505**
Cafeteria Supervisor:	**860-379-5848** Mrs. Kristin La-Mesa Hamzy **ext. 2607**
Head Custodian/Maintenance:	**860-379-8525** Mr. Keith Boyle **ext. 2610**

PARENT INVOLVEMENT

Parental involvement is strongly encouraged at Northwestern High School. In addition to the established groups listed below, parents also participate in our school through specific teachers, such as helping with a field trip, and with services such as volunteering in the Media Center. Let us know if you have an interest and time to join our involved corps of parents.

Theater Arts Parents: (TAP)	Mr. John DeShazo, Mrs. Ann DeCerbo, 860-542-7174
Music Parent:	Mrs. Jennifer Grant; President nwr7mpa@gmail.com
Northwestern Booster Club:	Mrs. Heather Vacila; President, 860-309-5408, Mr. Shea Moriarty, Athletic Coordinator 860-379-8525 Ext 2700
Parents, Friends & Alumni of Agriculture Education Program	Co-Chairs: Ashley Holm & Ed Ortman Secretary: Lacey Massey; Treasurer: Beth Weller

SCHOOL-HOME NOTIFICATIONS

INFORMATION	EXPLANATION
Attendance notifications	Timely and regular attendance to school is a significant predictor of success. You may be requested to attend a meeting to discuss your child's attendance, if your son or daughter establishes a pattern of excessive tardiness and/or absences.
Discipline notifications	In most cases, you will receive notification of disciplinary infractions. In case of suspension, an Administrator will call the family to inform them of the situation. Any significant discipline infraction will also result in a phone call to the parents/guardians. Teachers will call the parents/guardians to discuss discipline. You may be requested to attend a meeting to discuss behavioral issues.
School Counseling information	The School Counseling Department will be in continuous contact with the family regarding program of studies, schedules, college and/or career information, as well as any counseling support needed by the student.
Loss of credit notices	You will receive written notice of loss of credit due to chronic absenteeism.
News from the Hill	You will find relevant and useful information, such as calendar, upcoming events, and overall information about programs and projects at the high school.
PPT/504 notification	If applicable, you will receive written notice regarding date and time in which a PPT/504 is to be held.
Report cards	Report cards will be given to students at the end of the 1st, 2nd and 3rd marking periods. Report cards will be mailed at the end of the 4th marking periods. Parents can call the registrar to receive a hard copy at any time.

CONTACTING TEACHERS

Teachers at Northwestern Regional High School can be contacted in a variety of ways:

- Through your child's School Counselor or House secretary.
- All teachers at Northwestern have been equipped with a personal voice messaging system. The teacher voice mail can be accessed through the main number 860-379-8525.
- All teachers also have the capacity for access through direct email. Email addresses follow this pattern, first initial last name @ nwr7.org; ie.gfranklin@nwr7.org

jbarry@nwr7.org	**djakobsen@nwr7.org**	**avaccari@nwr7.org**
cblazys@nwr7.org	**cmcclave@nwr7.org**	**sviets@nwr7.org**
rblore@nwr7.org	**tmchugh@nwr7.org**	**rwaring@nwr7.org**
jcalabrese@nwr7.org	**cmitchell@nwr7.org**	**nwiecking@nwr7.org**
acampbell@nwr7.org	**gmitesser@nwr7.org**	**kwinegar@nwr7.org**
mcoulter@nwr7.org	**anorland@nwr7.org**	
cdaleo@nwr7.org	**aobrien@nwr7.org**	
ndallavalle@nwr7.org	**dpedersen@nwr7.org**	
bdandio@nwr7.org	**kperschman@nwr7.org**	
tdavidson@nwr7.org	**rpuhalski@nwr7.org**	
jdecerbo@nwr7.org	**mradziewicz@nwr7.org**	
rdelaney@nrw7.org	**bransom@nwr7.org**	
adressel@nwr7.org	**dreese@nwr7.org**	
jettanji@nwr7.org	**jreinert@nwr7.org**	
revans@nwr7.org	**frodenberg@nwr7.org**	
bfritch@nwr7.org	**dsantoro@nwr7.org**	
jgallaway@nwr7.org	**dsebach@nwr7.org**	
mgordon@nwr7.org	**nsoundararajan@nwr7.org**	
tgoulet@nwr7.org	**kstiland@nwr7.org**	
jgreen@nwr7.org	**jstotler@nwr7.org**	
lgreen@nwr7.org	**estross@nwr7.org**	
rgriffith@nwr7.org	**ktierney@nwr7.org**	
mhaaland@nwr7.org	**wsullivan@nwr7.org**	
thicks@nwr7.org	**jsultaire@nwr7.org**	
jhinman@nwr7.org	**rtruting@nwr7.org**	

SCHOOL MESSENGER

The Superintendent or the Superintendent's designee will use the School Messenger Communication Systems to notify students and parents of school cancellations, delayed openings, early dismissals and other major school events.

PARENT CONFERENCES

Parents are encouraged to become partners in their child's educational successes. Conferences with teachers may be held at any time during the school year. Parents and students, as well as teachers, counselors or administrators may initiate a conference.

A parent or student may arrange a conference with an individual member of the school staff or a group conference with school staff members. Conferences are held during school hours, but every effort will be made to accommodate parent schedules.

PARENT INVOLVEMENT/COMMUNICATIONS

Education succeeds best when there is a strong partnership between home and school based on communications and interactions. Parents/guardians are urged to encourage their children to put a high priority on education and to make the most of their educational opportunities available. Parents/guardians should become familiar with all of the child's school activities and with the District's academic programs, including special programs. Attendance at parent-teacher conferences, participation in campus parent organizations, attendance at board of education meetings and being a school volunteer are strongly encouraged.

If there is a question about a student's classes or work in school, it is best to first contact the person who is closest to the situation. In most cases this is the teacher. The proper channeling of questions regarding instruction, discipline or learning materials is (1) the teacher, (2) the Assistant Principal, (3) the principal, (4) the superintendent, (5) the Board of Education.

WHO TO CALL FOR HELP WHEN you have concerns about. . . .

An academic issue	**Teacher, Counselor**
Parking/driving.	**House I Assistant Principal**
Working papers	**Main Office, Administrative Assistant**
Schedule problems	**School Counselor**
Athletics	**Athletic Coordinator**
Personal issues	**Nurse, Counselor, Social Worker, Psychologist, Principal Assistants, Principal**
Absences	**House Office, Nurse**
School policies	**Principal, Assist. Principals**
Job Opportunities	**School to Career Coordinators**
Tutoring	**School Counselors**
School records	**School to Career Coordinator Clerical Assist**
Scholarship information	**School Counselors, Clerical Assistant**
Cafeteria	**Cafeteria Director**
Transportation	**Business Office**
Career/Colleges	**School Counselors, School to Career Coordinators**
Lost/found	**House Office, Main Office, Custodial Office**

The school is not responsible for lost or stolen personal property. Please encourage your student to keep any valuables at home or well secured while in school. During Physical Education classes, students should use the lock provided to keep their valuables secured.

PART V - GRADUATION REQUIREMENTS

To graduate from Northwestern Regional High School students in grades 9-12 must have earned a minimum of 25 credits and meet the District's credit distribution requirements as noted below. Regulations regarding these requirements can be obtained from the School Counseling Office or from the Main Office.

Required subjects by credit and number of years:

English – 4 credits	4 years
Mathematics – 3 credits	3 years
Social Studies – 3 credits;	3 years (1.0 of which is in US History and .5 of which is in Civics)
Science – 2 credits	2 years (1.0 credit must be Biology)
Physical Education – 1 credit	4 years
Health – 1 credit	4 years
Arts or Vocational Education- 1 credit	1 year (includes Music, Art, Culinary, Tech. Ed. and Business Ed.)

Students must have earned a minimum of 25 credits as well as meet the District's credit distribution requirements as noted below;

Cluster	Credits
STEM (Science, Technology, Engineering, Mathematics)	**9 Total**
Mathematics	3
Science (including Biology)	3
Electives	3
Humanities (English, Art, Social Studies, Music, World Language)	**9 Total**
English	4
Social Studies (including 1 U.S. History and .5 Civics)	3
Electives	2
Physical Education, Wellness, and Safety	**2**
World Language	**1**
Mastery Based Diploma Assessment (Capstone)	**1**
Open Electives	**3**
Total Credits	25

Unless specifically stated in the Program of Studies credit may be earned only once in any given course.

NOTE: A student must take a minimum of five (5) credits plus Physical Education and Health each year unless excused from this requirement by the principal. A senior must earn a minimum of four credits and pass English, Physical Education, and Health in his/her senior year to graduate.

Pursuant to sections 319 and 320 of Public Act 23-204, starting with the class of 2027, all students and their families must complete the Free Application for Federal Student Aid (FAFSA) or related CSDE waiver in order to be eligible for graduation. School counselors will assist in facilitating the completion of the FAFSA or waiver during a student's 12th grade year. Please visit the CSDE website for more information regarding this requirement and waiver.

WEIGHTED CLASS RANK AND COURSE LEVELS

Class standing is determined by a **weighted** grading system. Within the weighted class ranking system there are four levels of course difficulty.

Advanced Placement and University of Connecticut Courses prepare students for competitive college and career. These courses require the demonstration of a mastery of reading, writing, mathematics, science, communications, teamwork, critical thinking and problem solving. **Successful students in these courses are able to do prescribed college and university level work independently and find enjoyment in challenging themselves to complete assignments and other course requirements of the greatest difficulty. In addition, students are able to earn college credits by taking and achieving the required scores on the examinations prescribed by these courses.**

Level 1: Honors Courses prepare students for competitive college and career. These courses require the demonstration of a mastery of reading, writing, mathematics, science, communications, teamwork, critical thinking and problem solving. **Successful level 1 students are able to do prescribed college and university level work independently and find enjoyment in challenging themselves to complete assignments and other course requirements of the greatest difficulty.**

Level 2: Courses prepare students for college and career and require the demonstration of a mastery of reading, writing, mathematics, science, communications, teamwork, critical thinking and problem solving. **Successful level 2 students are able to work independently and are driven to complete assignments and other course requirements.**

Level 3: Courses prepare students for college and career and require the demonstration of a mastery of reading, writing, mathematics, science, communications, teamwork, critical thinking and problem solving. **Level 3 courses offer students greater support and time in the classroom in attaining the skills necessary to be college and career ready.**

Level 4: Courses **prepare students for post-secondary vocational and educational opportunities** and require that students work toward mastery of reading, writing, mathematics, science, communications, teamwork, critical thinking and problem solving. **Level 4 courses also reinforce basic skills and include special education and alternate education courses.**

GPA WEIGHTING AND CLASS RANK

The official student GPA is based on a **weighted** point system and is updated annually at the completion of the school year. Pass/fail grades and any grades for courses not taken at Northwestern Regional are not included in determining GPA. For a chart of the points awarded for grades by course level see below.

Course levels and grade weighting.
Point values will be assigned for the grades and levels according to this chart:

Course Level	**AP/UC**	**1**	**2**	**3**	**4**
A+	5.3	4.8	4.3	3.8	3.3
A	5.0	4.5	4.0	3.5	3.0
A-	4.7	4.2	3.7	3.2	2.7
B+	4.3	3.8	3.3	2.8	2.3
B	4.0	3.5	3.0	2.5	2.0
B-	3.7	3.2	2.7	2.2	1.7
C+	3.3	2.8	2.3	1.8	1.3
C	3.0	2.5	2.0	1.5	1.0
C-	2.7	2.2	1.7	1.2	0.7
D+	2.3	1.8	1.3	0.8	0.3
D	2.0	1.5	1.0	0.5	0.25
D-	1.7	1.2	0.7	0.2	0.1
F	0	0	0	0	0

Class Rank for seniors is a numerical position value attached to the weighted GPAs. Class rank and GPAs are calculated at the end of six semesters for the graduating class.

The Valedictorian/Salutatorian of the class will be established based upon highest weighted GPA's at the end of the first semester of the senior year. To be eligible for class Valedictorian/Salutatorian, a transfer student must have entered Northwestern by the middle of their freshman year.

Summer school courses will be recorded as pass/fail only and will not count toward class rank and GPA.

COURSE WITHDRAWALS AND GRADE ASSIGNMENT

1. A student may withdraw from a semester course and/or a full-year course within 5 weeks/before the end of quarter 1 respectively without penalty or sanction assuming he/she has parental permission to do so within the allotted period of time.
2. Course withdrawal after 5 weeks/before the end of quarter 1 may result in a grade of W/F on the report card. Exceptions to this policy can only be made under exceptional conditions following a conference with the counselor and/or administrator.
3. Voluntary course changes requiring the addition of a course must be made in the first seven days of the course in question.
4. Students who withdraw from a course and subsequently fall below 5 ½ credits will be required to take a supervised study.

5. If the student and/or parent disagree with the decision regarding the withdrawal and/or the subsequent grade assignment, an appeal may be made in writing to the building principal within 5 working days subsequent to receiving notice of said decision for assigned grade.

A+=97-100 B+=87-89 C+=77-79 D+=67-69 F=59 or below
A = 93-96 B =83-86 C =73-76 D =63-66 INC=Incomplete
A- = 90-92 B- =80-82 C-=70-72 D- =60-62 P=Pass 60 or above
WF=Withdrawn-Failing WP=Withdrawn-Passing M=Medical Excuse

ADVANCED PLACEMENT COURSES OFFERED

AP Literature and Composition
AP English Language and Composition
AP Modern Europe
AP American Government and Politics
AP Biology
AP Statistics
AP Calculus
AP U.S. History
AP Comparative Politics
AP Environmental Science
AP Psychology
AP Computer Science

HONOR ROLL

The Honor Roll is computed using an unweighted simple average. School policy allows students ten school days from the end of the marking period to complete missing course work which resulted in a grade of "I" (Incomplete). The Honor Roll is established at the end of this time period. Honor lists will be published on the school web site and in the local newspapers (at their discretion) for each of the four (4) marking periods. Honors will be determined by the grades given in those periods.

Quarterly average for Academic Excellence = 96-100 (All grades except one must be A- or better and the one other must be B+ or better)
Quarterly average for High Honors = 90-95 (All earned grades must be at least a B-)
Quarterly average for Honors = 84-89 (All earned grades must be at least a C)

In addition, all earned grades must be at least a "C" for a student to be considered for any honors. Students medically excused from physical education are still eligible.

Courses taken through extended educational opportunities offered off campus may not be included in Honor roll computation even though they may contribute to the student's GPA.

PERKINS TEST

The Carl D. Perkins Vocational and Technical Education Improvement Act (Perkins) was most recently reauthorized in August 2006. The purpose of Perkins is to provide individuals with the academic and technical skills needed to succeed in a knowledge- and skills-based economy. The Carl D. Perkins Act of 2006 requires a significant federal and state commitment to performance measurement and accountability. High schools receiving funding or support through this act are required to participate in the Connecticut Career and Technical Education (CTE) assessments which are conducted each spring. Currently, Connecticut recognizes twenty areas of concentration in career and technical education.

PART VI
SCHOOL OFFICES, SERVICES, AND RESOURCE AREAS

COMPUTER LABS
Students are encouraged to make use of the school's computer resources. The Media Center is equipped with computers for student use. Upon request, students may be granted access to the House computers with Assistant Principal permission. There are printing stations located in both House offices and Senior Commons. The Business and Technology Education Department allows students to make use of their facility when classes are not in session with permission from the Department Assistant.

LANGUAGE LAB
The Language Lab is open to foreign language students who have been given permission by respective teachers to improve speaking and dialog skills. Check with your specific foreign language teacher for arrangements.

CAREER AND COLLEGE CENTER
Located adjacent to Commons I, this center provides resources regarding careers and colleges: technical, two-year and four years.

SCHOOL COUNSELOR OFFICES
Each student is assigned a school counselor for all four years of high school. Offices are located either inside the House offices, across from the Rotunda or in House 1. You are encouraged to meet with a counselor for assistance with your schedule, career or college planning or to discuss academic concerns or personal issues.

HS SCHOOL COUNSELORS CASELOAD DISTRIBUTION 2026-2027

Grade 9
Thea Davidson - **x2204**

GRADE 10		GRADE 11		GRADE 12	
A-G	Amy Dressel	A-G	Amy Dressel	A-Ge	Amy Dressel
H-L	Barb Beebe	H-M	Barb Beebe	Gf-Mc	Barb Beebe
M-Z	Trina McHugh	N-Z	Trina McHugh	Md-Z	Trina McHugh

Amy Dressel - **x2201** Barbara Beebe - **x2507** Trina McHugh - **x2251**

SCHOOL COUNSELING CLERICAL ASSISTANT
The school counseling clerical assistant's office is located in the School Counseling Suite, adjacent to the counselor's office. The assistant is responsible for maintaining the cumulative records of all Northwestern students. They also provide an important service to senior students and parents in the implementation of our scholarship program and in forwarding transcripts and application materials to colleges, universities, and employers. **Ext. 2506**

HOUSE OFFICES
Located at the entrance to each of the two high school houses, these two offices serve as a place to resolve school-related business or general concerns. The House secretaries will assist you either directly or else refer you to your Assistant Principal's or other staff members.

STUDENT ACTIVITIES
Students are invited to see the Director of Student Activities to obtain information regarding activities they are interested in like class offices or to make suggestions for activities they are interested in the House II office.

MAIN OFFICE
The Main Office is located on the left just inside the main doors to the school. The office houses the High School principal, administrative assistant, and receptionist as well as Pupil Services personnel. All teacher and staff mailboxes are in the Main Office.

VISITORS
All visitors to the school must first report to the Main Office and sign in with the receptionist at this location. Visits to individual classrooms during instructional time are rarely granted and shall be permitted only with the approval of a school administrator. Such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction, disrupts the normal school environment, or violates the confidentiality of other students.

All doors that open to the outside of any school must remain locked in order to preserve the safety and security of students and staff. Unauthorized persons are not permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering the building or from loitering on school grounds. Such persons will be prosecuted to the full extent of the law.

Please note that Board of Education Policies are updated regularly on line. As Board of Education policies are updated, they are added to the list of Board policies which can be accessed by going to nwr7.org under the District page of the website.

STUDENT SUPPORT SERVICES
Northwestern has psychologists and social workers in the building. Students are able to access the support staff through their House Office.

HEALTH OFFICE/SERVICES 2024-2025
Hours: 7:00 AM until 2:30 PM

Dorothy Mitchell, RN
dmitchell@nwr7.org
860-379-8525 Ext-2618 Fax: 860-379-8940

Amanda D'Urso RN BSN
adurso@nwr7.org
860-379-8525 Ext-2619

Health Services Information:

Physical Examinations

NWR 7 Board policy examination (C.G.S. 10-2045a) mandates that all students must present an updated physical exam:

1. Upon enrollment to the district
2. Prior to 7th grade entry (physicals completed during 6th grade year will be accepted)
3. During the 9th or 10th grade year, and prior to 11th grade year entry.

The CT Health Assessment Record (Blue) Form must be completed in its entirety to include vision, auditory, scoliosis screenings & immunization updates. Sports physical forms will not be accepted in lieu of mandated health forms.

Immunizations

All students must present proof of immunizations upon enrollment.
Students not immunized due to medical reasons, must provide a completed medical exemption certificate signed by the physician. These forms are available on the district web site.
*Only Religious exemptions prior to 4/28/21 are accepted.

Student Health Emergency Information (pink) Form
This confidential medical information form held on file in the health office, is to assist in providing for the health and safety of your child. This form is to be updated at the start of the new school year.

If you indicate that your child has asthma or a life-threatening allergy that requires either rescue/emergency medication, you MUST provide both the medication and a physician-signed Medication Authorization form signed by a parent. Without these medications and forms, your child will be excluded from all field trips.

Parental Permission:

Over the counter Standing Medication Order (purple)Form
The district medical advisor has provided a standing order for the administration of Tylenol, Ibuprofen or Tums, in case of minor headache, fever, discomfort or stomach upset. If your feel this would be beneficial for your child, signed parental permission is required. Update forms should be completed at the start of each new school year.

This standing order in no way changes the general medication administration policy. No medication, prescription or Over-the- Counter medication will be administered without a signed physicians order and parental consent.

Administration of Medication in School

Nurses must follow CT State law and Board of Education policy re the administration of medicine to your child. Medications are administered during school hours if the desired effect cannot be achieved outside school hours.

1. All medications, including emergency self -carry medications, will be administered only with the following:
   a. Medication Authorization Form, signed by an authorized prescriber and written authorization of the parent.
      Law does not permit verbal authorization/request by parents
   b. Medication orders are valid for one academic year.
2. All medications must be brought to the health office by an adult with the exception of emergency medications (EpiPens, Inhalers or diabetic supplies) which may be transported by the student.
3. Students who self -carry these emergency medications must have them on their person at all times in case of an emergency (i.e.: a lock down, fire drill etc.)
   a. Parents are encouraged to provide a backup medication available in the health office in the event the student does not have them on their person.

4. Parents must pick up all unused medication at the end of the school year. Medication not picked up will be disposed of per policy.

Physician Notes
In keeping with FERPA guidelines for confidentiality & privacy, all medical notes must be brought/faxed (860-379-8940) directly to the Health Office.
The nurses will only communicate pertinent information or restrictions to the appropriate staff

Illness or Injury
If a student becomes injured or ill during school, he/she should report to the Health Office. The nurse will evaluate the child and contact the parent if necessary. Dismissals indicated by the nurse or in following with physician order, 504/IEP or health plan will be medically excused. Parents of students dismissed through the health office are required to sign their child out in the Main Office.

Guideline for determining if your child should be in school:

1. Fever free (less than 100.4) for 24 hours before returning to school without fever reducing medication.
2. No episodes of vomiting for 24 hours.
3. No active communicable and/ or contagious infections.
4. Antibiotics therapy for 24 hours before returning from a communicable infection.
5. Influenza and Covid reporting to the health office is recommend so that health trends maybe monitored.

Requirements for Return to School after Surgery or Serious Illness/Injury

A physician note is required indicating clearance to return to school, after surgery, serious illness, concussion, or hospitalization.
The note should include any restrictions (i.e.: no physical education) or required accommodations (i.e.: elevator use).
The physician must update continued restrictions.
When these restrictions or accommodations are no longer indicated, documentation from the physician is required.

Field Trips

Students must have an updated Health Emergency (pink form) Form on file in health office. Those who self- carry inhalers, epi pens, or diabetes supplies are expected to bring their medications from home for field trips. If this form is not on file, or medications are not available, your child will be excluded from field trips for their own safety.

Sports Participation

Registration is managed through Family ID/Arbiter Sports. To facilitate the eligibility validation process parents should, complete the online registration at least 2 weeks prior to the start of sports. This will allow the nursing staff ample time to review the registrations.

Please be advised registration does not confirm eligibility. The following items are required:

1. Current physical exam from the past 13 months. Forms may be uploaded through Family ID, faxed 860-379-8940, mailed, or delivered directly to the Health Office.
   Sports physicals will not be accepted in lieu of the CT Health Assessment blue form
2. No current physician-imposed restrictions from previous injuries or conditions can be in place.A note from a medical doctor or doctor’s office is required for clearance from a current injury or

condition that resulted in exclusion from sports. Please note a diagnosis or recommendation from an athletic trainer or physical therapist can not substitute a medical diagnosis or release from a physician or physician's office.

3. Students returning after recovery from a concussion must provide a physician note to the Health Office indicating clearance and have completed the return to play protocol prior to participation.
4. Athletes who have tested positive for COVID 6 months prior to the season must provide a report of symptoms to the Health Office & check in with the Athletic Director prior to participation.

Please check Family ID to confirm eligibility status or physical exam expiration date.
You will receive an email from Family ID 60 days in advance of the expiration date of your physical.

*Health Services Information and required forms are available on the district website. For all other athletic information, please visit https://www.nwr7.com/high-school/athletics

DEFIBRILLATORS IN SCHOOLS (AEDs)

The high school has three automatic external defibrillators (AEDs) in the building and two school personnel trained in AED operation and cardiopulmonary resuscitation (CPR). The AEDs and trained personnel will be available during the school's normal operational hours, at school-sponsored athletic events and practices on school grounds and at school-sponsored events not taking place during normal school operational hours. The school also has an emergency action response plan addressing the use of trained school personnel to respond to individuals experiencing sudden cardiac arrest or similar life-threatening emergencies.

NORTHWEST COMMUNITY BANK

Northwest Community Bank at Northwestern Regional High School is located between the Media Center and the Gym. Bank services are available to all students, faculty and staff at Northwestern. This branch of Northwest Community Bank is not open to the public. The Bank closes one week before mid-term and final exams and is closed on half days and snow days. Please note that this branch of Northwest Community Bank is a fully accredited bank. Any verbal or written comments that threaten the property of the bank or personnel working in the bank, including student workers, will be taken seriously and investigated by both the administration and bank security. Consequences for such actions may include fines, suspension, expulsion and arrest.

HOMELESS AND MIGRANT STUDENTS

Homeless students, as defined by federal and state legislation, will have all programs, services, and transportation that other students enjoy and may continue to attend the school of origin. A full range of services will be provided to migrant students, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes. Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation and evaluation of the migrant program.

CAFETERIA

The lunch menu is posted monthly on the school website, nwr7.com. The cafeteria offers hot and cold lunches and a variety of snacks during five different lunch periods each day. In addition, the cafeteria is open daily to high school students and faculty for breakfast. **Ext. 2607**

MEDIA CENTER

The Media Center has many resources to assist in research, special projects, reading and studying. Students may use the Media Center during unassigned time providing they follow the established pass and sign-in/out systems. **Ext. 2601**

The library staff is available to help students locate materials for research and to teach students how to use the electronic data retrieval systems. The Library Media Specialist also works with teachers to prepare students for special projects in many subject areas.

The Media Center is open daily. Hours will be posted on the outside of the center.

NORTHWESTERN CONNECTICUT EDUCATION CONSORTIUM sponsors a summer school program for all students in the area. The purpose of the program is to provide a mechanism for students to recover credits and to make progress towards graduation. We hope you will find the offering helpful in meeting your educational goals. If you have any questions, please call the summer school principal.

AGRICULTURAL EDUCATION PROGRAM

The agricultural education program is designed for any student who expresses an interest in any of the following areas: plant science, animal science, natural resources, forestry, mechanics, business management and leadership. The program is intended to prepare students for college as well as for employment immediately following high school. All courses in this program combine theory and hands-on experience to provide technical skill training and knowledge in a wide variety of careers. All courses can be linked together into a four (4) year sequence or can be taken independently. State regulations require all students to participate in a work experience program. This program should be related to agriculture and involves a time commitment outside of school hours. Students must also participate in certain local activities of the FFA which is a national student leadership organization. Any student interested in this program should contact his/her guidance counselor or the agricultural education staff for information (Program offerings subject to approval by the State Board of Education). For more information, please see https://drive.google.com/file/d/1P-3r335tWE8_X2TA9e1jA5WVnH8EaAwf/view?usp=sharing for the Agricultural Education 2026-2027 Parent Handbook.

COMMONS AREAS

Commons are located in the cafeteria or auditorium during the day for student use during non-class time. Students in Grade 9 become eligible for Commons at the beginning of the second semester of their freshman year. If they have achieved honor roll status and exhibited appropriate behavior, they will be granted Commons privileges. Assistant Principals have the authority to revoke Commons privileges at any time, if academic and behavior standards are not being met by any student. Freshmen may return to their freshmen study hall and upperclassmen will return to a study hall also.

HALLWAYS

Northwestern Regional High School has a proud tradition of striving for excellence in its academic and co-curricular programs. This pride needs to be reflected in the respect that we show for one another, and the respect we demonstrate for the building. Please show your pride in being a member of the Northwestern student body by doing your part to maintain a litter free hallway that reflects the pride we feel in our outstanding school.

EXTRA HELP DAYS

Extra help is available on most Mondays and Thursdays. Students who are staying after school for extra help should report immediately to their teacher. Students who need to use the resources available in the Media Center should report there directly. All other students staying after school should report to the Media Center while waiting for rides or practices to begin or end. Students are expected to follow the behavioral expectations of the Media Center.

See schedule below:

HIGH SCHOOL
ACADEMIC HELP SCHEDULE 2026-2027

September (3) 14-Monday 21-Monday 28-Monday	**October (3)** 05-Monday 19-Monday 26-Monday	**November (4)** 02-Monday 16-Monday 23-Monday 30-Monday
December (2) 07-Monday 14-Monday	**January (3)** 04-Monday 11-Monday 25-Monday	**February (3)** 01-Monday 08-Monday 22-Monday
March (5) 01-Monday 08-Monday 15-Monday 22-Monday 29-Monday **NOTE: schedule may change**	**April (2)** 05-Monday 26-Monday	**May (4)** 03-Monday 10-Monday 17- Monday 24- Monday **June (0)**

Daily Schedule

2024-2025	A	B	C	D
7:34-7:44	Homeroom	Homeroom	Homeroom	Homeroom
7:48-8:43	1	7	5	3
8:47-9:42	2	8	6	4
9:46-10:41	3	1	7	5
10:45-12:08 Lunch Waves MS: 10:45-11:10 HS 1: 11:14-11:39 HS 2: 11:43-12:08	4	2	8	6
12:12-1:07	5	3	1	7
1:11-2:07	6	4	27	8
	Drop 7, 8	Drop 5, 6	Drop 3, 4	Drop 1, 2

Late Openings, and Early Dismissal Schedules

Early Dismissal Schedule 2024-2025

Homeroom	7:34-7:42
First Period	7:45-8:17
Second Period	8:21-8:53
Third Period	8:56-9:28
Fourth Period	9:31-10:03
Fifth Period	10:06-10:38
Sixth Period	10:42-12:05
MS Lunch	10:42-11:07
HS Wave 1	11:11-11:36
HS Wave 2	11:40-12:05

2-Hour Delay Schedule 2024-2025

Homeroom	9:34-9:40
First Period	9:43-10:18
Second Period	10:21-10:56
Third Period	10:59-11:34
Fourth Period	11:37-12:52
Fifth Period	12:55-1:30
Sixth Period	1:33-2:07
MS Lunch	11:37-12:00
HS Wave 1	12:03-12:26
HS Wave 2	12:29-12:52

3 Hour Delay Schedule 2024-2025

Homeroom	10:34-10:40
First Period	10:43-11:06
Second Period	11:09-11:32
Third Period	11:35-12:50
Fourth Period	12:53-1:16
Fifth Period	1:19-1:42
Sixth Period	1:45-2:07
MS Lunch	11:35-11:58
HS Wave 1	12:01-12:24
HS Wave 2	12:27-12:50

PART VII - SCHOOL INVOLVEMENT

Involvement in the life of the school, outside of the classroom, is an important facet of personal growth. The activities, clubs, societies, and sports listed here have been developed in response to student interest. New opportunities are constantly emerging, so stay informed.

CLUBS, ACTIVITIES and SOCIETIES

Acapella Club
Art Club
Chess Club
Culinary
Disc Golf Club
E-Sports
Envirothon Team
FFA and Officers (Ag Ed)
FTC Robotics
GSA
HS Jazz Band
Link Crew
Math League
MathWorks
Moody' Math Challenge
Model UN
Ski Club
Social Justice Club
Theatre
Timber Team
Yoga Club

SPORTS

Fall	**Winter**	**Spring**
Unified Soccer	Unified Basketball	Unified Track and Field
Cross Country	Co-Op Hockey	Golf
Boys' Soccer	Boys' Basketball	Track and Field
Girls' Soccer	Girls' Basketball	Baseball
Girls' Volleyball	Swimming	Softball
Co-op Football	Cheerleading	Boys' Tennis
Field Hockey	Wrestling	Girls' Tennis
	Indoor Track	

CLASS DUES
Each year, during the next four years, each student will pay $25.00 for class dues. This money, in addition to class fundraisers, provides money for different needs during your next four years. **All of your class dues must be paid in order to secure a parking spot in the student lot for Seniors and eligible Junior drivers (dependent on space), before you may purchase a Junior Prom or Senior Prom ticket. All dues must also be paid in order to participate in commencement exercises**. The majority of your funds will go toward your senior year which includes the Prom, Senior Day at High Meadow and your cap and gown. **Please pay for your class dues with a check so that you are given a receipt.**

PART VIII – STUDENT BEHAVIOR / RESPONSIBILITIES

STUDENT CODE OF CONDUCT
Good behavior and a commitment to learning are essential for success in high school. An atmosphere conducive for learning is achieved through mutual cooperation and respect demonstrated between students and faculty. Northwestern students have a well-deserved reputation for pride, good citizenship and academic achievement. We expect students to continue to meet these standards by complying with the rules and regulations developed for the benefit of all members of Northwestern Regional High School. Please see details on pages 68-69.

If a student does violate the school's behavioral standards, disciplinary sanctions will be applied according to the specifics of that situation, likely beginning with the minimum consequence appropriate for a first offense. Subsequent occurrences of the same sort of behaviors result in escalating penalties. The general disciplinary tools are loss of privileges, parent/administrator conferences, after school detentions, in-school/out of school suspensions and expulsion.

NORTHWESTERN REGIONAL HIGH SCHOOL BEHAVIORAL EXPECTATIONS

EXPECTATIONS	CLASSROOMS	HALLWAYS	CAFETERIA
BE RESPECTFUL	Use appropriate language Be considerate of others Embrace diversity Interact appropriately	Interact respectfully Respect school and personal property Value learning time Keep Floors Clean	Be mindful of others Use respectful speech Be courteous in line Keep Floors Clean
BE RESPONSIBLE	Arrive to class prepared and on time Be an active participant Complete all assigned tasks on time Keep a notebook and a planner Show Dignity and Honor	Leave no trace Arrive to class on time Follow pass procedures Secure belongings Show School Spirit	Interact appropriately
BE PROUD	Respect yourself and others Lead by Example	Be Sensitive Help Others	Respect the personal space of others Help Others

STUDENT ATTENDANCE

Northwestern Regional School staff and administration consider timely and regular attendance as significant contributors to school success as well as important behaviors for success in the world of work. Students are encouraged to maintain a high standard of school attendance. The cooperation of parents/guardians is solicited in this effort.

Daily class attendance and punctuality are essential to the academic achievement of students attending Northwestern Regional High School. The following attendance policy and punctuality requirements are based upon legal requirements and legal authority pursuant to Connecticut General Statutes 10-199 through 10-202 and 10-221. They are also founded on four educational principles:

- Absence from school or from a specific class has a direct and negative effect on student learning.
- Excessive absences, habitual tardiness, and class cutting reflect apathy, lack of dedication or responsibility, and have no place in a school dedicated to excellence.
- The student has an obligation to be an active participant in the educational process that occurs in the classroom.
- Excessive absences are a drain on the resources of the school, resources that can and should be diverted to educational services or activities that benefit all students. Connecticut state law requires parents to ensure that their children attend school regularly during the hours and terms the public

school is in session. It has been well demonstrated that regular attendance is a key factor in the success a student achieves in school. Thus, absence from school represents an educational loss to the student. Therefore, this policy is designed to minimize the student absenteeism while providing students an opportunity to make up school work missed due to absences that reasonably can be considered to be unavoidable.

All students, regardless of age, including those eighteen or older and not living with a parent or guardian, are obligated to comply with the school's attendance policy.

School Absence

State Board of Education policy states:

A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

In accordance with Public Act 11-36, every effort should be made to confine necessary appointments to after school hours, weekends and school vacation periods. When a parent determines that an absence is necessary, parents are requested to contact the school between 7:30 A.M. and 9:00 A.M. on the day of the absence by telephoning the House I or House II administrative assistants. If a phone call is not received from the parent, the high school will attempt to contact the parent or guardian per state law.

A child whose total number of absences at any time during a school year is equal to or greater than 10% of the total number of days that the student has been enrolled at the school during the school year is considered to be a "Chronically Absent Child". This child's absences will be subject to review by the Attendance Review Board (ARB).

For the first nine absences in a school year a student can be excused for any reason the parent or guardian provides. In accordance with Public Act 11-156 after **the tenth absence and each subsequent absence, there are more stringent and specific set of reasons for the absence to qualify as excused. As of July 1, 2026,** state law requires school districts and schools to have specific policies and procedures regarding students who are truant. A truant is defined as a student who has 4 unexcused absences from school in one month (30 consecutive calendar days) or 10 unexcused absences in one school year (CSDE, 2026).

If a student becomes truant, their school is required to have a meeting with the student's parent/ guardian within 10 school days. In this meeting, the school should work with the student and guardian to help the student return to school. Schools should also work with community agencies providing child and family services to address the student's barriers to coming to school (https://portal.ct.gov/sde/truancy/truancy).For school refusal, parents are encouraged to call 211 for assistance in the first step in assisting the student and family. Additional family services can be recommended by your student's school counselor or the school social worker.

A**fter the ninth absence and each subsequent absence, there are more stringent and specific set of reasons for the absence to qualify as excused as noted below:**

- If a student is absent due to illness in order for the absence to be deemed excused, an appropriately licensed medical professional must verify all student absences, regardless of the absence's length. The school nurse can 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.**
- Student's observance of a religious holiday.
- Death in the student's family or other emergency beyond the control of the student's family.
- Mandated court appearances **(additional documentation required: a police summons, a subpoena, a notice to appear, a signed not from a court official**).
- The lack of transportation that is normally provided by district other than the one the student attends (parental documentation is not required for this reason).

- Extraordinary educational opportunities need to be pre-approved by district administrator and meet the criteria defined below under Extraordinary Educational Opportunities.

In keeping in accordance with State Board of Education policy, a student is considered to be "in attendance" if present at school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. **Students must be in attendance for a minimum of 4 hours during the school day in order to be considered eligible to attend or participate in any school activity that day.** Students arriving to school late must be in school no later than 10:00 to count for a half of a day of school and not to be considered to be absent from school.

Student athletes and students participating in our theater program must attend and complete his/her academic schedule during the day. If a student misses a scheduled class, he/she may not attend or participate in any practice, rehearsal, game or performance that afternoon or evening. Student athletes and students in the theater program who miss any portion of the school day that is not due to a school related activity, on the day of a practice, rehearsal, game, or performance should contact their Assistant Principal to explain the reason for the missing the class(es). **Students who have extenuating circumstances for the absence (such as a previously scheduled physician appointment) may be excused and granted permission to participate in a school activity by the school administration.**

Absence due to vacations

Family vacations that are taken during the school year are very disruptive of the educational process and may impact student learning therefore parents are discouraged from scheduling vacations while school is in session. **Public Act 11-36 does not allow schools to recognize family vacations or missing school to attend a concert etc. as excused absences if the vacation causes the student's absence to exceed nine absences in a school year.** Public Act 11-36 makes accommodations for certain educational experiences which would result in a student's absence from school to qualify as an extraordinary educational opportunity (see the criteria below**).**

In all cases, it is very important for parents/guardians to notify, in writing, the Assistant Principal, the student's teachers, school counselor, and House Secretary prior to scheduling a vacation when school is in session. Please note that it is normally not possible to provide students all the work they are going to miss due to a vacation prior to the student leaving on the vacation.

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 students in which the educational opportunity would cause the student to exceed nine absences**.

To qualify as an extraordinary educational opportunity the experience must meet the following criteria as defined by the Connecticut State Department of Education:

1. 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, are not available for this exemption.
2. It must be an opportunity not ordinarily available to the student.
3. It must be grade and developmentally appropriate.
4. 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 smaller groups of students.

All requests for approval of exceptional educational opportunities should be submitted in writing, bear the signature of the student and his or her parent 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.

All approvals for extraordinary educational opportunities will be in written form, detail any requirements placed upon the student as a condition of approval, include specific days approved for the opportunity and include 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.

Students may be expected to share their experience with other students/staff when they return. This will benefit the larger school community. Approvals for extraordinary educational experiences 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.

MAKE-UP WORK

Make-up work should be completed as soon as possible after the return to school. For each day's absence a minimum of two days may be allowed for make-up work. In the case of pre-announced tests or assignments, it is at the teacher's discretion to determine an acceptable make-up day. In the case of an extended absence (beyond five days), make-up work must be completed within a reasonable amount of time to be determined by a team of educators made up of student's teachers, school counselor and Assistant Principal. It is our expectation that a student advocates for himself/herself by initiating make-up work with their teacher(s).

HOMEWORK

The purpose of homework is to introduce new material, reinforce previous learning, to practice skills and/or to assess student learning. Specific homework assignments may strengthen basic skills; extend classroom learning; stimulate and further interests; reinforce independent study skills; develop initiative, responsibility and self-direction; and acquaint parents with the student's work in school. The grading system for homework is determined by the teacher and is explained to students and parents through PowerSchool and the teacher's course overview.

HOMEWORK REQUESTS

The House office will honor homework requests for students who are absent from school for two or more consecutive days due to illness. Requests should be made to the House Secretary by the second day of absence.

LOSS OF CREDIT

The Carnegie Unit is used to determine credits given to each student for full year, semester long or quarter long class. The Carnegie Unit is a formula that utilizes instructional time and "in-school" time (a.k.a. "seat time") which a student accrues throughout the year. After the 5th unexcused absence for a full year course and the 3rd unexcused absence for a semester course a letter of concern will be sent to the parent/guardian from the Assistant Principal. After the 10th unexcused absence for any full year class or 5th unexcused absence in any semester class a student's credit for the course can be suspended and a meeting with the Attendance Review Board can take place.

The Attendance Review Board may consist of the student's School Counselor, Assistant Principal, Principal, Social Worker and Special Education Case Worker (if appropriate) will convene to review the circumstances leading to the absences. The Attendance Review Board will work with the student and their parent/guardian to develop an Action Plan to remediate the excessive absenteeism. The Action Plan may include one or more of the following interventions: defining the requirements for make-up work, social probation (no participation in extracurricular activities including athletics, attendance probation (the attendance target required for the remainder of the course in order to retain credit), seat time or referral to the CST team and other interventions. Within the last week of the class, the Attendance Review Board will meet with the student and parent/guardian to review the effectiveness of the attendance interventions, the student's attendance history and render a decision as to whether credit should be restored for the course.

CLASS CUTTING

All students are expected to follow their class schedules at all times. "Cutting" occurs when a student purposely "skips" one or more classes, including study halls. Class cutting presents a serious safety issue. School officials do not know if the student is in school and hence in danger when a student cuts a class and cannot protect the student in cases of an emergency.

Any unexcused class absence as a result of cutting, including an assigned study hall or commons, will be considered as a serious offense and will result in disciplinary action including loss of privileges and participation in school functions and extra-curricular activities such as sports. **The third class cut in a full-year course, the second in a half-year course or Physical Education/Health course will result in the suspension of credit for the course.** This will initiate a meeting with the Attendance Review Board as described above in order to develop an action plan.

REFERRAL PROCEDURES

When a student is absent from a class and unaccounted for, the teacher submits a class attendance report to the Assistant Principal. The student is called to the Assistant Principal's office to explain his/her absence. If the absence is unexcused, the student is charged with a class cut. If the Assistant Principal determines that a student has "cut" a class, the student is given a zero for all the work missed on the day the student cut the class, including quizzes and tests.

In addition, appropriate disciplinary action may be taken by the Assistant Principal. This may include a lunch detention, after-school detention, revocation of driving privileges, loss of senior privileges, possible loss of credit for the course, and being assigned an internal detention. A copy of the class attendance report slip is mailed home to the parents or guardian. Another copy is returned to the teacher and a third copy is filed in the Assistant Principal's Office.

TARDY

Tardy to school: Students who arrive at school any time after 7:34 am must sign in at their House Office and it will be recorded as excused or unexcused tardy.

Unexcused and excused tardiness to school are determined by the administration. Students who are tardy to school and do not present a note with an acceptable reason for their tardiness will be marked with an unexcused tardy. Students who are tardy to school may receive a detention and the absence from class may be considered a class "cut" depending on the circumstances.

Tardy to Class: Teachers will record each tardy to class in Powerschool and will impose consequences as stated below. A class attendance report, documenting the dates of the tardies to class will be sent to the Assistant Principal on the 3rd unexcused tardy. **Every three unexcused tardies is equal to one unexcused absence to class.** These unexcused absences may lead to suspension of credit in the course because attendance is taken period by period.

Tardy to class:

- 1st unexcused tardy- warning by teacher
- 2nd unexcused tardy- teacher detention and call home
- 3rd unexcused tardy- 1 hour office detention, call home and record as an unexcused absence
- Each additional unexcused tardy for the remainder of the year will result in a teacher or office detention and may be more than 1 hour.

EARLY DISMISSAL

Students may leave school prior to the dismissal bell only if permission has been granted by the Principal or Assistant Principal. Requests for early dismissal must be communicated by note or phone call from the parent/guardian prior to 1:00pm. **If permission to leave early is granted by administration, a student must sign out of their respective house office (House I, House II) prior to leaving.** Parents should plan to pick up their child prior to 1:45 p.m. to avoid being delayed by the dismissal procedures. **Any student who leaves school grounds while school is in session without permission of the administration will be subject to suspension and loss of privileges when appropriate.**

HEALTH RELATED DISMISSALS FROM SCHOOL

Students cannot dismiss themselves from school or make dismissal plans via cell phones or school phones. The student must go to the Health Office and meet with a school nurse who will contact a parent or guardian if needed. At that time, the student's parent can make the decision as to who will pick up their child from school if they are unable to do so. It is very important that the Health Office has current working phone numbers in case a child becomes ill or injured during the school day. Emergency contacts listed are only contacted in a true emergency. If you are difficult to reach during the school day, and wish to make other dismissal arrangements, please call the Health Office. (379-8525) Ext. 2618

SENIOR PRIVILEGE

Seniors with parental permission may arrive late and/or leave early if an unassigned period precedes the first class or follows the last class of the day. All sign-in procedures must be followed for each occurrence. Seniors need to be aware that any and all privileges are granted by the school because of our confidence in the ability of these students to behave with maturity and respect for the institution.

Violations of senior privileges procedures may result in a loss or suspension subject a student to loss of these privileges. Senior privileges are awarded to those students who have a signed Senior Privilege Application form on file. Seniors are required to have a Senior Privilege Application form signed by a parent/guardian. Senior Privileges include the following:

1. Permission to arrive late and/or leave early from school during unassigned periods. Seniors with parental permission may arrive late and/or leave early if an unassigned period (not including upper-class study hall) precedes the first class or follows the last class of the day. All sign-in procedures must be followed for each occurrence. **Any student who frequently arrives to school late to first period class may lose the privilege of late arrival/early dismissal and driving privileges.**
2. This privilege extends to only those full commons periods which meet at the very beginning or end of each school day. Seniors are not permitted to leave school during any other unassigned periods of the day without parental consent together with Assistant Principals approval.
3. Use of the Senior Commons. Seniors need to sign out with their common's teacher with the location of their destination and sign back in when returning for accountability purposes.
4. Use of the courtyard for lunch and during commons weather permitting.
5. Seniors are allowed to eat their lunch in senior commons provided they keep the area clean of litter and food. Failure to comply may result in a loss of this privilege
6. Cell phones may be used appropriately in the courtyard and senior commons.
7. To be eligible for graduation students must have taken care of all of their obligations such as returning all text books, athletic uniforms, paying all media center fines, paying their class dues, etc. **In addition, students must attend the rehearsals for graduation.**

STUDENT DRESS
Student dress may be regulated, and students are encouraged to dress in clothing appropriate to the school situation. Restrictions on freedom of expression may be applied whenever the mode of dress is unsafe, disruptive or contrary to law.

Any school dress which impairs safety or increases the risk of injury to self or others, causes discomfort to others (e.g., uncleanliness, malodorous, inappropriate language), causes distraction or disruption of the learning environment, advertises or advocates the use of alcohol or drugs, pornography, or is libelous or inherently contains unreasonable potential to upset and hurt others is prohibited. Revealing and distracting clothing that is disruptive to the educational environment is prohibited. This includes but is not limited to clothing that reveals the midriff, chest, or undergarments.

Hats, hoods and bandanas are to be removed when entering the building and should be stored in the student's locker until the end of the school day. Ultimately, the final determination of what is considered appropriate dress will rest with the administration.

If a student is found to be in violation of the dress code:

- The student will be asked to change into more appropriate clothing
- If a student does not have suitable clothing to change into, they have the option of wearing clothing provided by the school as a temporary solution.
- If a student refuses to wear these garments, a call will be made to the student's parents so that appropriate clothing can be brought into school for the student. If a parent is unable to bring appropriate attire and the student refuses to wear the clothing provided by the school the student will be referred to ISS for the remainder of the day. Students will be responsible for completing all missed classwork.
- If further infractions occur additional sanctions will be imposed.

STUDENT LOCKERS
Student lockers are located along the main halls, in the rotunda area, and in the downstairs commons. Students should be aware that lockers are school property and are financially responsible for damage incurred by the student. School administrators, if given reasonable cause to suspect the presence of contraband, weapons, or stolen property have the authority by law to open the locker and search its contents. In order to protect your belongings, student lockers should not be pre-set.

USE OF INAPPROPRIATE LANGUAGE
The use of swearing or profanity is inappropriate in the school setting. Mutual respect practiced by students and faculty requires that all parties monitor their words and actions to not be offensive to others. Violations of this expectation will result in disciplinary action.
Students who use profane language directed toward faculty or staff will be subject to immediate suspension and may require a mandatory parent conference.

ACADEMIC HONESTY
Integrity is one of the most important character traits that an individual can strive to achieve. A person with integrity lives their life with personal honesty and independence.
Students at Northwestern Regional High School are expected to maintain the highest standards of academic conduct. Cheating harms the school and students in many ways:

- Honest students feel frustrated by the unfairness of cheating that goes undetected and therefore without consequences
- Cheaters cheat themselves of a real education in general and cheating denies the student the opportunity to learn how to learn.
- Most professions have codes of ethics for which students are practicing now. One needs to practice integrity now to demonstrate it later.

WHAT IS ACADEMIC CHEATING?

Students are guilty of cheating whenever they present as their own work something they did not do or if they help someone else cheat. One form of cheating is plagiarism, copying another individual's work (words or ideas) without the proper citation. This can occur intentionally or unintentionally. **Plagiarism** takes several forms:

- "Using another writer's words without proper citation: If one uses another writer's words it is necessary to place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation".
- "Using another writer's ideas without proper citation: When one uses another writer's ideas one must indicate with footnotes or other acceptable methods which is acceptable".
- "Teachers want to know which ideas and judgments are original, and which were arrived at by consulting other sources".
- "Citing your source but reproducing the exact words of a printed source without quotation marks." This makes it seem as if the material was paraphrased rather than quoted directly.
- Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.

By doing their own work and not plagiarizing, students develop the opportunity to do their own thinking about the topics they are researching or writing about. In this way, they develop their own ability to think critically and creatively, in addition to developing their own perspective about the topics being researched. Be sure to follow your teacher's instructions on the kind of documentation they expect for any assigned research project.

Cheating may include situations other than plagiarism as described below:

- Copying answers from another student's test.
- Copying someone else's paper or homework
- Borrowing all or part of another student's paper or using someone else's outline to write one's own paper.
- Using a paper found on the internet or having a friend write a paper for a student.

Group Work

Students must be careful when doing group work not to cheat. Group work calls for a different kind of effort not less of it. The value of group work is that it allows students to learn how individuals within the group cooperate to achieve the group's goals, requiring individuals within the group to have different tasks and roles. **It is important that students follow the teacher's instructions and expectations about individual responsibility when assigned group work.**

The material presented above was adapted from: Washington University's Committee on Academic Conduct. (https://depts.washington.edu/grading/conduct/index.html)

How to Avoid Plagiarism and Cheating

Students may feel tempted to cheat when they are stressed when they have a large workload and have not allotted enough time in their schedule to complete it. The stress to complete school work is high usually when students haven't organized their time effectively, are taking a demanding workload at school with a lot of difficult courses during a semester, are working a lot of hours at a job or have health or emotional difficulties that interfere with the school schedule.

Organize your time effectively. Plan enough time to get your school work done so that you are not rushed to complete it. Study more and don't get behind in your work. Don't work too many hours while in school. Deal with personal and health problems.

CONSEQUENCES FOR ACADEMIC CHEATING

First offenses of academic dishonesty/plagiarism will be handled by the classroom teacher. As part of the process in handling a situation of academic impropriety, all cases involving academic misconduct will be brought to the

attention of the Department Chairperson and Assistant Principal for consultation in each case. In all cases involving academic misconduct, an investigation will be conducted, and the student's parents/guardians will be notified. The consequences for cheating may include; receiving no credit for any work in which the student cheated on, a zero for any test or quiz in which the student has participated in cheating and a letter in the student's file describing the cheating incident that occurred. Academic dishonesty that is seriously disruptive to the educational process, harms academic integrity on a larger scale within the school community or harms community individuals should be immediately referred to school administration.

ACCEPTABLE USE POLICY

We are pleased to offer students of Northwestern Regional School access to the district computer network for school work, e-mail, and the Internet. To gain access to the school network, e-mail, and the Internet, all students must sign and return an Acceptable Use form to the **LIBRARY MEDIA SPECIALIST.** Access to school software will allow the students to use Microsoft Office Standard Edition and department specific applications. They will also be allowed limited space for storage of their school related files on the school file server. Access to the Internet will enable students to explore thousands of libraries and databases, and millions of websites. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, Northwestern Regional High School supports and respects each family's right to decide whether or not to apply for access.

District Network, Internet and E-Mail Rules

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to use school software, conduct research and communicate with others. Access to network services is given to students who agree to act in a responsible manner. Parent permission is required for students to have access to our network. Access to our network is a privilege that should be taken seriously by students and parents. Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards and installation of filtering software, the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. Users should have no expectation of privacy when using or storing data on the District network.

Within reason, freedom of speech and access to information will be honored subject to the filtering software. During school, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

The following are not permitted:

- Sending or displaying offensive messages or pictures
- Anonymous or pseudonymous electronic communications
- Using obscene language
- Harassing, insulting or participating in cyber-bullying
- Damaging computers, computer software, infrastructure, or computer networks and their components

- Unauthorized gaming
- Changing computer or software settings or installation of software without the permission of the IT Department, such as gaming software
- Introducing any device, code or software which is intended to alter, damage or circumvent the network
- Attempting to bypass network security
- Violating copyright laws
- Using another's password and/or network account by another
- Trespassing in another's folders, work or files
- Intentionally wasting limited computer storage resources
- Employing the network for commercial purposes

Violations of this policy may result in loss of access, or disciplinary action, up to and including suspension and/or expulsion.

ELECTRONIC DEVICES

In late August 2024, the Connecticut State Department of Education issued guidance and recommendations aligned to the latest research on the harms of social media and cell phone use by school-aged children and adolescents. Recommendations were provided relative to each grade level band, and districts were encouraged to consider modifying their policies to ensure alignment with best practices.

All high school classrooms would employ the use of (non-locking) wall-hanging electronic device holders in each classroom and in our structured study hall setting.

- Cell phones and personal electronic devices such as Apple Watches will need to be placed in the wall hanging pouches at the start of class and left there until the end of class, *including when a student requests to go to the bathroom during a class or study hall.*

- Cell phone use in the hallways during instructional periods (including Math Lab, Writing Lab and other instructional support classes) will not be permitted, and all devices should remain in the class.

- Cell phone use by high school students will continue to be allowed during passing time between classes, before and after school, during the lunch waves, and while students are in "commons".

Students may not use a cell phone/electronic devices:
- during class; without teacher permission;
- in study halls; for an unrelated educational purpose and without teacher permission;

Classroom teachers and administrators have the authority to confiscate any device from a student who is in violation of these regulations. When a phone is confiscated and brought to the House Office the following will happen:

- **1st offense: Phone is held for the remainder of the day and returned to the student. Parent/Guardian called**
- **2nd offense: Phone is held for parent pick-up and a one hour after school detention**
- **3rd offense: Phone is held for parent pick-up and a two hour after school detention**

Refusal to give a cell phone/electronic device to a teacher or administrator will result in disciplinary action which may include suspension.

Students are not allowed to use cell phones or any recording devices to take pictures or record audio/video of students and staff members without their knowledge and consent. Students are also prohibited from posting pictures or audio/video of students and staff members on the Internet.

Regional School District No. 7 School & District AI Usage and Integrity Policy

Northwestern Regional School District No. 7 recognizes the transformative potential of Artificial Intelligence (AI) and is committed to supporting the ethical, purposeful, and innovative use of AI. We believe that AI must be used with intentionality and responsibility to deepen student learning while upholding standards, academic integrity, and fostering a love of learning.

The development of an Artificial Intelligence (AI) policy for Northwestern Regional School District No. 7 must prioritize leveraging AI to enrich the educational journey while ensuring academic integrity and respecting the varied levels of AI readiness among all stakeholders - students, teachers, administrators, and paraprofessionals.
This policy framework is built upon the commitment that AI will serve as an augmentative support tool, not a replacement, and demands critical literacy and transparency from every user.

Northwestern Regional School District No. 7 AI Usage and Integrity Policy Framework

I. Guiding Principles: Honoring our Commitment to Student Readiness and Integrity The foundation of this policy is built on three core principles designed to foster a balanced approach to AI adoption:

1. Fostering Student Learning: AI is intended to support creativity and learning, not replace authentic student endeavor or teacher instruction. As a district, we remain deeply committed to providing a quality educational experience for our students, integrating high-quality curricular and instructional resources while leveraging the capabilities of AI to enhance student learning.

2. Ethical, Competent, and Responsible Use: We seek to teach students behaviors surrounding ethical and purpose-driven engagement with AI. Toward that end, we commit to teaching students to critically evaluate AI outputs, questioning for accuracy, bias, and credibility. We endeavor to teach users to engage in academic transparency when engaging with AI.

3. Balanced Human and AI Roles: The educational experience that we provide will reflect the value of human connection, empathy, and social skills, ensuring AI does not substitute for necessary face-to-face interactions or emotional support.

II. Appropriate Student Usage and Academic Integrity
Student guidelines emphasize ethical conduct and transparency, ensuring that AI use supports their development as passionate and empowered Learners.

A. Transparency and Citation Requirements
Academic integrity hinges on full disclosure of AI assistance.

• **Ask Permission First:** Students must always start by asking their teacher if they can use Generative AI (GenAI) on the specific work assigned. Teachers should do their best to communicate the level of AI integration they are comfortable with for assignments provided to students.

• **Mandatory Disclosure**: Students must be honest about when they use AI to help with assignments. Any AI-generated content must be clearly identified and cited. • **Tracking Usage:** Students are required to track their usage of any AI tool by copying and pasting their conversation with the AI into a document that accompanies their submission. • **No Unmodified Submission:** Students must not turn in work that is fully created by an AI as their own without substantial modification and disclosure.

B. Acceptable and Unacceptable Uses (The Augmentation Boundary) The following table provides guidance for acceptable and unacceptable uses of AI when teachers deem AI acceptable for a given instructional task.

Possible Acceptable Use (Support and Augmentation)	**Always Inappropriate Use (Plagiarism and Misuse)**
Brainstorming: Generating ideas or outlines for creative writing, projects, or preliminary research.	**Submitting AI-Generated Work:** Turning in assignments entirely created by AI without disclosure or modification.
Practice and Revision: Utilizing AI for practice exercises, grammar checks, or general feedback.	**Plagiarism:** Using AI to rephrase existing content without proper citation to bypass detection tools.
Personalized Learning: Utilizing AI for tailored support (e.g., breaking down complex concepts) to learn at one's own pace.	**Misinformation:** Relying on unchecked AI-generated information without verifying its accuracy (as the student is responsible for all facts presented).
Refining Communication: Using AI to draft or organize ideas, but ensuring the final communication is in the student's **authentic voice**.	**Ignoring Teacher Instructions:** Submitting work without confirming that GenAI is permitted to be used.

C. Critical Evaluation
Students must act as Critical Thinkers and Problem Solvers. If they use AI, they must review its generated output for mistakes and be responsible for the accuracy of the information, even if it originated from the AI.

III. Guidelines for Adults (Teacher, Administrator, Para)
Guidelines for adults focus on modeling ethical behavior, professional development, and ensuring equitable access, thereby supporting staff across the readiness spectrum.

A. Educator Responsibilities
AI capacity development within our learning community is a shared process, supported through professional learning opportunities.

• **Establish Norms:** The school community must establish clear norms for productive AI use.

• **Educate Students**: The school community must educate students on AI risks, such as hallucinations, deep fakes, and bias, to foster safe and ethical use.

• **Model Critical Thinking and Evaluation**: The school community must model ethical AI practices,

fact-checking, and analysis for students when generating examples, ideas, or data using AI.

• **Focus on Essential Skills:** Educators should focus on developing critical thinking and problem-solving skills that AI cannot replicate, increasing the "durability of lessons".

• **Professional Exploration:** Educators are encouraged to collaboratively explore AI with colleagues, sharing best practices and reflecting on its impact to improve their own efficacy and instruction.

B. Administrator Responsibilities
Administration ensures system-wide ethical compliance and supports staff readiness.

• **Policy Development and Review:** Administrators will develop guidelines for safe, ethical AI use and continually review academic honesty policies as AI technology evolves.

• **Professional Development:** Administration will provide necessary professional development on AI literacy to ensure all staff members—regardless of their current readiness—are equipped to integrate AI safely and effectively.

• **Equitable Access:** Administration must ensure equitable access to AI tools for all students and staff, supporting an inclusive learning environment.

• **Monitoring and Feedback:** Administrators will monitor AI use and implement systems for continuous improvement, informed by feedback from all stakeholders.

• **Data Compliance:** Administrators must ensure compliance with student data privacy requirements when vetting and implementing AI tools.

IV. Universal Requirement: Data Privacy and Security
Regardless of the user's role or readiness, adherence to data privacy standards is mandatory.

• **Avoid Personally Identifiable Information and Confidential Data: It is essential to avoid inputting any personally identifiable information (PII)** or confidential information (including student and staff contact information, rosters, or demographic data) into AI systems.

• **Loss of Control:** Users must understand that once data is entered into these systems, the district loses control over it, necessitating strict adherence to privacy guidelines.

LASER POINTERS
Laser pointers are not to be used by students at any time.

FOOD AND BEVERAGES
The school store is open for two periods a day. Food purchased from the school store must be consumed at the picnic tables in the **Cafeteria Commons area or Senior Courtyard**. Students are permitted to have bottled water in clear containers. All other beverages may be brought to the cafeteria to be consumed prior to the first period and during lunch. *Energy drinks with caffeine, such as Monster, Red Bull, AMP, etc. are not allowed in school*. A vending machine with snacks is available in the cafeteria and a vending machine containing bottles of water is available in House II.

CAFETERIA CONDUCT

Students are expected to act appropriately in the cafeteria. Rules of cleanliness should be observed at all times. Every student is responsible for keeping the cafeteria clean and free of litter. You should do your part in helping us to provide a suitable eating environment for all. Students are expected to return trays and dishes to the proper place, dispose of paper goods and trash in the receptacles. Misconduct in the cafeteria may be cause for an assigned seat or forfeiting the right to eat in the cafeteria or such other disciplinary action as deemed appropriate for the misconduct.

MIDDLE SCHOOL VISITATIONS

High school students are not permitted to be in the Middle School without permission from the Middle School Principal or a High School Administrator.

SCHOOL DANCES

Northwestern Regional High School sponsors four dances each year; Homecoming, Winter Dance, Jr. Prom, Sr. Prom. Students are expected to follow the school Code of Conduct and observe the rules below:

1. **An administrator has the authority to use a breathalyzer if there is reasonable suspicion that the student is under the influence of drugs or alcohol.**
2. All students are expected to conduct themselves appropriately at all times, including on the dance floor.
3. You may not bring refreshments of any type to a school dance.
4. You must arrive at the dance by 8:00 PM or have prior permission by a school administrator.
5. You may bring one guest to a high school dance, provided that guest is a high school student with student ID or a letter from the school, and the completed Northwestern Regional High School guest form approved by the administration. **All students must register their guest at the Director of Student Activities Office in House II prior to the dance.**
6. High School students may not attend Northwestern Middle School dances and Middle School students may not attend High School dances.
7. Once you leave the dance, you may not return.
8. You may not smoke, vape or consume alcohol at any time on school grounds.
9. Transportation following dances should be pre-arranged.
10. Appropriate dress is required at all school dances. Students may not wear shoes that are likely to damage the gym floor and will be asked to remove shoes that will potentially damage the floor.
11. **Police presence is usually attained for school dances. Where applicable, students can be referred to the authorities present by school administration if deemed necessary if a matter warrants the attention of law enforcement**

SCHOOL TRANSPORTATION

Three privately owned bus companies transport Northwestern students to/from school. Listed below are the company names, phone numbers, and general areas of service. We believe parents should know the name of their child's bus company, the phone number, the route information, and the name of the regular driver.

Dattco: Michelle Richon	**New Hartford, 860-489-4386**
LeGeyt Bus: Bruce and Jean Seymour	**Barkhamsted and Hartland, 860-379-2035**
All-Star Transportation: Michelle Marquis	**Norfolk and Colebrook, 860-379-0020**

STUDENT DROP-OFF OR PICK-UP

The drop-off place for students transported to school by their parents is located at the rear of the building near the athletic fields. These students may enter the building near the Media Center and proceed to the High School. Students should not be dropped off along the curb in front of the building or in the faculty parking lot. This lane is for busses only. Parents are asked to follow this procedure in order that bus and car traffic flows safely and smoothly. Also, please respect our request that private cars not enter the campus during dismissal times, **1:50 to 2:15**. School busses and student traffic must be allowed to exit the campus safely without the additional hazard of on-coming traffic. Please be reminded that all drivers are required by state law to stop whenever school busses have their lights flashing and stop arms extended.

BUS SAFETY

All complaints pertaining to transportation safety (non-student disciplinary issues) shall be referred to the Director of Finance and Operations Mr. James Gaskins at 860-379-8525. Complaints will be investigated promptly and thoroughly according to BOE policy. If the complainant is not satisfied with the progress made or the decision of the Director, an appeal may be made to the Superintendent and Board of Education.

School transportation privileges are extended to students conditioned upon their satisfactory behavior on the bus. Unsatisfactory student behavior on the bus may result in suspension of transportation services or such other disciplinary action that is appropriate for misconduct.

The following rules shall apply to student conduct on school transportation:

1. Passengers shall follow the driver's directions at all times.
2. Passengers shall board and leave the bus in an orderly manner at the designated bus stop nearest their home.
3. Passengers shall not stand while the bus is in motion.
4. Passengers shall keep books, instrument cases, feet, and other objects out of the aisle of the bus.
5. Passengers shall not deface the bus and/or its equipment.
6. Passengers shall not extend head, hands, arms, or legs out of the window nor hold any object out of the window nor throw objects within or out of the bus.
7. Passengers shall not smoke or use any form of tobacco including electronic/vaping devices.
8. Passengers shall not eat on the bus.
9. Usual classroom conduct shall be observed. Unruly conduct, including the use of obscene language, will subject the passenger to disciplinary action.
10. Upon leaving the bus, the passenger will wait for the driver's signal before crossing in front of the bus.
11. Students must ride the bus to which they are assigned.

The following consequences may occur when a discipline concern arises on a bus serving a regular route or an extracurricular activity:

1. Student may receive a 1-3 hour office detention to be served after school or receive an in-school/out of school suspension.
2. A conference involving all or some of the following: the principal, Assistant Principal, student passenger, driver/**bus company representative**, and parent/guardian(s) may be required.
3. The principal or assistant principal may suspend the student's bus-riding privileges. If such a suspension occursthe parent/guardian(s) will be notified and be responsible for ensuring the student has transportation to and from school prior to the time the suspension takes effect.
4. In case of serious misconduct that endangers the safety of other passengers or the driver, the driver shall have the authority to call for law enforcement assistance if necessary. The principal/Assistant Principal and parents shall be notified of the situation as soon as possible. The student shall not be provided bus service again until a conference involving all persons listed above has been held.

A student who seeks to leave or get on their bus at any point other than the regular stop or who wants to use a bus other than the one assigned must have a **bus permit** issued by the House office. Permit requests should be presented in writing, by both a parent/guardian of the guest and by a parent/guardian of the host and submitted to the house secretary before noon on the day of the request.

Any parent or student with a concern about bus safety should immediately report this concern to any school administrator or the Business Office.

DISCIPLINE

A student who violates the district's code of conduct shall be subject to disciplinary action. The disciplinary actions may include using one or more discipline management techniques, such as detention, removal from class, removal to an alternative education program, in school suspension, out of school suspension, and expulsion. Disciplinary measures will be appropriate for the offense. In addition, when a student violates the law, that student

may be referred to legal authorities for prosecution. Students are subject to discipline, up to an including suspension and expulsion for misconduct, which is seriously disruptive of the educational process and violates publicized board of education policy even if such conduct occurs off-school property and during non-school time.

DETENTIONS

Teacher Detentions: Teachers may use detention as one tool to promote and improve responsible student behavior. Teachers will contact parents if they assign a student a detention to discuss the circumstances leading to the detention and to confirm transportation. Failure to serve a teacher detention will result in an office detention. **After school detentions take precedence over any other student obligations, including sports, after-school activities or jobs.**

Office Detentions: Detention may also be assigned by school administrators for infractions of school rules. Office detentions may be from 1-3 hours in length.

PART IX- GENERAL INFORMATION

ASSEMBLIES, CLASS MEETINGS, PEP RALLIES

Group activities such as assemblies, class meetings, and pep rallies are part of the educational experience at Northwestern. Students are expected to attend as directed and to behave appropriately in these events. Pep Rallies are an opportunity for all high school students and faculty to have some fun and enjoy celebrating our athletic teams. Each rally has a set of expectations for student behavior that are posted and made available through the Director of Student Activities.

SPECTATOR CONDUCT AT ATHLETIC EVENTS

Good sportsmanship is very important to the Northwestern Regional community. Students are expected to behave in a courteous manner at all athletic events, regardless of time or place. Respect for spectators, cheerleaders, teams, officials, and supervisors is part of your role as a fan and as a representative of your school. The following rules should be paid particular attention:

- No noisemakers at indoor events.
- Obscene, suggestive, or derogatory cheers will not be tolerated.
- Verbally harassing an opposing team's player - no use of names or numbers.
- "Booing" officials or players is unacceptable.
- Spectators who violate these regulations may be asked to leave by the on-site administrator.

The Berkshire League Principals and Athletic Directors have made sportsmanship a high priority. The two groups have created the following policy relative to spectator behavior at all Berkshire League contests. We want the fans to come and support both teams, officials and coaches in a positive manner. If a spectator's behavior is such that they are removed by an official or asked to leave the site by the site director, in a Berkshire League contest, that spectator will not be allowed to attend the next two home contests of the team they are supporting. The number of contests could exceed two depending on the specific actions of the spectator.

WORKING PAPERS

Working papers may be obtained in the **Main office or Superintendents office** on any school day and throughout the year. The State of Connecticut requires:

1) Written promise of a job from the employer describing exactly and **specifically** the nature of the job; hourly rate of pay, and hours of employment
2) Evidence of age such as a driver's license or birth certificate.
3) Students requesting working papers **must** be present.

Upon change of employment, a new "promise to employ" form must be completed by the new employer and brought to the office. A copy of the original working paper is kept on file in the office. A new copy will be issued.

STUDENT DRIVING AND CAMPUS PARKING REGULATIONS

Student use of motor vehicles at Northwestern is a **privilege** granted by the school. Students are subject to the rules, regulations and administrative guidelines in the parking regulations agreement and must comply with all laws and licensure requirements. Seniors have priority for parking. Juniors may be allowed to drive to school if space permits. In order for anyone to be granted parking privileges, class dues must be paid.

Parking forms must be picked up and returned before students are permitted to drive and park on campus. Students must also attend a mandatory meeting at the beginning of the year with the House 1 Assistant Principal in order to obtain driving privileges for the school year. Student parking permits are $60.00 for the year. Additional parking decals will cost $5.00 per vehicle. The parking permit must be displayed on the front windshield, driver's side, bottom corner. Students must abide by the following regulations:

- Every student driver must comply with Connecticut's Graduated Driver Licensing laws including the nighttime curfew restrictions, passenger restrictions, and all drivers and passengers must wear a seat belt. If any of these regulations are violated, parents will be contacted, referral to the SRO will occur and driving privileges can be revoked by school administration.
- Adhere to the posted speed limit on school grounds of 15 mph and come to a complete stop at all stop signs.
- Do not pass a standing school bus with red flashing stop lights and do not enter a line of school buses or attempt to pass a moving school bus.
- Park in the designated space and display the parking permit on the car's window.
- Do not visit the parking lot during the school day unless granted specific permission by an Administrator.
- In the event that a student's car is involved in a crash on school property, an administrator must be notified immediately, then the local police department.
- A student who uses his/her vehicle to leave school grounds without permission, or who exhibits a pattern of tardiness to school may lose this privilege **in addition to other consequences deemed appropriate by school administration.**
- Your driving privilege and decal may not be sold, given, or loaned to another student.
- Parking in spaces not assigned to you will result in fines. $5 for first offense, $10 for second offense, 5 day driving privilege suspension for 3rd offense.
- Driving prior to receiving permission to have a vehicle on school property will affect your ability to obtain a parking permit.
- In order to be fair, a lottery system is used for student parking.

Violation of any of these parking/driving regulations may result in temporary or permanent loss of driving privilege. Other penalties may include detention, suspension and towing at the owner's expense. Continued violations can result in temporary or permanent revocation of permitted privileges. **In addition, the school administration reserves the right to refer any driving violations to the school resource officer or the local authorities depending on the severity of the violation.**

SEARCHING OF STUDENT VEHICLES

The administration has the right to search a student's vehicle on school grounds if it has reasonable cause that a student may be in possession of contraband, including but not limited to drugs, weapons and alcohol. Please note the search may be conducted with a canine.

POSTERS, NOTICES, ANNOUNCEMENTS

Students should regularly check the bulletin boards by the rotunda as well as TV screens located throughout the school for important information. Students are not to post notices, announcements, brochures and so forth, in any location within the school building unless specific permission has been granted by an Assistant Principal. **Posters, flyers and notices can be placed on bulletin boards and the windows at the end of the main hallway and**

outside the café. Announcements are made daily. Students are expected to be silent and attentive at this time. Any student wishing to make an announcement **should submit it to House 2 Assistant Principal for approval.**

SEMESTER EXAMS

All students are required to complete scheduled mid-year and final exams or participate in a culminating activity. Only the Assistant Principal may excuse a students' absence or request to take an exam at another time.

ON-LINE GRADING/HOMEWORK

Our school uses Powerschool/Powerschool Learning, student information systems that have many features and capabilities. Teachers now have the technology to post your grades and homework assignments on the Internet. Please note, the expectation for teachers is to update their gradebooks every two weeks. Family passwords will be provided so that you and your parents can access your grades and homework assignments. Students are discouraged from sharing family passwords with other students.

ADD/DROP POLICY

Students seeking to modify their course schedule should seek advice and help of their school counselor. A student may add a course to their schedule within the first 3 days of school/semester. A student may withdraw from a semester course within the first 5 weeks and from a full-year course before the close of 1st quarter grades respectively without penalty or sanction assuming he/she has parental permission to do so within the allotted period of time. Course withdrawal after 5 weeks/1st quarter will result in a grade of WF on the report card. **Exceptions to this policy can only be made under exceptional conditions following a conference with the counselor and/or administrator.**

LOST AND FOUND

All students are encouraged to keep all of their personal belongings in their school locker and to make sure it is locked. Students should not share their locker combination with other students. This also applies to student's gym lockers. Students should take every opportunity to place cell phones and other electronic devices in a secured location once these items are missing or stolen it is very difficult to recover them. Please know that the school is not responsible for stolen items that are left in an unsecured location.

SUMMER SCHOOL ELIGIBILITY AND CREDIT AWARDING

Students who are eligible to attend Summer School will receive a letter from their school counselor immediately following the closing of the school year. A student should have received a grade average of at least 50 or be granted permission by a department head or an administrator. Students that lose credit due to violation of the attendance policy may not make-up the class during summer school without permission from administration. To receive credit, a student must successfully complete the summer course at Northwestern Regional School unless first obtaining written permission from the school counselor prior to enrolling in another summer school.

ON CAMPUS RECRUITMENT

Subject to the provisions of Subdivision (11) of Subsection (b) of Section 1-210 of the Connecticut General Statutes, The No Child Left Behind Act of 2001 and the National Defense Authorization Act of 2002 require that the high schools of the school district provide the same directory information and on-campus recruiting opportunities to representatives of the Armed Forces of the United States of America and State Armed Services as are offered to nonmilitary recruiters, recruiters from commercial concerns and recruiters representing institutions of higher education.

The Board shall also provide full access for the recruitment of students by regional vocational technical schools, regional vocational agriculture centers, inter-district magnet schools, trade schools, charter schools and inter-district student attendance programs.

Directory information or class lists of student names and/or addresses shall not be distributed without the knowledge of the parent or legal guardian of the student or by the student who has attained majority status.

Military recruiters or institutions of higher learning shall have access to secondary school student names, addresses, and telephone listings unless a secondary student or the parent of the student requests that such information not be released without prior written parental consent. The Board of Education shall notify parents of the option to make such a request and shall comply with any request received.

The school administrator may make the determination of when the recruitment meetings are to take place and reserves the right to deny such meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the Board of Education by filing a written request with the Superintendent of Schools.

Notice of Intent to Release
(cf. 5125 – Student Records – Confidentiality)

Legal Reference: Connecticut General Statutes
1-210 Access to Public Records. Exempt records.
10-22b Boards of Education to establish written uniform policy re treatment of recruiters. (as amended by PA 98-252)
P.L. 107-110, "No Child Left behind Act," Title IX, Sec.9528

EQUAL OPPORTUNITY
Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, national origin, religion, age, economics status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law. Mr. Gary Franklin is the designated district compliance offer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

PART X
NORTHWESTERN REGIONAL DISTRICT NO. 7
BOARD OF EDUCATION POLICIES

All B.O.E. polices are available at www.nwr7.com

AMERICAN WITH DISABILITIES ACT AND SECTION 504
OF THE REHABILITATION ACT OF 1973
Section 504 of the Rehabilitation Act of 1973 ensures support for individuals with disabilities. Individuals with disabilities are provided a free and appropriate education (FAPE), and are accommodated and employed without discrimination related to their disabilities.

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

NON-DISCRIMINATION **Policy # 2120**
The Regional #7 Board of Education agrees to the regulation that no person in the United States will be excluded from any participation in, denied the benefit of, or otherwise subjected to discrimination under any program, activity, or employment with the district on the grounds of race, color, age, religion, sex, national origin, or

handicap. Any person who feels that he/she has suffered a violation of this non-discrimination policy is strongly encouraged to contact a compliance officer.

REGIONAL #7 COMPLIANCE OFFICERS:

- ***SEXUAL HARASSMENT: Mr. Steven LePage, 379-1084 Ext. 2400***
- ***SECTION 504: Mr. Quentin Rueckert 379-8583***
- ***TITLE IX Mr. Gary Franklin, High School Principal 379-8525 Ext. 2103***
- ***TITLE IV Mr. Steven LePage, 379-1084 Ext. 2400***

All complaints will be promptly investigated according to Board policy and state/federal regulations. Complainants may further file their concerns with designated state and federal agencies.

MEGAN'S LAW

Public Act 98-111 provides for the mandatory registration by persons convicted of a broad range of sexual crimes against children and sexually violent crimes. The law also provides for a central registry to be developed and maintained by the Department of Public Safety. **Additional information may be found by contacting your local police or the state police at (860) 824-2555.**

SEARCH AND SEIZURE Policy # 5145

The administration of a school is required to retain control over student lockers and desks within a school. The chief administrative officer and his/her designee is authorized to search the locker or desk of any student if such officer has a reasonable belief that the locker may contain contraband, illicit objects, or stolen goods. A school administrator is also authorized to conduct a search of the person of any student when there is reasonable suspicion that such student is in the possession of contraband, illicit objects or stolen goods.

The administration has the right to search a student's vehicle on school grounds if it has reasonable suspicion that a student may be in possession of contraband, including but not limited to drugs, weapons, and alcohol.

USE OF DOGS TO SEARCH SCHOOL PROPERTY Policy # 5145 .122

The Board supports the elimination of the possession or use of illegal substances/devices. The Board wants to convey a strong message to the community, faculty, staff, and student body concerning the use or possession of illegal substances.

The Board shall permit the administration to invite law enforcement agencies or other qualified agencies or individuals to search school property with dogs trained for the purpose of detecting the presence of illegal substances, when necessary to protect the health and safety of students, employees or property and to detect the presence of illegal substances or contraband, including alcohol and/or drugs. The use of trained canine sniffing dogs is subject to the following:

1. The administration shall authorize the search and the Principal or his/her designee shall be present while the search is taking place.
2. Parents and students shall be notified of this policy through its inclusion in the student and/or parent handbook.
3. All school property such as lockers, classrooms, parking areas and storage areas may be searched. In addition, personal property such as book bags, backpacks, tote bags, purses and other objects or materials used to transport or store property that are not part of the individual's clothing and are intended to be readily detached from the person and are not on the person may be examined.
    a. Dogs shall not be used in rooms occupied by persons except for demonstration purposes with the handler present.
    b. When used for demonstration purposes, the dog may not sniff the person or any individual.
4. Individual(s) shall not be subjected to a search by dogs of their person.

5. Once notification has been given to parents and students, through the inclusion of the policies in the student and/or parent handbook, the school district will have met its obligation to advertise the searches. Additional notices need not be given, and actual times or dates of planned searches need not be released in advance.
6. Only the dog's official handler will determine what constitutes an alert by the dog. If the dog alerts on a particular item or place, the student having the use of that item or place or responsibility for it shall be called to witness the search. If a dog alerts on a locked vehicle, the student who brought it onto district property shall be asked to unlock it for inspection.
7. Law enforcement agencies will be given full authorization to investigate and prosecute any person(s) found to be responsible for illegal substances(s) on school property.

ATHLETIC PHILOSOPHY

The Regional School District No. 7 Board of Education believes that athletic programs play an important part in the overall development of students. These athletic programs provide a variety of positive experiences to aid in the development of favorable habits and attitudes in students, including teamwork, competition, and how to win and lose gracefully. Our athletic programs constantly strive for the development of well-rounded individuals.

The opportunity to participate in athletics is a privilege that carries with it responsibilities to the school, the activity, the student body, the community and to participants themselves. While all involved take great pride in our success, the Northwestern Regional community does not condone a "win at all costs" attitude. Athletic programs must be conducted in such a way as to justify them as educational activities benefiting all that participate. Everyone involved in school athletics including student-athletes, coaches and spectators, is asked to support our school community's belief in sportsmanship and integrity. For all athletic paperwork and information, please visithttps://www.nwr7.com/high-school/athletics

CIAC ELIGIBILITY

Students must be passing five course (credits) to be eligible to participate in the athletic program. For fall sports, eligibility is determined by the previous year and grades of the student.
You **MAY NOT BE ELIGIBLE** to compete if:

- You are not taking at least five courses (credits) or the equivalent of five courses (credits) (rule I. A.);
- You have not passed at least five credits at the end of the last regular marking period (Rule I.B.); Eligibility for students is determined the day report cards are distributed to the students.
- You are (19) years of age before June 30 (Rule II.B);
- You have changed schools without a change of legal residence (Rule II.C);
- A student has eight consecutive semesters or four consecutive years from date of eligibility from the date of entry into grade 9.
- 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 exceptions being:
    1. Participation in parent-child tournaments and caddy tournaments.
    2. Swimming, tennis, gymnastics…a pupil may participate but not compete with a non CIAC team during the season not to exceed three (3) hours per week.
- You play under an assumed name on an outside team (Rule II.F);
- You receive personal economic gain for participation in any CIAC sport (Rule II.F)

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE

Eligibility Center

NCAA Division I Initial-Eligibility Requirements

Core Courses: (16)

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
      - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

Test Scores: (ACT/SAT)

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT *combined* score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT *sum* score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter *9999* during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. *Test scores on transcripts will not be used*.**

Core Grade-Point Average:

- Only *core courses* that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

DIVISION I
Core-Course Requirement (16)

4	years of English
3	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
1	year of additional English, math or natural/physical science
2	years of social science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

DIVISION I – 2016
Qualifier Requirements
**Athletics aid, practice, and competition*

- 16 core courses
  - Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science.
    - "Locked in" for core-course GPA calculation.
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

DIVISION I – 2016
Academic Redshirt Requirements
**Athletics aid and practice (no competition)*

- 16 core courses
  - No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
- Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
- Graduate from high school.

NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE

Eligibility Center

Division II Initial-Eligibility Requirements

Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018,** to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018,** Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition **on or after August 1, 2018,** is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier **on or after August 1, 2018**, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

DIVISION II
16 Core Courses

3	years of English.
2	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
3	years of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, foreign language or comparative religion/philosophy).

Sliding Scale A
Use for Division I prior to August 1, 2016

NCAA DIVISION I SLIDING SCALE

Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B
Use for Division I beginning August 1, 2016

NCAA DIVISION I SLIDING SCALE

Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

For more information, visit www.eligibilitycenter.org or www.2point3.org.

DIVISION II COMPETITION SLIDING SCALE

Use for Division II beginning August 1, 2018

Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.300 & above	400	37
3.275	410	38
3.250	420	39
3.225	430	40
3.200	440	41
3.175	450	41
3.150	460	42
3.125	470	42
3.100	480	43
3.075	490	44
3.050	500	44
3.025	510	45
3.000	520	46
2.975	530	46
2.950	540	47
2.925	550	47
2.900	560	48
2.875	570	49
2.850	580	49
2.825	590	50
2.800	600	50
2.775	610	51
2.750	620	52
2.725	630	52
2.700	640	53
2.675	650	53
2.650	660	54
2.625	670	55
2.600	680	56
2.575	690	56
2.550	700	57
2.525	710	58
2.500	720	59
2.475	730	60
2.450	740	61
2.425	750	61
2.400	760	62
2.375	770	63
2.350	780	64
2.325	790	65
2.300	800	66
2.275	810	67
2.250	820	68
2.225	830	69
2.200	840 & above	70 & above

DIVISION II PARTIAL QUALIFIER SLIDING SCALE

Use for Division II beginning August 1, 2018

Core GPA	SAT Verbal and Math ONLY	ACT Sum
3.050 & above	400	37
3.025	410	38
3.000	420	39
2.975	430	40
2.950	440	41
2.925	450	41
2.900	460	42
2.875	470	42
2.850	480	43
2.825	490	44
2.800	500	44
2.775	510	45
2.750	520	46
2.725	530	46
2.700	540	47
2.675	550	47
2.650	560	48
2.625	570	49
2.600	580	49
2.575	590	50
2.550	600	50
2.525	610	51
2.500	620	52
2.475	630	52
2.450	640	53
2.425	650	53
2.400	660	54
2.375	670	55
2.350	680	56
2.325	690	56
2.300	700	57
2.275	710	58
2.250	720	59
2.225	730	60
2.200	740	61
2.175	750	61
2.150	760	62
2.125	770	63
2.100	780	64
2.075	790	65
2.050	800	66
2.025	810	67
2.000	820 & above	68 & above

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.

NCAA APPROVED CORE COURSES
High School Course Information:

English Courses

ENGLISH 1C
ENGLISH 2C
ENGLISH I/H
ENGLISH II/HONORS
ENGLISH IIIC
ENGLISH IIIH
ENGLISH LANGUAGE
INTRO TO THEATRE
JOURNALISM
WORLD LIT
AP/ENGLISH LANGUAGE & COMP.
AP/LITERATURE & COMP.
SHAKESPEARE SEMINAR/H
SHORT FICTION
WRITING WORKSHOP/LIT
THROUGH WRITING WORKSHOP/POETRY
POETRY SEMINAR
WRITINGWORKSHOP/WORLD LIT
HONORS BRITISH LIT
PUBLIC SPEAKING

Social Studies Courses

AFRICAN AMERICAN/BLACK &
PUERTO RICAN/LATINO STUDIES
AP/AMERICAN GOV'T/
POLITICS
ASIAN STUDIES
CIVICS/C
CIVICS/HONORS
CONTEMPORARY ISSUES
EARLY AMERICAN HISTORY
ECONOMICS
FOUND OF WESTERN WORLD
GLOBAL ISSUES
AP/PSYCHOLOGY
LATIN AMERICAN/STUDIES
LAW AND JUSTICE
AP/MODERN EUROPEAN HISTORY
AP/US HISTORY
PSYCHOLOGY
SOCIOLOGY
US HISTORY/C
US HISTORY/H
WESTERN CIVILIZATION 1
WESTERN CIVILIZATION 2
WESTERN CIVILIZATION/H
WESTERN CIVILIZATION

Mathematics Courses

ALBEGRA 1
ALGEBRA 2
ALGEBRA 2/H
ALGEBRA I/H
AP/CALCULUS
AP/CALCULUS II
AP/COMPUTER SCIENCE
GEOMETRY
GEOMETRY/H
PRECALCULUS
PRECALCULUS/H
STATISTICS/COLLEGE
STATISTIC/H
AP/STATISTICS
HONORS INTRO TO COMUPTER SCIENCE
COMPUTER SCIENCE

Natural/Physical Science Courses

BIOLOGY/C
BIOLOGY/HONORS
AP CHEMISTRY
CHEMISTRY/C
CHEMISTRY/H
EARTH SCIENCE
HUMAN PHYSIOLOGY
GEOLOGY OF CT
HUMAN PHYSIOLOGY/HONORS
INTEGRATED SCIENCE C
INTEGRATED SCIENCE/H
PHYSICS
SEMINAR IN BIOTECHNOLOGY
AP BIOLOGY/UCONN
AP/ENVIROMENTAL SCIENCE

Additional Core Courses

ADV SPANISH 6/H
ITALIAN I
ITALIAN II
ITALIAN III
HONORS ITALIAN 4
HONORS ITALIAN 5
UCONN/ITALIAN
SPANISH 1
UCONN/SPANISH

HEALTH
STATE MANDATED PHYSICAL EXAM (PUBLIC ACT 80-440)

Grade 10 - All 10th grade students must have a complete physical on file, or they cannot be allowed to enter grade 11.

Mandated assessments must be completed on the appropriate state form which is available at all schools.

All students transferring from other schools are required to comply with Connecticut State Law regarding physical assessments and immunization. They will not be allowed to enroll without proper documentation.

Sports Physicals: Students who play on athletic teams must have a yearly sports physical.

STATE MANDATED SCREENINGS

Scoliosis- Students in grade 9 will be screened for scoliosis.
Please note: If your child is presently under treatment for Scoliosis, please inform the school nurse prior to the screening.
Vision - All 9th grade students will be tested.

ATTENDANCE (CREDIT ATTAINMENT) **Policy #5113 (in part)**

The Northwestern Regional School attendance policy is predicated on the conviction that classroom attendance is an integral part of the student's course of study. In cases where the school has been unsuccessful in the effort to convince the students of the importance of regular attendance, penalties will be imposed. Credit earned in every course shall reflect the student's daily attendance as well as the fulfillment of other academic requirements.

In order to earn credit in any course, a student is obligated to:

a. Fulfill the course requirements as may be established by the school, and;
b. Not exceed the limit of allowable absences as established by the school.

RECORDS REVIEW **Policy #2461**

The Board of Education of Regional School District No. 7 affirms the right to parents, legal guardians and students of majority age, to have access to their own educational records or to those of their children as wards in accordance with the provisions of P.L. 94-142 and P.L. 93-380, or their successors and instructs the Superintendent to have administrative regulations developed in conformity with all appropriate statutes and to make copies of such regulations available in the Superintendent's Office, the Principal's Office, the Registrar's Office, and each of the House Counselor's Offices.

NOTICE OF INTENT TO RELEASE DIRECTORY INFORMATION WITHOUT PRIOR CONSENT

The following types of information contained in the education record of an enrolled student are hereby designated as directory information and may be disclosed by school officials without the prior consent of a parent or eligible student except as provided below:

- The student's name
- The student's address
- The student's telephone listing
- The student's electronic mail address
- The student's photograph
- The student's place and date of birth
- The student's dates of attendance
- The student's grade level
- The student's participation in officially recognized activities and sports
- The student's weight and height as a member of an athletic team
- Honors and awards received by the student

A parent or eligible student may refuse to allow Northwestern High School officials to designate any or all of the above listed types of information as directory information. Any such refusal must be made in writing to and received by the school registrar no later than October 1.

SMOKING POLICY **Policy #4600 (in part)**

Smoking or other use of tobacco products including electronic cigarettes or vaporizing devices by staff, students and visitors is prohibited on school property.

Effective Jan 1, 1994 and reviewed semi-annually.

Administrative Regulations:

A student has violated our no smoking/tobacco use policies if:

- Student has smoke breath.
- Student is in possession of a lit cigarette
- Student is observed throwing a lit cigarette
- Student is found in an area where active smoking is occurring
- Student is found in possession of smoking paraphernalia (cigarettes, lighters, etc.).
- Student is found in lavatory stall with smoke rising above it.
- Student is found in presence of smoke when a staff member detected none prior to student entering the lavatory.

In addition, all of these issues may warrant a search of students in the area at the time.

Students who are observed or suspected of being in violation of this policy will be subject to discipline and fines as detailed below:

First Offense: $60.00 Fine (or equal to the going rate for a ticket by law enforcement at the time of violation).

- Parents informed of violation
- Loss of common's privileges for five (5) school days

Second Offense: $60.00 Fine (or equal to the going rate for a ticket by law enforcement at the time of violation).

- Parents informed of violation.
- One day out of school suspension.
- Loss of commons privileges for 10 school days.

Third Offense: $60.00 Fine (or equal to the going rate for a ticket by law enforcement at the time of violation).

- Parents informed of violation.
- Loss of common privileges for (20) school days.
- Three day out-of-school suspension.

Fourth or Subsequent Offense: $60.00 Fine (or equal to the going rate for a ticket by law enforcement at the time of violation).

- Parents informed of violation.
- Loss of all privileges for 10 weeks.
- Ten day out-of-school suspension.
- Mandated hearing with the Superintendent to discuss possible hearing with the Board of Education in consideration of expulsion from school up to 180 days.

Any smoker/tobacco user will be encouraged to participate in a smoking cessation program, the cost of which may be reimbursed up to $100. Such reimbursement is contingent upon the student's successful completion of the program as certified by the program director.

A student who has violated the school's no smoking policy may have his/her fine eliminated if he/she successfully completes a "smoke ending program" within 90 calendar days of the smoking offense and provided that no additional violations occur from the time of the initial date of the violation.

All fines must be paid before a student will be allowed to participate in the junior or senior prom, senior picnic, graduation or other significant class event. Any money collected in fines will be deposited in a Student Activity Account and be used to support the smoke ending initiative, to purchase anti-smoking materials and to purchase cessation programs.

Possession of all smoking products, including cigarettes, vaping devices, chewing tobacco, lighters, and so forth, is prohibited on school grounds and will result in penalties as listed above.

SEXUAL HARASSMENT **Policy #4700**

It is the policy of the Board of Education to maintain a learning and working environment that is free from sexual harassment. The Board of Education prohibits any form of sexual harassment.

It shall be a violation of this policy for any student, employee, individual under contract or volunteer subject to the control of the Board to harass a student, employee, individual under contract or volunteer through conduct or communication of a sexual nature as defined by this policy.

Sexual harassment is defined as unwelcome conduct of a sexual nature whether verbal or physical, including but not limited to:

- insulting or degrading sexual remarks or conduct;
- threats or suggestions that an individual's submission to or rejection of unwelcome conduct will in any way:
- influence a decision regarding that person's employment or education
- interfere in any way with that person's employment or educational performance
- create an intimidating, hostile or offensive work or educational environment.

Sexual harassment by a student, employee, individual under contract or volunteer will result in disciplinary action up to and including dismissal or expulsion.

The Superintendent is the district's sexual harassment compliance officer. Any person who believes he or she has been the victim of sexual harassment by a student, employee, individual under contract or volunteer of the Board of Education is encouraged to promptly **report such complaint to The Superintendent at (860) 379-1084**. **Complainants may also contact the school principal, at 379-8525.** All complaints will be investigated promptly, and corrective action will be taken when allegations are verified. No reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

CHILD ABUSE AND NEGLECT REPORTING **Policy 5141.4 (in part)**

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

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

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

DRUGS AND ALCOHOL **Policy #5144 (in part)**

No student in the Regional School District No. 7 school system shall have in his or her possession while in school or on school grounds, any controlled drug or alcohol. Controlled drugs shall include any amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic-type, morphine-type drug or other stimulant and depressant drugs, or any other drug which may be classified as a controlled drug by State Law. The police will be notified if a student is found to be in possession of controlled drugs or alcohol.

USE OF ALCOHOL DETECTION DEVICES **Policy #5141**

The Regional School District No. 7 Board of Education is committed to promoting a safe and substance-free school including school sponsored activities and events both on and off school grounds. The Regional School District No. 7 BOE adopts this policy for all students enrolled in our school and their underage guests who attend school-sponsored events.

- No alcoholic or intoxicating beverages of any kind are permitted on school grounds including in any building, bus or at any event or activity authorized by the Board of Education at any time.
- The consumption of alcoholic or intoxicating beverages immediately prior to or during any school sponsored event or activity on or off school grounds is strictly prohibited by the Board of Education and is grounds for disciplinary action.

Therefore, in order to promote a safe environment for our students and their underage guests at school sponsored and/or Board authorized activities and events, the school administration is authorized to employ the use of both "passive" and/or active alcohol detection devices.

If the Principal and/or other administrator, designee or any law enforcement officer has reasonable suspicion that a student has been consuming or is under the influence of alcohol, then the trained administrator may employ the use of an alcohol detection device.

Definition of Reasonable Suspicion

Reasonable suspicion shall include, but not be limited to, any of the following;

1. Observed use or possession of alcohol;
2. The odor of alcohol on the breath, or in a container smelling of alcohol;
3. Slurred speech, unsteady gait, lack of coordination, bloodshot or glazed eyes or;
4. Marked change in personal behavior not attributable to other factors; or
5. Behavior that is risky, aggressive or disruptive;
6. Information from a reliable informant.

Prior Notification

It is the responsibility of the school administration to provide prior notice of the use of alcohol detection devices to the attendees of Board of Education authorized events. Prior notice will include, but is not limited to, notification in the student/parent-guardian handbook, notification at school-wide assemblies, notification on event specific advertisements and/or tickets, and notification on guest permission forms.

Refusal to Screen
Students and/or their underage guest who refuse to submit to alcohol detection screening where reasonable suspicion has been determined at all on or off ground school sponsored events where prior notice has been given will not be permitted to attend the Board of Education authorized activity. Parents/Guardians of these students will be contacted and informed of their refusal to screen and appropriate disciplinary action will be initiated.

Students Testing Positive
Students and/or their underage guests who test positive for consumption of alcoholic and/or intoxicating beverages will be subject to disciplinary action consistent with district policies and regulations. Their parents will be called to pick the student up from the school-sponsored event.

Breathalyzers during the School Day
Trained school personnel may ask that a student submit to a breathalyzer test during the school day if, after careful evaluation, there is reasonable suspicion that a student has been consuming or may be under the influence of alcohol while in attendance at school.

The breathalyzer test will be administered as noted above. If the student tests positive, their parents will be called, and the student will face disciplinary consequences consistent with district policies and procedures (Policy #5114 – Student Suspension and Expulsion).

General Screening
The Board of Education acknowledges that unusual circumstances, e.g., evidence of increased use of drugs and/or alcohol, may require that at certain student events, all students submit to passive breathalyzer screening prior to admittance to the event.

BULLYING **Policy 5131.911**
The Board of Education promotes a safe and secure school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited.

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

A. causes physical or emotional harm to such student or damage to such student's property;
B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
C. creates a hostile environment at school for such student;
D. infringes on the rights of such student at school;
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 act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical development or sensory disability, or by association with an individual or group who has or its perceived to have one or more of such characteristics. *The student against whom the activity is directed must be attending school in the same district as the student engaged in the activity.*

Examples of bullying include, but are not limited to:

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

Teen dating violence is defined as "any act of physical, emotional or sexual abuse, including stalking, harassing, and threatening that occurs between two students who are currently in or who have recently been in a dating relationship". All allegations of teen dating violence will be investigated. Perpetrators of teen dating violence are subject to disciplinary action up to and including suspensions, expulsion/ and or referral to law enforcement.
"Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

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

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

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

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

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

"School climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.
Students who engage in any act of bullying on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,

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

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

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior or teen dating violence behavior, and students shall be permitted to anonymously report acts of bullying or teen dating violence to school employees. Any report of suspected bullying behavior or teen dating violence will be promptly reviewed. If acts of bullying and/or teen dating violence are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail, and are available to students and their parents/guardians upon request.

School Climate/ Bullying/ Challenging Behaviors

In accordance with Connecticut Public Act 23-167, An Act Concerning Transparency in Education, Northwestern Regional School District No. 7 has adopted BOE policy 5131.911, more commonly known as the Connecticut School Climate Policy. This policy sets the framework for improving the school climate for the students we serve

It includes requirements for a written school climate plan to create and sustain a positive school climate and includes updated processes for times when student behaviors do not meet stated expectations.

Part of this policy includes updated terminology for student behavior that "negatively impacts school climate or interferes, or is at the risk of interfering, with the learning or safety of a student or of a school employee". This behavior is now referred to as "challenging behavior" and should be reported utilizing the form below. The form will be sent to the principal who will begin a challenging behavior investigation. If a complaint is made in a way that is not anonymous, the complainant will be notified of the outcome of the investigation, however will not be notified of specific student consequences.

Please note that the challenging behavior reporting form is utilized to report not only challenging behavior, but also incidents that may rise to the level of bullying or require a Title IX investigation for sexual harassment.

Challenging Behavior Reporting Form

SUSPENSION / EXPULSION **Policy #5131 (in part)**

The Board of Education has authorized the superintendent, the principal and their designees, to suspend, exclude, remove or recommend that the Board expel students who violate the specific standards of conduct while on school grounds or during a school activity off school grounds, provided such suspension, exclusion, removal or expulsion is either in the educational interests of the student involved or in the interests of the school community itself and that such suspension, exclusion, removal or expulsion is an attempt to deal with problems of student conduct in a constructive and positive manner.

The following breaches of conduct on school grounds, school transportation, or at any school sponsored activity may lead to consideration of suspension or expulsion, and notification of law enforcement authorities:

A. Causes or attempts to cause damage to school property or steals or attempts to steal school property; or,
B. Causes or attempts to cause damage to private property or steals or attempts to steal private property; or,
C. Causes or attempts to cause physical injury to another person except in self-defense; or causes or attempts to cause injury other than physical to another person; or,

D. Possesses, uses, transmits, or is under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind; or,
E. Knowingly is in the presence of those who are in possession of, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind; or,
F. Possesses or transmits any firearms, knife, explosive, or other dangerous object or,
G. Uses or copies the academic work of another and presents it as his/her own without proper attribution; or,
H. Defies the valid authority of supervisors, teachers, or administrators; or,
I. Behaves in a fashion which clearly endangers the safety of himself, or others, or prevents the orderly continuance of the school's provision of educational opportunities; or,
J. Endangers persons or property or is seriously disruptive of the educational process, or which conduct violates any Board policy.

VIDEO SURVEILLANCE **Administrative Regulations to Policy 5131.111**
License Plate Reader (LPR)

1. Internal and external video surveillance is in effect on school property and on transportation vehicles.
2. License Plate Reader (LPR) video surveillance is also in effect, and may occur when a
3. **vehicle travels the main gate area.**
4. **The District will incorporate notice of the LPR in the student handbook.**
5. **LPR surveillance equipment, can be further defined and detailed as:**

a. The use of the LPR system shall be supervised by the IT Director.
b. No video data is shared with the camera vendor or any other person or vendor, for
c. analytics, evaluation, interpretation, or any other purposes.
d. Data that is collected is in the form of individual videos and license plate images,
e. which are assigned a time stamp.
f. There is no automated process or artificial intelligence which interprets and
g. identifies the image to yield a drivers' identification. This identification process
h. can only be carried out by a certified law enforcement professional with
i. appropriate credentials to access the state's motor vehicle database, in accordance
j. with all applicable laws and regulations pertaining to investigative requirements
k. thereof.
l. Recorded video data is stored internally on the LPR itself, not in the cloud.
m. Data retention is for a 30-day period.
n. LPR data is accessible on by the NWR7 School Resource Officer and the IT Director.

OUT OF SCHOOL MISCONDUCT **Policy #5114 (in part)**

Students are subject to discipline, up to and including suspension and expulsion, for misconduct that is seriously disruptive of the educational process or is a violation of a publicized policy of the Board of Education, even if such misconduct occurs off school property and during non-school time. Expulsion is required if a student possesses a "firearm" under federal law in violation of Connecticut General Statues 29-35 (which sets out the permit requirement for carrying a firearm and if a student possessed and used a "firearm" or a deadly weapon, dangerous instrument, or martial arts weapon off campus in the commission of a crime. Expulsion is also mandatory whenever a student is found to have engaged in the sale or distribution of drugs, whether that conduct occurred on school property, or at a school sponsored activity, or off of school property. CGS Section 53a-c, 53-206, 29-35)

PSYCHOTROPIC DRUG USE

School personnel are prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners, district medical advisor, school psychologists, school social workers and school counselors, may recommend that a student be evaluated by an appropriate medical

practitioner. Further, the District is prohibited from requiring a child to get a prescription before he/she may attend school, be evaluated to determine eligibility for special education or receive special education.

LIMITED ENGLISH PROFICIENCY PROGRAM **Policy #6141.311 (in part)**

In accordance with the Board's philosophy to provide a quality educational program to all students, the District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed and provided with appropriate services.

SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM **Policy #5145.511(in part)**

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

PARENT RIGHTS (SECTION 504) **Policy #3511 (in part)**

It is the policy of Regional School District No. 7 to comply with all aspects of the Section 504 regulations of the Rehabilitation Act of 1973. Section 504 prevents discrimination on the basis of handicap in programs and activities operated by the school system.

No otherwise qualified individual with handicaps shall, solely by reason of her or his handicap, as defined in Section 706(8) of the Rehabilitation Act, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by Regional School District No. 7.

The District has a responsibility to follow the procedural requirements of Section 504 to afford each student a free, appropriate education, which includes procedures for preplacement evaluation, placement procedures and procedural safeguards. Additionally, Section 504 addresses placement in the LRE for both academic and nonacademic settings. The District also recognizes that there may be some impaired students who are not eligible for Special Education services under IDEA but who are still defined as handicapped and eligible for services and protection from discrimination under the Section 504 definitions and regulations.
In order to ensure that Regional School District No. 7 does not discriminate in providing equal access to programs and services on the basis of handicap, the following definitions, requirements and procedures are provided.

STUDENT RECORDS **Policy #5125.1 (in part)**

Educational records will be kept for each student and will reflect the physical, emotional, social and academic aspects of a student's development in the educational process. The Board of Education recognizes the legal requirements to maintain the confidentiality of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA) and its implementing regulations and the Connecticut General Statutes. Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto.

TITLE I PROGRAMS

The Superintendent or his/her designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensure equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

TITLE I PARENTAL INVOLVEMENT **Policy #6172.4 (in part)**

The Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's schooling. Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents of children participating in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement.

In addition to the required annual meeting, if appropriate, additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

Information about programs provided under Title I;

1. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
2. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
3. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the District level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

Each school in the District receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Note: Districts with more than one school participating in a Title I program may wish to consider the establishment of a district wide parent advisory council.

(cf. 1110.1 – Parent Involvement)
(cf. 6161.3 – Comparability of Services)
Legal Reference:

Improving America's Schools Act, P.L. No. 103-382, Sec. 1112
Local Educational Agency Plans.
Improving America's School Act (IASA), P.L. 103-382
P.L. 107-110, "No Child Left Behind Act of 2001," Title I –
Improving the Academic Achievement of the Disadvantaged,
Sec. 1118

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

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

FIRE DRILL PROTOCOL **Policy #6114.1**

Fire drills are held at regular intervals as required by state law. Crisis response drills are held regularly and are planned and conducted with local law enforcement agencies.

Students

1. When the fire alarm sounds, all students should stop what they are doing; stand; form a line and walk out the proper exit in an orderly fashion.
2. Any student not in the classroom should immediately join the nearest line of students and pass with that line. The student then becomes the responsibility of the teacher who is in charge of that line.
3. No student is to go back into the building until the outside bell is rung signaling that it is safe to return.
4. Students are not to run, shove or monitor exit doors.
5. Silence must be maintained so that students may hear the teacher's directions.
6. Students and teachers should stay as low as possible to avoid the inhalation of smoke.

SAFETY/ACCIDENT PREVENTION

Student safety on campus and at school related events is a high priority of the District. Although the District has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

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

HAZARDOUS MATERIAL IN SCHOOLS **Policy # 3524.1**

Pesticide Application

The intent of this policy is to ensure that students, employees and parents/guardians receive adequate notice, in conformity with applicable statutes, prior to pesticide application in school buildings and on school grounds. Further, the District will only employ certified pesticide applicators for any non-emergency pesticide use in school buildings or on school grounds.

The application of lawn care pesticides on the grounds of schools with students in grade eight or lower must be according to an integrated pest management plan (IPM). Such application is prohibited starting July 1, 2009 except in emergencies. An emergency application may be made to eliminate a human health threat in any school with students through grade eight as determined by the Superintendent of Schools.

The District shall:

- Provide notice of planned pesticide application to students, parents/guardians and employees in the manner required by law.

- Post the areas scheduled to receive pesticide application(s).
- Maintain written records for five years of all pesticide applications.
- Provide continuing instruction to those students who, based upon written medical request, find it necessary to absent themselves during the period of application.
- Inform annually parents/guardians and staff of the District's pest application/management policy.
- Establish a registry of parents/guardians and staff who want to receive advance notice of all pesticide use and provide such notice as required by law.

Pest control applicators employed by the District shall provide the school contact person (*Supervisor of Maintenance, Head Custodian*) with notice at least seventy-two (72) hours prior to the date and time the pesticide application is to occur, including in such notice the brand name, concentration, rate of application, pesticide label, material safety data sheet, list of the area or areas where the pesticide is to be applied and any use restrictions required by the pesticide label. Prior to the application, the applicator shall provide the school contact person with a written pre-application notification containing the following information:

- The brand name, rate of application and any use restrictions required by the label of the herbicide or specific pesticide.
- The area or areas where the pesticide is to be applied.
- The date and time the application is to occur.
- The pesticide label and the material safety data sheet.

In the case of pesticide applications performed for or by public health agencies or emergency applications because of immediate threat to the public health, the licensed applicator shall give the school site office oral and, if possible, written notice, with posting of the area to be treated.

The Superintendent or his/her designee may require the pest control applicator to make the required postings in accordance with all applicable statutes and with District policy and regulations. The name and address of the applicator shall be a part of any posting.

Someone other than a certified pesticide applicator may apply a pesticide in an emergency to eliminate an immediate human health threat when (1) it is impractical to obtain the services of a certified pesticide applicator and (2) a restricted use pesticide is not used, as defined in C.G.S. 22a-47.

Pesticide purchases shall be limited to amounts authorized by the Superintendent or his/her designee for use during the year. Pesticides shall be stored in a secure site not accessible to students or unauthorized staff. They shall be stored and disposed of in accordance with EPA registered label directions and applicable state statutes.

Definitions:

Pesticides are defined as fungicides used on plants, insecticides, herbicides or rodenticides, but not sanitizers, disinfectants, antimicrobial agents or pesticide baits.

Integrated pest management is the use of all available pest control measures, including the judicious use of pesticides when warranted to maintain a pest population at or below an acceptable level while decreasing the unnecessary use of pesticides. Such plan is consistent with an applicable model plan provided by the Commissioner of Environmental Protection under section 22a-661.

Lawn care pesticides are pesticides registered by the EPA and labeled according to the Federal Insecticide, Fungicide and Rodenticide Act for lawn, garden and ornamental use.

The Superintendent shall prepare and disseminate regulations for the implementation of this policy.

Legal Reference: Connecticut General Statutes
10-231b Pesticide applications at schools. Authorized applicators. Exception.
10-231c Pesticide applications at schools without an integrated pest management plan

22a-46. Short title: Connecticut Pesticide Control Act.
22a-54. Pesticide applicators, certification, classification, notice, fees, reciprocity; financial responsibility; aircraft, tree, public employee applicators.

GREEN CLEANING PROGRAM

A green cleaning program to clean and maintain the school will be implemented by July 1, 2011. The program provides for the procurement and proper use of environmentally preferable cleaning products in the school. The cleaning products used meet standards approved by the Department of Administrative Services and minimize potential harmful effects on human health and the environment. Parents/Guardians may request a written copy of the District's policy pertaining to the green cleaning program and a written statement which includes the names and types of environmentally preferable cleaning products used in the school and where in the building they are applied; the schedule for applying the products; and the names of the school administrator or designee whom the parent/guardian or student may contact for more information.

"No parent, guardian, teacher, or staff member may bring into the school facility any consumer product which is intended to clean, deodorize, sanitize or disinfect" (a required statement by law).

ASBESTOS MANAGEMENT PLAN

In compliance with federal and state laws, Northwestern has an Asbestos Management Plan developed in consultation with an accredited inspector. We do have asbestos in a few isolated areas, including non-flammable types of vinyl tiles, button health risks are present. A management plan is available in the Media Center for your review. Mr. James Gaskins is the school contract person.

ADMISSION/PLACEMENT **Policy #5118**

A student seeking enrollment in Northwestern Regional High School for the first time or following attendance in another Connecticut public school district, out-of-state attendance, private school attendance or admission through a bona fide foreign exchange program should contact the principal. A student who is transferring from non-public schools or schools outside the district will be placed at his/her current grade level pending evaluation and observation of the student after such assessment and consultation with the parents, the principal will determine the grade placement of the child. Nonresidents may attend school on a tuition basis provided space is available. The parent or person having control of a child sixteen or seventeen years of age may consent to such child's withdrawal from school. For the school year commencing July 1, 2011, and each school year thereafter, the parent or person having
control of a child seventeen years of age may exercise the option by personally appearing at the school district office to sign a withdrawal form. This form will include an attestation from the school's guidance counselor or a school administrator that the district has provided the parent or person with information on the educational options available in the school system and in the community. A student who has attained the age of sixteen and who has voluntary terminated enrollment in the district's schools and subsequently seeks admission may be denied readmission for up to ninety school days from the date of such termination unless such student seeks readmission to the District not later than ten school days after such termination in which school accommodation will be provided not later than three school days after such student seeks readmission. A student, nineteen years of age or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-one. Students who are classified as homeless under federal law and do not have a fixed residence will be admitted pursuant to federal law.

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

Parents of students attending District schools have the option to enroll their child/children in a magnet school with which the District is a nonparticipating district, if the magnet school has unused student capacity. The District will pay any tuition charge.

STUDENT CODE OF CONDUCT **Policy #5131**

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. The district has authority over students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any school-related activity, regardless of time or location, and any off-campus school-related misconduct, regardless of time or location. Good behavior and a commitment to learning are essential for success in high school. An atmosphere conducive for learning is achieved through mutual cooperation and respect demonstrated between students and faculty. Northwestern students have a well-deserved reputation for pride, good citizenship and academic achievement. We expect students to continue to meet these standards by complying with the rules and regulations developed for the benefit of all members of Northwestern Regional High School.

If a student does violate the school's behavioral standards, disciplinary sanctions will be applied according to the specifics of that situation, likely beginning with the minimum consequence appropriate for a first offense. Subsequent occurrences of the same sort of behaviors result in escalating penalties. The general disciplinary tools are loss of privileges, parent/administrator conferences, after school detentions, in-school/out of school suspensions and expulsion.

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

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

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

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

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

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

DANGEROUS WEAPONS AND INSTRUMENTS

No guns, knives or any other objects, including martial arts weapons and facsimiles of weapons, capable of threating or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution, as well as, appropriate disciplinary action. Any student found to possess a deadly weapon on school grounds or during a school-related activity will be expelled from school.

DISCIPLINE

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

SUSPENSION

A teacher may remove a student from a class when the student deliberately causes a serious disruption of the teaching a learning process within the classroom. School administrators will determine, using state guidelines, whether a suspension will be in-school or out of school. The administration may suspend a student for an infraction of school rules. Suspension is defined as an exclusion from school privileges for not more than ten (10) consecutive days. No student shall be suspended without an informal hearing before an administrator at which time the student shall be informed for the reasons for the disciplinary action and be given an opportunity to explain the situation, unless circumstances surrounding the incident require immediate removal. In such instances the informal hearing will be held during the suspension.

VEHICLE SEARCH AND SEIZURE **Policy #5145.121**

The administration has the right to search a student's vehicle on school grounds if it has reasonable suspicion that a student may be in possession of contraband, including but not limited to drugs, weapons, and alcohol.

STUDENT PUBLICATIONS **Policy #6145.3**

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

The school encourages student publications not only because they offer an educational activity through which students gain experience in reporting, writing, editing, and understanding responsible journalism, but also because they provide an opportunity for students to express their views and a means of communicating both within and beyond the school community.

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

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

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

Distribution of Literature

Students have a right to distribute literature on school grounds and in school buildings provided such distribution does not interfere with or disrupt the educational process. No literature may be distributed unless a copy is submitted in advance to the Superintendent of Schools and/or the Building Principal.

SPECIAL EDUCATION **Policy #6171**

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. For those students who are not eligible for services under IDEA, but because of disability as defined in Section 504 of the Rehabilitation Act of 1973, need or are believed to need special education or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s)/surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), and representation by counsel, and a review procedure.

The Board of Education in fulfilling its legal duties and responsibilities for providing special education programs for the students of the school district, shall be assisted through membership in the Regional Service Center and through cooperative associations with other school districts.

(cf. 3231 – Medicaid Reimbursement for Special Education Students)
(cf. 5145.71 – Surrogate Parent Program)

Legal Reference: Connecticut General Statutes
10-76a Definitions.
10-76b State supervision of special education programs and services.
10-76c Receipt and use of money and personal property.
10-76d Duties and powers of board of education to provide special education programs and services.
10-76e School construction grant for cooperative regional special education facilities.
10-76f Definitions of terms used in formula for stat aid for special education.
10-76g State aid for special education.
10-76h Special education hearing and review procedure. Mediation of disputes.
10-76i Advisory council for special education.
10-76j Five-year plan for special education.
10-76k Development of experimental educational programs.
10-76m Auditing claims for special education assistance.
10-76a-1 et seq. Definitions.
10-76d-1 through 10-76d-19 Conditions of instruction.
10-76h-1 through 10-76h-2 Due process.
10-761-1 Program Evaluation.
10-145a-24 through 10-145a-31 Special Education (re teacher certification)
10-2461 Grants for the operation of interdistrict magnet school programs.
34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
American with Disabilities Education Act, 20 U.S.C. §12101 et seq.
Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794
PL. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act
20 U.S.C. §6368 (3) The No Child Left Behind Act

STUDENT CONDUCT AT SCHOOL AND ACTIVITIES **Policy #5131**

Student Behavior

Students shall be properly instructed in rules and regulations of acceptable conduct and are responsible for understanding and complying with school and school district standards of behavior. Any student who fails to comply with these rules and regulations concerning student behavior is liable to suspension, exclusion, or expulsion.

Areas of Responsibility for Student Conduct and School Discipline

Although the ultimate goal of all student discipline is the development of appropriate self-discipline in each student, direct staff responsibilities in pursuit of that goal include:

1. Certified Staff. Teachers, administrators, and other certified staff are responsible for the proper conduct and control of students while they are under the supervision and jurisdiction of the particular school and the school district.

2. Principal. Principals may implement necessary procedures and school rules and regulations on student behavior consistent with Board of Education policies. Principals may involve representatives from school

personnel, students, parents, and citizens in the community in developing standards, specific rules and regulations, and procedures for student conduct at school and in out of school activities.

3. Teachers. Teachers are responsible for proper adequate control of students and for student instruction on rules and regulations of proper conduct. Teacher responsibility and authority extends to all students of the school district under the assigned supervision of the teacher and to other students with whom the teacher comes into contact throughout his or her work day.

4. Support Staff. Instructional and other aides, custodians, administrative assistants and clerks, cafeteria employees, bus drivers, and other non-certified staff are responsible for appropriate reporting of inappropriate behavior and actions to teachers and administrators and for intervention and necessary action in the absence of certified staff to preserve personal safety of other students, staff, and to safeguard school district property.

5. Parents. Parents are expected to cooperate with and to support school authorities on the behavior and discipline of their children. Parents shall be held responsible for willful misbehavior of their children and for any destructive acts on school property.

Publication to Parents/Guardians of Behavior Code
The Superintendent of Schools shall, at the beginning of each school year, notify parents/
guardians of district policies, and regulations on student discipline and shall insure that Principals in each school communicate these policies and regulations to students at the beginning of each school year – and to transfer students at the time of their enrollment in the school.

(cf. 5114 Suspension/Expulsion/Exclusion/Removal)
(cf. 5131.5 Vandalism)

Legal Reference: Connecticut General Statutes
52-572 Parental liability for torts of minors. Damage defined

TRUANCY **Policy # 5113.2**

Introduction and Definitions
The District's policy on student truancy shall stress early prevention and inquiry leading to remediation of absences rather than imposition of punitive measures for students. Referral to legal authorities normally shall be made only when local resources are exhausted.

"Truant" shall mean a child age five to eighteen, inclusive who have four unexcused absences in any one month, or ten unexcused absences in one school year.

"In attendance" shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

Remediation of Truancy
School personnel shall seek cooperation from parents or other persons having control of such child and assist them in remedying and preventing truancy. The Superintendent of Schools shall develop regulations which will detail the following school district obligations under the district's truancy policy:

1. Notify parents annually of their obligations under the attendance policy.
2. Obtain telephone numbers for emergency record cards or other means of contacting parents or other persons having control of the child during the school day.

3. Establish a system to monitor student attendance.
4. Make a reasonable effort to notify parents or other persons having control of the child when a child does not arrive at school and there has been no previous approval or other indication which indicates parents are aware of the absence. *(Note: Persons who in good faith give or fail to give notice pursuant to this section shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.)*
5. Identify a student as "truant" when the student accumulates four unexcused absences in any month or ten in a school year.
6. Appropriate school staff meet with parents of a child identified as truant, to review and evaluate the situation, within ten days of such designation.
   Students so identified may be subject to:
   a. retention in the same grade to acquire necessary skills for promotion or
   b. a requirement to complete a summer school program successfully before being promoted to the next grade.
7. File a written complaint with the superior court alleging that the acts or omissions of a child identified as "truant" are such that the student's family is a "family with service needs," if the parent or person having control of the child fails to attend the required meeting with appropriate school personnel to evaluate why the child is truant or fails to cooperate with the school in trying to solve the child's truancy problem.
8. Provide coordination of services and refers "truants" to community agencies which provide family services.

Legal Reference: Connecticut General Statutes

10-184 Duties of parents (as amended by PA 98-243 and PA 00-157)
10-198a Policies and procedures concerning truants (as amended by PA 00-157)
10-199 through 10-202 Attendance, truancy in general. (Revised, 1995, PA 95-304)
10-202e-f Policy on dropout prevention and grant program.
10-221(b) Board of Education to prescribe rules.
Campbell v New Milford, 193 Conn 93 (1984).
Action taken by State Board of Education on January 2, 2008, to define "attendance."

A "truant" means a child age five to eighteen inclusive who has four unexcused* absences in any one month, or ten unexcused absences in one school year. An "at risk student" means any such child who has 20 or more unexcused absences within a school year.

The school administration will make a concentrated effort to prevent and remedy truancy in its early stages for students who are found to be truant. This will include:

1. Appropriate school staff will meet with the parent (or other person having control) of the child who is truant within ten (10) school days after the child's fourth unexcused absence in any one month or tenth unexcused absence in one school year.
2. The designated staff shall coordinate service with and referrals of children to community agencies providing child and family services.
3. Parents/Guardians of each child age five to eighteen inclusive shall be notified in writing of obligations of the parent pursuant to 10-184 of the Connecticut General Statutes.
4. Annually at the beginning of the school year and upon enrollment during the school year, obtain from the parent a telephone number or other means of contacting such parent during the school day.
5. Whenever a child age five to eighteen inclusive fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child's parent or other person having control of the child is aware of the pupil's absence, a reasonable effort to notify, by telephone, the parent or such other persona shall be made by the school personnel or volunteers under the direction of the school personnel.

6. The superintendent shall file a written complaint pursuant to said Connecticut General Statutes Sections 46b-149 for each truant enrolled in the schools under his/her jurisdiction, if the parent (or other person having controls) fails to:
   a. Attend the required meeting to evaluate why the child is truant, or
   b. Cooperate with the school in trying to solve the truancy problem.

Administrative Regulations to Policy **Policy #5113.2 Truancy**

Legal Reference: Connecticut General Statutes
10-184 Duties of Parents
10-199 through 10-202 Attendance, truancy in general
46b-149 Family with service needs

PROMOTION/ACCELERATION/RETENTION **Policy #5123**

The Board of Education is dedicated to the best total and continuous development of each student enrolled in its schools. Therefore, the District will establish and maintain the highest standards required for each grade and monitor student performance in a continuous and systematic manner. The administration and faculty shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on demonstrated and assessed successful completion of the curriculum, attendance, performance on statewide assessments and other testing instruments. Any necessary retention should take place as early in a student's educational career as possible.

Students shall be promoted only on the basis of academic achievement. Students who, on the basis of objective measures of academic proficiency, can reasonably be expected to meet the instructural/ learning objectives at the next level may be promoted.

The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty upon the recommendation of the Superintendent of Schools.
Progress toward high school graduation shall be based on the student's ability to pass the required subjects and electives necessary to earn the required number of credits necessary for graduation, meeting the credit distribution requirement. The student must also satisfactorily demonstrate the district's performance standards. When high academic achievement is evident, the Superintendent or his/her designee may approve a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

PARENT INVOLVEMENT **Policy #1110.1**

The Board of Education believes that the education of children is a cooperative effort among the parents, school, and community. In this policy the word "parent" also includes guardians and other family members involved in supervising the child's schooling.

We believe as research demonstrates, that increased parent involvement improves student achievement. Parent involvement initiatives in the school system will be flexible and creative, promote effective two- way communication, and offer opportunities for all parents to participate. The implementation of this policy is the responsibility of all district staff.

Further, the Board of Education believes that the administration must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with schools in which their children are enrolled, and with the overall system. Each option should:

- Encourage strong home-based partnerships;
- Provide for consistent and effective communication between the parents and school officials;

- Offer parents ways to assist and encourage their children to do their best;
- Offer ways parents can support classroom learning activities; and
- Provide opportunities for parents to have a voice in the planning and decision-making at both the school and district level.

In order to afford all parents opportunities for involvement in the educational process, activities and the scheduling of those activities must take into account the needs of working parents.
Legal Reference: Connecticut General Statutes
10-221 Boards of Education to prescribe rules, policies and procedures as amended by P.A. 97-290.

LIMITED ENGLISH PROFICIENT STUDENTS (ENGLISH LEARNERS)
Parents of Limited English Proficient Students/English Language Learners participating in a language instruction program will be notified within 30 days of their child's placement in the program. Students not meeting the English mastery standard or who are demonstrating limited progress will be provided with additional language support services which may include, but are not limited to, English as a Second Language program, sheltered English programs, English Immersion programs, summer school, after-school assistance, homework and tutoring. Students after 30 months in a bilingual program will not be offered additional bilingual education.

MIGRANT STUDENTS
A full range of services will be provided to migrant students, including applicable Title I programs, special education, counseling programs, and elective classes. Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation and evaluation of the migrant program.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS Policy #4110
Parents have the right to request information about the professional qualifications of their child's teacher(s). The response will indicate whether the teacher is certified for the subject matter and grade taught; the teacher's undergraduate major and any graduate degrees or certifications a teacher may have. Parents will also be advised, if requested as to whether the child is provided service by paraprofessionals and their qualifications.

ON-CAMPUS RECRUITMENT #Policy 5145.14
Directory information or class lists of student names and/or addresses shall not be distributed without the knowledge of the parent or legal guardian of the student or by the student who has attained majority status. Subject to the provisions of Subdivision (11) of Subsection (b) of Section 1-210 of the Connecticut General Statutes, The No Child Left behind Act of 2001 and the National Defense Authorization Act of 2002 require that the high schools of the school district provide the same directory information and on-campus recruiting opportunities to representatives of the Armed Forces of the United States of America and State Armed Services as are offered to nonmilitary recruiters, recruiters from commercial concerns and recruiters representing institutions of higher education.

The Board shall also provide full access for the recruitment of students by regional vocational technical schools, regional vocational agriculture centers, inter-district magnet schools, trade schools, charter schools and inter-district student attendance programs.

MILITARY RECRUITER ACCESS TO STUDENTS
Military recruiters or institutions of higher learning shall have access to secondary school student names, addresses, and telephone listings unless a secondary student or the parent of the student requests that such information not be released without prior written parental consent. If you wish to have all such information withheld in response to a general request made by military recruiters and institutions of higher education, please notify NWR High School Principal. Questions or concerns may be directed to the principal or to the superintendent.

FOOD SERVICE CHARGING POLICY #Policy 3542.43

The goal of the food service program is to provide students with nutritious and healthy foods, through the District's food services program, that will enhance learning. The school nutrition program is an essential part of the education system and by providing good-tasting, nutritious meals in pleasant surroundings; we are helping to teach students the value of good nutrition.

The Board of Education (Board) has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The Board also accepts full responsibility for providing free or reduced-price meals to eligible students enrolled in Regional School District No. 7 schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced-price meals is completed and approved. All applications for free and reduced-price meals and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age and grade group.

Although not required by law, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.

The Board realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.

Charging is not encouraged by the District but on those occasions that a student does not have money, they will be offered an alternate meal. Examples of alternate meals include, but are not limited to, the following:

- A PBJ Crustable and milk
- A whole grain bagel with cream cheese and milk, or
- A cheese sandwich and milk

The cost of providing this alternate lunch cannot be incurred by the school food service account and the charge for this alternate meal will be $2.00.

In order to sustain the District's food services program, the District cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and any accompanying regulations. The Superintendent and/or his designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.

FOOD SERVICE CHARGING POLICY

Any parent/guardian who anticipates a problem with paying for meals is encouraged to contact the Food Services Manager/Director and/or the applicable School Principal for assistance. The Board encourages all families who may have a child eligible for free or reduced-price meals to apply.

Definitions:

"Alternate Meals" are not clearly defined in federal and state regulations. The use of alternate meals refers to any meal served to a student that is different from the day's advertised reimbursable meal. Alternate meals are most often provided to those students who have forgotten their meal payment(s) or medium of exchange.

"Delinquent Debt" are unpaid meal charges, like any other money owed to the nonprofit school food service account when payment is overdue, as defined by state or local policies.

"Bad Debt" are when unpaid meal charges are not collected and are considered a loss. Such debt must be written off as an operating loss, which cannot be absorbed by the nonprofit school food service account but must be restored using nonfederal funds.

1. Parents are responsible for providing meals or meal money for their student(s). Borrowing or charging is for one meal only in an emergency. Repayment is expected without delay. Snack and ala carte purchases are cash only.

2. Although not required by law, because of the District's participation in the school Child Nutrition Programs, the Board of Education approves the establishment of a system to allow a student to charge a meal. The Board authorizes the Superintendent to develop rules which address:

a. What can be charged;
b. The limit on the number of charges per student;
c. The system used for identifying and recording charged meals;
d. The system used for collection of repayments; and
e. Ongoing communication of the policy to parents/guardians and students.

Delinquent Debt and Bad Debt

The District's efforts to recover from household's money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The school food authority is encouraged to consider whether the benefits of potential collections outweigh the costs which would be incurred to achieve those collections.

FOOD SERVICE CHARGING POLICY

Money owed because of unpaid meal charges shall be considered "delinquent debt," as defined, as long as it is considered collectable and reasonable efforts are being made to collect it. Such debt must be paid by June 30, effective with the 2017-2018 school year.

After reasonable attempts are made to collect the delinquent debt, and it is determined that further collection efforts are useless or too costly, the debt must be reclassified as "bad debt." Such debt shall be written off as an operating loss not to be absorbed by the nonprofit school food service account but must be restored using non-federal funds.

Dissemination of Policy

This policy shall be provided in writing to all households at the start of the school year and to households transferring to the school or school district during the school year.

This policy shall be included in the student/parent handbooks, on online portals that households use to access student accounts, placed on the District's website, on the website of each school, and published at the beginning of each school year at the time information is distributed regarding free and reduced price meals and again to the household the first time the policy is applied to a specific child.

This policy shall be provided to all school staff and/or school food authority staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges also should be informed of this policy.

The District's school food authority shall maintain, as required, documentation of the methods used to communicate this policy to households and school or school food authority-level staff responsible for policy enforcement.

(c.f. 3542 – Food Service)
(cf. 3542.31 – Free and Reduced-Price Lunch Program)

Legal Reference: Connecticut General Statutes
10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

10-215a Nonpublic school and nonprofit agency participation in feeding programs.
10-215b Duties of State Board of Education re feeing programs. State Board of Education Regulations

FOOD SERVICE CHARGING POLICY

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," November 2, 2016.

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced-Price Students

National School Lunch Program and School Breakfast Program; Competitive Foods. (7CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772.

USDA Guidance:

- SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"
- SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"
- SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"
- SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge Proven Strategies from our Nation's Schools"

SURVEY OF STUDENTS
Policy # 6162.51
Surveys can be a valuable resource for schools and communities in determining student needs for educational services. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey.

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

Surveys used in any experimental program or research project will be subject to the requirements of Policy 6141.11. Parents shall have the right to inspect all instructional material that will be used for the survey, analysis, or evaluation as part of a federal program.

Prior to administering a survey, the Board of Education must approve all that are received by the Superintendent that include reference to any of the factors listed below. In addition, no student may, without parental consent, take part in a survey, analysis, or evaluation that reveals information concerning:

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

Please note that Parent consent shall be in writing and include clear information regarding the content and purpose of any survey administered

SURVEY OF STUDENTS (continued)

It is the policy of the Board of Education to avoid the administration of surveys by outside agencies in order to minimize interruptions to student instruction. However, whenever the Board of Education considers the administration of surveys conducted for other agencies, organizations or individuals must have the recommendation of the Superintendent of Schools and the approval of the Board of Education as to content and purpose. The results of such surveys must be shared with the Board of Education.

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given. Overall survey results following decisions must be shared with the parties who request such information. Although it is not the policy of the Board of Education to administer the following surveys, parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in district schools. This notification must explain that parent/guardian, or students 18 or older, have the right to "opt the student out of participation," in writing, in the following activities:

1. The collection, disclosure and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, such as:

a. College or other post-secondary education recruitment, or military recruitment; Book clubs, magazines and programs providing access to low-cost literary products; Curriculum and instructional materials used in schools; Tests and assessments; Student recognition programs; and the sale by students of products or services to raise funds for school-related activities.
b. College or other post-secondary education recruitment, or military recruitment;
c. Book clubs, magazines and programs providing access to low-cost literary products;
d. Curriculum and instructional materials used in schools; Tests and assessments;

Student recognition programs; and

e. The sale by students of products or services to raise funds for school-related activities.

2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above, or
3. The administration of any non-emergency, invasive physical examinations or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

Note:
The term "personal information" means individually identifiable information including a student's or parent's name, address, telephone number, or social security number.
Parents/guardians of a student shall also have the right to inspect, upon request, any instructional material used as part of the educational curriculum.
Note: The term "instructional material" means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.
The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.

STUDENT RECORDS **Policy # 5125**

Educational records will be kept for each student and will reflect the physical, emotional, social and academic aspects of a student's development in the educational process.
The Board of Education recognizes the legal requirements to maintain the confidentiality of student records. The procedures for the confidentiality of student records shall be consistent with federal statutes, including the Family Educational Rights and Privacy Act of 1974 (FERPA) and its implementing regulations and the Connecticut General Statutes.
Safeguards shall be established by the school administration to protect the student and the student's family from invasion of privacy in the collection, maintenance and dissemination of information, and to provide accessibility to recorded information by those legally entitled thereto.
For the purposes of this policy:
"Parent" means a natural parent, an adopted, or a legal guardian or an individual acting as a parent in the absence of a parent or guardian. If parents are divorced or legally separated the parent granted custody and the parent not granted custody of a minor child both have the right of access to the academic, medical, hospital, or other health records of the child, unless a court order prohibits access. Whenever a student has attained the age of 18 years or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to, the parents or guardians of the student shall thereafter only be required of, and accorded to, the student.
"Student record" means any item of information directly related to an identifiable student, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his/her duties whether recorded in handwriting, print, computer media, video or audio tape, film, microfilm and microfiche. Student records include information relative to an individual student gathered within or without the school system and maintained within the school system, regardless of the physical form in which it is maintained. Any information maintained for the purposes of review by a second party is considered a student record.
"Student record" shall not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute.
"Substitute" means a person who performs the duties of the individual who made the notes on a temporary basis and does not refer to a person who permanently succeeds the makes of the notes in his or her position.
"School Official" means a person employed by the District as an administrator, supervisor, instructor, or support staff member, including health or medical staff and law enforcement unit personnel.

The Superintendent shall be responsible for ensuring that all requirements under federal and state statutes shall be carried out by the district. He/She will develop procedures providing for the following:

1. Annually informing parents of their rights.
2. Permitting parents to inspect and review educational records, including, at least, a statement of the procedure to be followed by a parent or eligible student who requests to inspect and review the educational records, with an understanding that the procedure may not deny access to educational records, a description of the circumstances in which the district feels it has a legitimate cause to deny a request for a copy of such records; a schedule for fees for copies; and a listing of the types and locations of education records maintained by the school and the titles and addresses of school officials responsible for those records.
3. Not disclosing personally identifiable information from a student's education records without the prior written consent of the student's parent, except as otherwise permitted by administrative regulations; including at least a statement of whether the school will disclose personally identifiable information from the records to other school officials within the school who have been determined by the school to have legitimate educational interests, and, if so, a specification of the criteria for determining which parties are "school officials" and what the school considers to be a "legitimate educational interest"; and a specification of the personally identifiable information to be designated as directory information. 4.Maintaining the record of disclosures of personally identifiable information from a student's education records and permitting a parent to inspect that record.
5. Providing a parent with an opportunity to seek the correction of the student's education records through a request to amend the records or a hearing and permitting the parent or an eligible student to place a statement in the education records of the student.
6. Guaranteeing access to student records to authorized persons within five days following the date of request.
7. Assuring security of student records.
8. Enumerating and describing the student records maintained by the school system.
9. Annually informing parents under what conditions that their prior consent is not required to disclose information.
10. Ensuring the orderly retention and disposition, per applicable state statutes, of the district's student records.
11. Notifying parents of secondary school students that it is required to release the student'name, address and telephone listing to military recruiters and institutions of higher learning upon request. Parents or eligible students may request that the District not release this information, and the District will comply with the request.
12. Notifying parents annually of the District's policy on the collection or use of personal information collected from students for the purpose of marketing or selling that information or otherwise providing that information to others for that purpose, including arrangements to protect student privacy that are provided by the agency in the event of such collection, disclosure or use.

Confidentiality Definitions

As used in this regulation:

1. "Student Record" means any item of information directly related to an identifiable student, other than directory information, which is maintained by the school district or required to be maintained by an employee in the performance of his/her duties whether recorded by handwriting, print, computer media, video or audio tape, film, microfilm and microfiche. Student records include information relative to an individual student gathered within or without the school system and maintained within the school district, regardless of the physical form in which it is maintained. Any information which is maintained for the purpose of review by a second party is considered a student record. "Student record" shall not include informal notes related to a student compiled by a school officer or employee which remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute. "Substitute" means a person who performs the duties of the individual who made the

notes on a temporary basis and does not refer to a person who permanently succeeds the maker of notes in his or her position. Medical records are not open to public inspection.
2. "Directory information" means one or more of the following items: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, photograph, grade level, electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous public or private school attended by the student.
3. "Parent" means a natural parent, an adopted parent, or legal guardian or an individual acting as a parent in the absence of a parent or guardian. If parents are divorced or legally separated, both the parent granted custody and the parent not granted custody have the legal right of access to the academic, medical, hospital or other health records of the child, unless a court order prohibits access. Whenever a student has attained eighteen (18) years or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to, the parents or guardian of the student shall thereafter only be required of, and accorded to, the student, unless parents of a student eighteen (18) years of age or older who is a dependent as defined in Section 152 of the Internal Revenue Code of 1956.

4. "School Official" means a person employed by the district as an administrator, supervisor, instructor, or support staff member, including health or medical staff and law enforcement personnel.

5. "Disclosure" means to permit access to, or the release, transfer, or other communication of personally identifiable information contained in education records, to any party, by any means including oral, written, or electronic means.

6. "Personally Identifiable Information" includes but is not limited to the students' name, the name of the student's parent or other family member, the address of the student or student's family, a personal identifier such as the student's social security number or student number, a list of personal characteristics or other information that would make the student's identity easily traceable.

7. "Record" means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche.

8. "Access" means a personal inspection and review of a record or an accurate copy of a record, an oral description or communication of a record or an accurate copy of a record and a request to release a copy of any record.

9. "Student" means a person who is or was enrolled in a school.

10. "Adult student" means a person who is or was enrolled in school and who is at least eighteen (18) years of age.

11. "Eligible student" means a person sixteen (16) years or older or who has completed Grade 10.

Types of Records

The school district shall maintain only the following three categories of records:

1. Mandatory Permanent Student Records are those records which are maintained in perpetuity and which schools have been directed to compile by statute, regulation, or authorized administrative directive. Such records shall include the following:

1. Legal Name of Student

2. Date of Birth

3. Method of verification of birth date

4. Sex of student

5. Place of birth

6. Name and address of parent of minor student

   (1) Address of minor student if different than the above

   (2) An annual verification of the name and address of the parent and the residence of the student

7. Entering and leaving date of each school year and for any summer session or other extra session

8. Subjects taken during each year, half-year, summer session, or quarter

9. If marks or credit are given, the mark or number of credits toward graduation allowed for work taken

10. Verification or exemption from required immunizations

11. Date of high school graduation or equivalent

2. Mandatory Interim Student records are those records which the schools are directed to compile and maintain for stipulated periods of time and are then destroyed as per statute, regulations, or authorized administrative directive. Such records include the following:

1. A log or record shall be maintained for each student's record which lists all persons, agencies or organizations requesting or receiving information from the record, and the legitimate interests, therefore. (Exception from listing, see Access Log, #2.)

2. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver.

3. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.

4. Language training records.

5. Progress slips and/or notices.

6. Parental restrictions regarding access to directory information or related stipulations.

7. Parent or adult student rejoinders to challenged records and to disciplinary action.

8. Parental authorizations or prohibitions of student participation in specific programs.

9. Results of standardized tests administered within the preceding three years.

3. Permitted Records are those records having clear importance only to the current educational process of the student. Such records may include the following:

1. Objective counselor and/or teacher ratings

2. Standardized test results older than three years

3. Routine discipline data

4. Verified reports of relevant behavioral patterns

5. All disciplinary notices

Maintenance and Security of Pupil Records

1. Custodian of Records (Name of certified person) is hereby designated as custodian of student records. The address of the custodian is (please indicate the title of the appropriate person). (1) The custodian is charged with

district-wide responsibility for implementing Board of Education policies and administrative regulations relating to student records.

The custodian shall be responsible for security of student records and shall devise procedures for assuring that access to such records is limited to authorized persons.

The custodian of records or a designated certified employee shall be responsible during the inspection for interpretation of the records where necessary and for prevention of their alteration, damage or loss.

In each school, the Principal, or a certified employee designated by the Principal, is responsible for implementation of Board of Education policies and administrative regulations relating to student records maintained in that school.

3. Files

a. A record for each individual student shall be maintained in a central file at the school attended by the student, or when records are maintained in different locations, a notation shall be placed in the central file indicating where such records may be found.

b. Student records shall be stored in locked containers or rooms.

4. Information

a. All anecdotal information and assessment reports maintained as student records must be dated and signed by the individual who originated the record. Each school principal shall keep on file a record of enrollment and scholarship for each student currently enrolled in that school.

Access to Student Records

Parents

1. Parents of currently enrolled or former students shall have an absolute right during regular business hours to access any and all student records related to their children which are maintained by the district. Neither the student record, nor any part thereof shall be withheld or edited. If the student records contain information on more than one student, the parent may inspect and review or be informed of only the specific information which pertains to that student.
2. A parent or guardian's request for access to student records shall be made in writing to the custodian of student records. Access shall be granted no later than forty-five (45) days following the date of the request.
3. A requesting parent shall be notified of the location of all student records, if not centrally located.
4. When a parent's dominant language is not English, the district shall make an effort to:
   (1) provide interpretation of the student record in the dominant language of the parent, or
   (2) assist the parent in securing an interpreter.

Parental Consent

1. The custodian of student records may permit access to student records during regular school hours (a) to any person for whom a student's parent has executed written consent specifying the records to be released and identifying the party or class of parties to whom the records may be released; or (b) to the student if he/she is an emancipated minor, or has entered a post-secondary educational institution.

2. The recipient must be notified that the transmission of the information to others without the written consent of the parent is prohibited.
b. The consent notices shall be kept permanently with the student record.
c. Upon request, the district shall provide the parent/eligible student with a copy of the record which is disclosed. (34 CFR 9910, Rights of Inspection and Review)

Without Parental Consent

No person or agent shall be permitted access to student records without written parental consent or under judicial order, except that access to those particular records relevant to the legitimate educational interests of the requester shall be permitted to the following:

1. (a) Officials and employees of other public schools or school districts, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, where the student intends to or is directed to enroll. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
2. (b) Authorized representatives of the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, state education officials, or their respective designees, or the United States Office for Civil Rights where such information is necessary to audit or evaluate a state or federally supported education program or pursuant to a federal or state law; provided that except when collection of personally identifiable information is specifically authorized by federal law, any data collected by such officials shall be protected in a manner which will not permit the personal identification of students or their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of federal legal requirements.
3. (c) The U.S. Attorney General or his/her designee in response to a court issued ex parte order, in connection with the investigation or persecution of terrorism crimes. The district, in response to such an order, is not required to record a disclosure of information.
4. (d) Other state and local officials to the extent that such information is specifically required to be reported pursuant to state law.
5. (e) Parents of a student eighteen (18) years of age or older who is a dependent defined in Section 152 of the Internal Revenue Code of 1954.
6. (f) A student sixteen (16) years of age or older having completed the tenth grade who requests such access.

Access to Student Records

Parents

1. Parents of currently enrolled or former students shall have an absolute right during regular business hours to access any and all student records related to their children which are maintained by the district. Neither the student record, nor any part thereof shall be withheld or edited. If the student records contain information on more than one student, the parent may inspect and review or be informed of only the specific information which pertains to that student.
2. A parent or guardian's request for access to student records shall be made in writing to the custodian of student records. Access shall be granted no later than forty-five (45) days following the date of the request.
3. A requesting parent shall be notified of the location of all student records, if not centrally located.
4. When a parent's dominant language is not English, the district shall make an effort to
    (1) provide interpretation of the student record in the dominant language of the parent, or
    (2) assist the parent in securing an interpreter.

Parental Consent

1. The custodian of student records may permit access to student records during regular school hours (a) to any person for whom a student's parent has executed written consent specifying the records to be released and identifying the party or class of parties to whom the records may be released; or (b) to the student if he/she is an emancipated minor, or has entered a post-secondary educational institution.
2. The recipient must be notified that the transmission of the information to others without the written consent of the parent is prohibited.

C. The consent notices shall be kept permanently with the student record.

D. Upon request, the district shall provide the parent/eligible student with a copy of the record which is disclosed. (34 CFR 9910, Rights of Inspection and Review)

Without Parental Consent

A. **No person or agent shall be permitted access to student records without written parental consent or under judicial order, except that access to those particular records relevant to the legitimate educational interests of the requester shall be permitted to the following:**

1. (1) Officials and employees of other public schools or school districts, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, where the student intends to or is directed to enroll. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
2. (2) Authorized representatives of the Comptroller General of the United States, the Secretary of Education, an administrative head of an education agency, state education officials, or their respective designees, or the United States Office for Civil Rights where such information is necessary to audit or evaluate a state or federally supported education program or pursuant to a federal or state law; provided that except when collection of personally identifiable information is specifically authorized by federal law, any data collected by such officials shall be protected in a manner which will not permit the personal identification of students or their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of federal legal requirements.
3. (3) The U.S. Attorney General or his/her designee in response to a court issued ex parte order, in connection with the investigation or persecution of terrorism crimes. The district, in response to such an order, is not required to record a disclosure of information.
4. (4) Other state and local officials to the extent that such information is specifically required to be reported pursuant to state law.
5. (5) Parents of a student eighteen (18) years of age or older who is a dependent defined in Section 152 of the Internal Revenue Code of 1954.
6. (6) A student sixteen (16) years of age or older having completed the tenth grade who requests such access.

B. Information from student records may be released to the following:

1. Appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of other persons. The factors to be considered in determining whether information may be disclosed include the seriousness of the threat to the health or safety of the student or other individuals, the need for the information to meet the emergency, whether the parties to whom the information is disclosed are in a position to deal with the emergency, and the extent to which time is of the essence in dealing with the emergency. 34 CFR 99.36, Conditions for disclosure of information in health and safety emergencies.
2. Agencies or organizations in connection with a student's application form or receipt of financial aid, provided that information permitting the personal identification of students or their parents may be disclosed only as may be necessary for such purposes as to determine the amount of the financial aid, to determine the conditions which will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid.
3. Accrediting organizations in order to carry out their accrediting functions.
4. Organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students or their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted.
5. Officials and employees of private schools or school districts where the student is enrolled or intends to enroll subject to the rights of parents by law.

C. **No person, persons, agency, or organization permitted access to student records pursuant to this regulation shall permit access to any information obtained from such records by any other person, persons, agency or organization without the written consent of the student's parent; provided, however, that this paragraph shall not be construed to require prior parental consent when information obtained pursuant to this regulation is shared with other persons within the district so long as such persons have an equal legitimate interest in the information.**

4. Court Order: Information concerning a student shall be furnished in compliance with a court order.

1. Unless otherwise judicially instructed, the custodian shall, prior to the disclosure of any student's records pursuant to a court order, give the parent and the student three day notice, if lawfully possible, requirements of the judicial order, of the name of the requesting agency and the specific records requested. Such notice shall be in writing if possible.

2. Only those records related to the specific purpose of the court order shall be disclosed.
   The service of a subpoena upon a district employee or official solely for the purpose of causing the employee to produce a school record pertaining to any student may be complied with by such employee, in lieu of personal appearance as witness in the proceeding, by submitting to the court, or other agency issuing the subpoena, at the time and place required by the subpoena, a copy of such record, accompanied by an affidavit certifying that such copy is a true copy of the original record on file in the school or school office. The copy of the record shall be in the form of a photograph, microfilm, micro card, or miniature photograph or other photographic copy or reproduction or an enlargement thereof.

   Nothing in this regulation shall preclude the district from providing in its discretion statistical data from which no student may be identified to any public agency or entity or private nonprofit college, University, or educational research and development organization when such actions would be in the best educational interests of students. If it is determined, per the federal regulations, that a third party improperly redisclosed personally identifiable information from education records in violation of 599.33(a), the district may not allow that third party access to personally identifiable information from education records for at least five years.

requirements of the judicial order, of the name of the requesting agency and the specific records requested. Such notice shall be in writing if possible.

2. Only those records related to the specific purpose of the court order shall be disclosed.
   The service of a subpoena upon a district employee or official solely for the purpose of causing the employee to produce a school record pertaining to any student may be complied with by such employee, in lieu of personal appearance as witness in the proceeding, by submitting to the court, or other agency issuing the subpoena, at the time and place required by the subpoena, a copy of such record, accompanied by an affidavit certifying that such copy is a true copy of the original record on file in the school or school office. The copy of the record shall be in the form of a photograph, microfilm, micro card, or miniature photograph or other photographic copy or reproduction or an enlargement thereof.

   Nothing in this regulation shall preclude the district from providing in its discretion statistical data from which no student may be identified to any public agency or entity or private nonprofit college, University, or educational research and development organization when such actions would be in the best educational interests of students. If it is determined, per the federal regulations, that a third party improperly redisclosed personally identifiable information from education records in violation of 599.33(a), the district may not allow that third party access to personally identifiable information from education records for at least five years.

5. Disclosure of Information in Health and Safety Emergencies

1. The district may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.
2. Such appropriate information concerning disciplinary action may be disclosed to teachers and school officials in the district who have been determined to have legitimate educational interests in the behavior of the student. This must be strictly construed.
3. Such appropriate information, concerning disciplinary action, may be disclosed to teachers and school officials in other schools who have been determined to have legitimate educational interests in the behavior of the student This must be strictly construed.

D. **Pursuant to C.G.S.19a-581 through 19a-585, confidential information concerning HIV status may not be released to anyone EXCEPT a health care provider with a written release from the parents.**

Criteria

1. **"School officials and employees"** as used in this regulation means district employees and elected district officers.
2. The following criteria shall be used in determining whether a "school official or employee" has a "legitimate educational interest".

1. The employee has an instructional or supervisory responsibility toward the student that, in order to be fulfilled, requires knowledge of the contents of the student's records.
2. The employee has an administrative duty that requires information contained in the student's records.
3. The school official is engaged in a disciplinary proceeding that requires disclosure of all or part of the student's records in order to come to a just conclusion. (or criteria can be defined by school district.)

Challenging Contents of Records

1. Following an inspection and review of a student's records the parent or guardian of the student or former student may challenge the content of any student record.

1. The parent or eligible student may file a written request with the Superintendent of Schools to correct or remove any information recorded in the written records concerning the parent's child which the parent alleges to be:

1. Inaccurate, misleading or in violation of the student's rights of privacy.
2. An unsubstantiated personal conclusion or inference.
3. A conclusion or inference outside of the observer's area of competence.
4. Not based on the personal observation of a named person with the time and place of the observation noted.

2. Within 30 days of receipt of such request, the Superintendent or designee shall meet with the parent or guardian and the certified employee who recorded the information in question, if any, and if such employee is presently employed by the school district.
3. The information shall be corrected or removed if the Superintendent sustains any or all of the allegations.

D. If the Superintendent denies any or all of the allegations and refuses to order the correction or the removal of the information, the parent or guardian may, within 30 days of the refusal, appeal the decision in writing to the Board of Education. 1. Within 30 days of receipt of such an appeal, the Board of Education shall, in closed session with the parent or guardian and the certified employee who recorded the information in question, if any, and if such employee is presently employed by the district, determine whether or not to sustain or deny the allegations. The decision of the Board of Education shall be final.

2. If the Board of Education sustains any or all of the allegations, it shall order the Superintendent to immediately correct or remove and destroy the information from the student's written records.

3. Records of these administrative proceedings shall be maintained in a confidential manner and shall be destroyed one year after the decision of the Board of Education unless the parent or Guardian initiates legal proceedings relative to the disputed information within the prescribed period.

E. If the final decision of the Board of Education is unfavorable to the parent or guardian, or if the parent or guardian accepts an unfavorable decision by the Superintendent, the parent or guardian shall have the right to submit a written statement of his/her objections to the information. This statement shall become a part of the student's school record until such time as the information objected to is corrected or removed.

2. Hearing Panel

A. Either the Superintendent of Schools or the Board of Education may convene a hearing panel composed of the following persons, provided the parent has given written consent to release information from the relevant student's records to the members of the panel so convened, to assist in making determinations;

(1) The principal of a public school other than the one at which the record is on file.
(2) A certified employee appointed by the parent or guardian.
(3) A parent appointed by the Superintendent or by the Board of Education, depending upon

who convenes the panel.

B. The persons appointed pursuant to the above paragraph, if possible, shall not be acquainted with the student, his/her parent or guardian, or the certified employee who recorded the information, except when the parent or guardian appoints the person pursuant to paragraph a (2) above.

Challenging Contents of Records (continued)

C. The Principal appointed to the hearing panel shall serve as Chairperson.

D. The hearing panel shall, in closed session, hear the objections to the information of the parent and the testimony of the certified employee who recorded the information in question, if any, and if such employee is currently employed by the school system.

(1) The hearing panel shall be provided with verbatim copies of the information which is the subject of the controversy.

(2) Written findings shall be made setting forth the facts and decisions of the panel, and such findings shall be forwarded to the Superintendent or the Board of Education, depending upon who convened the panel.

E. The proceedings of the hearing shall not be disclosed or discussed by panel members except in their official capacities.

3. Whenever there is included in any student record information concerning any disciplinary action taken by school system personnel in connection with the student, the student's parent or guardian may include in such student's record a written statement or response concerning the disciplinary action.

Directory Information

1. The following student information is declared to be directory information:
    1. Name
    2. Address
    3. Telephone number
    4. Date and place of birth
    5. Major field of study
    6. Participation in officially recognized activities and sports
    7. Weight and height of members of athletic teams
    8. Dates of attendance
    9. Degrees and awards received
    10. Most recent previous public or private school attended by the student

2. Directory information may be released to the following:
    1. Federal, state and local governmental agencies
    2. Representatives of the news media, including but not limited to newspapers, magazines and radio and television stations
    3. Employers or prospective employers
    4. Nonprofit youth organizations
    5. Military recruiters or institutions of higher learning that have requested the names, addresses and telephone numbers of secondary school students unless parental consent is denied. (cf. 5145.14 On-Campus Recruitment).

3. No information may be released to a private profit-making entity other than employers, prospective employers and representatives of the news media.

4. The names and addresses of students enrolled in grade 12 or who have terminated enrollment prior to graduation may be provided, in accordance with the terms of the law, to a private school or college cooperating under state law.

5. The custodian of records will normally limit or deny the release of specific categories of directory information unless he determines that such release is required by law or is in the best interests of students.

6. Notice shall be given annually of the categories of information which the school district plans to release and of the recipients.

A. The school shall allow a reasonable period of time after such notice has been given for a parent or guardian to inform the custodian of student records that any or all of the information designated should not be released without the parent's or guardian's prior consent.

B. No directory information shall be released regarding any student when a parent or guardian has notified the school that such information shall not be released.

Access Log

1. A log or record shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record and the legitimate educational interests.
2. Such listing need not include the following:
   A. Parents or students to whom access is granted.
   B. Parties to whom directory information is released.
   C. Parties for whom written consent has been executed by the parent or guardian.

D. School officials or employees having a legitimate educational interest.

6. The log or record shall be open to inspection only by a parent or guardian and the custodian of student records, or the custodian's designee, and to other school officials with legitimate interests in the records, and to the Comptroller General of the United States, the Secretary of the Office of Education, an administrative head of an education agency as defined in 20 U.S.C. 1232g., and state educational authorities as a means of auditing the school system's operations.

Fee for Reproducing Records

1. A fee based upon the actual cost of reproduction, handling and postage (if any) shall be charged for furnishing copies of any student record.
2. The custodian of student records annually shall recommend a fee schedule for approval by the Board of Education.
3. No fee shall
   A. effectively prevent the parents or guardians from exercising their right to inspect and review student records.
   B. be charged for searching or retrieving a student's records C. be made for furnishing
   (1) up to two transcripts of former student's records
   (2) up to two verifications of various records of former students

Transfer of Student Records

1. Whenever a student transfers to another Connecticut public school district, the following student records shall be forwarded upon request from the other district:
   A. The student's Mandatory Permanent Student Record or a copy thereof. The original or a copy shall be retained by this district.
   B. The student's entire Mandatory Interim Student Records

Whenever a student transfers to a school district in another state or to a private school, the district shall transfer the student's Mandatory Permanent Student Record upon receipt of a written request.

2. Permitted student records may be forwarded.
3. Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or the student's parents or guardian.
4. All student records shall be updated prior to transfer.
5. Parent Notification
   A. If the transfer is a within-state transfer, the receiving school shall notify the parents of the record transfer.
   B. If the student transfers out of state, the custodian of student records shall notify the parents or guardian at their last known address of the rights accorded them. (34 C.F.R. 99.34 disclosure to other agencies or institutions)

C. The notification shall include a statement of the parent's or guardian's right to review, challenge, and receive a copy of the student record, if desired.

Retention and Destruction of Student Records

1. No additions, except routine updating, shall be made to a student's record after high school graduation or permanent departure without the parent's or guardian's prior consent for those students who have not reached the age of eighteen years. Adult students may give consent for themselves.
2. The guide to disposal of municipal records in Connecticut is found in Connecticut General Statutes Section 7-109. For disposal of education records, see Schedule V of "Records Retention Schedules 1982" (Revised 1983) published by the Public Records Administration, Connecticut State Library, Hartford, Connecticut.
3. The method of destruction shall assure that records are not available to possible public inspection during the destruction process.

Subpoenaed Records

If the school is served with a subpoena issued by competent authority directing the production of school or student records in connection with any court proceeding, the school upon which such subpoena is served may deliver such record, or at its option a copy thereof; to the clerk of such court. Such clerk shall give a receipt for the same and shall be responsible for the safekeeping of such records, not permitting the removal of such records from the premises of the court. The clerk shall notify the school to call for the subpoenaed record when it is no longer needed for use in court. Any such record so delivered to the clerk of the court shall be sealed in an envelope which shall indicate the name of the school or student, the name of the attorney subpoenaing the same and the title of the case referred to in the subpoena.

No such record or copy shall be open to inspection by any person except upon the order of a judge of the court concerned, and any such record or copy shall at all times be subject to the order of such judge.

Any and all parts of any such record or copy, if not otherwise inadmissible, shall be admitted in evidence without any preliminary testimony, if there is attached thereto the certification in affidavit form of the person in charge of such record indicating that such record or copy is the original record or copy thereof; made in the regular course of such business to make such record and that it was the regular course of such business to make such record at the time of the transactions, occurrences or events recorded therein or within a reasonable time thereafter.

A subpoena directing production of such school or student records shall be served not less than eighteen (18) hours before the time for production, provided such subpoena shall be valid if served less than eighteen (18) hours before the time of production if written notice of intent to serve such subpoena has been delivered to the person in charge of such records not less than eighteen hours (18) nor more than two weeks before such time for production.

Notification of Parents

1. Parents shall be notified in writing of their rights under this regulation upon the date of the student's initial enrollment, and annually thereafter of students' current attendance at the same time as notice is issued. The notice shall be in a form which reasonably notifies parents of the availability of the following specific information:

A. The type of student records and information contained therein which are directly related to students and maintained by the school system.

2. The position of the person responsible for the maintenance of each type of record.
3. The location of the log or record required to be maintained.

Notification of Parents (continued)

4. The criteria to be used by the school district in defining "school officials and employees" and in determining "legitimate educational interest."
5. The policies of the school district for reviewing and expunging student records, including the right to inspect and review the student's education records within 45 days of the day the school district receives a request. If circumstances effectively present the parent or eligible

student from exercising the right to inspect and review the student's education records, the district shall provide a copy of the records requested or make other arrangements for the inspection or review of the requested records.

6. The right of the parent or guardian to access (inspect and review) to student records.

7. The right to request the amendment of student education records that the parent or eligible student believes are inaccurate or misleading.

8. The procedures for challenging the content of student records.

9. The policy that no fee will be charged for up to two copies of a record.

10. The categories of information which the school district has designated as directory information and that pursuant to federal law, military recruiters and institutions of higher learning may request and receive the names, addresses and telephone numbers of all high school students, unless their parents/guardians notify the school in writing, not to release the information.

11. The right of the parent to file a complaint with the United States Department of Education concerning an alleged failure by the school system to comply with the provisions of Section 438 of the Federal Education Provisions Act (20 U.S.C.A. 1232g).

12. The right of a parent or eligible student to a hearing regarding the request for amendment of the record if denied by the district.

13. The right to consent to disclosures of personally identifiable information contained in the student education record, except to the extent that FERPA authorizes disclosure without consent.

Sample Notification of Rights Under FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The Principal/School Official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that ask school district to amend a record that they believe is inaccurate or misleading. They should write the school Principal; clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district health or medical staff and law enforcement unit personnel). A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue SW Washington DC 202024605

5. The district has determined that the following information regarding the district's students is not harmful or an invasion of privacy, and therefore will release this information without first obtaining parental consent. If a parent, guardian, person acting as a student's parent in the absence of a parent or guardian, or the student (if 18 or older), does not want the district to release the information listed below, they must notify the district in writing within the (10) days of receiving this notice of the information they do not want released.

The following information may be released without obtaining parental consent:
Student's name, parent's name, address, telephone number, electronic mail address, date and place of birth, grade level, major field of study, enrollment status (full-time or part-time), participation in officially recognized activities and sports including audiovisual or photographic records of the openly visible, activities thereof (e.g. artistic performances, sporting contests, assemblies, service projects, awards, ceremonies, etc.), weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, most recent previous school attended and photographs of regular school activities that do not disclose specific academic information about the child and/or would not be considered harmful or an invasion of privacy.

6. Pursuant to federal law, military recruiters and institutions of higher learning may request and receive the names, addresses and telephone numbers of all high school students unless their parents or guardians notify the school not to release this information. Please notify the district in writing if you do not want this information released.

7. Pursuant to a court issued "ex parte" order, personally identifiable information in the student's records may be released to the Attorney General of the United States or his/her designee in response an "ex parte" order issued in connection with the investigation or persecution of terrorism crimes.

SCHOOL WELLNESS 6142.101

The Regional School District No.7 Board of Education recognizes the importance of promoting good student/staff nutrition and a healthy school environment. To this end, the Board authorizes the administration to implement an integrated nutrition program to provide students/staff with the skills and support to adopt healthy eating behaviors, obtain positive nutritional status and achieve improved academic success.

Additionally, the district shall take the appropriate measures to implement a comprehensive nutrition/health curriculum, promote healthful student eating through the provision of a well-balanced and nutritionally sound school lunch program, promote the consumption of appropriate portions of healthy foods and beverages at designated times in classrooms, and encourage physical activity for students during and after the school day where appropriate.

Through a collaboration of health, physical education, support, and food services, we believe that we can best educate our school community.

The school administration and Nutrition Advisory Committee shall develop guidelines indicating a plan of action for implementing this policy.

WELLNESS GUIDELINES - STUDENTS CERTIFIED and NON-CERTIFIED PERSONNEL

The Regional School District No.7 Public School District shall undertake the following actions to promote sound nutrition and health practices for students in school consistent with Board policy.

The nutrition curriculum will provide comprehensive and sequential nutrition education as part of the health/wellness curriculum to:

- Promote positive nutritional standards dealing with healthy lifestyle management, eating disorders, body image, and adequate nutrient intake (such as carbohydrates, proteins, fats), and weight management practices
- Promote consumer education in developing skills, such as label reading and evaluating influence of media on food selection, enabling students to evaluate food products.
- Consider recommendations from the Nutrition Advisory Committee in developing curriculum

The physical education curriculum will be in compliance with state physical education and health requirements and in addition will promote:

- The benefits of physical activity, good nutrition and fitness
- Physical activity being incorporated into classroom routines where appropriate
- All physical education classes to include at least 50% of moderate to vigorous activity in all or most lessons
- Rubrics that objectively evaluate and encourage active participation in physical education in all classes 7-12
- Periodic and ongoing programs to increase the activity and positive nutritional choices for faculty and staff
- Use by faculty and staff of facilities and equipment before and after school
- Nutritional snacks during meetings, workshops and school functions

Regional School District No. 7 will maintain a Nutrition Advisory Committee that will meet periodically under the direction of the Director of Athletics position. Members may include Board of Education representative(s), teachers, nurse, wellness coordinator, representative of the cafeteria food services provider, students and community members. The mission of the committee will be as follows:

WELLNESS GUIDELINES To inform staff, students, and parents of the current obesity trends and obesity related diseases in children and adolescents, by creating an environment that promotes physical activity and establishes a healthy foundation that allows students to reach their full academic potential.
The committee should create and review school food practices in the following areas to support its mission statement:
A. Food Service Program

1. Review and recommend to Superintendent annually a price structure that encourages healthy choices and maintains the quality of the food service program
   All full day students will have a daily lunch period of not less than 20 minutes
2. Promote pre-cut raw fruit and vegetable offerings
3. Encourage menu choices linked with nutrition education curriculum, district and state guidelines
4. Increase vegetarian choices
5. Provide drink choices to include water, milk (whole, flavored low-fat milk, skim, etc.) and 100% juices in appropriate serving sizes
6. A la Carte items will meet the following criteria:

- Low fat, low sugar, high nutrient snacks (such as baked chips and crackers, graham crackers, frozen fruit bars, low fat string cheese, low fat yogurt, dried fruits) will be promoted
- Fresh fruits and/or vegetables will be offered daily

Provide periodic food promotions to encourage taste testing of healthy new foods being introduced on the menu Maximize utilization of food service provider resources such as nutritional planning, healthy eating promotions, dietitian consultation, special events, etc. Recognize and accommodate individual student's cultural and medical concerns When feasible, coordinate participation with local farmers to promote locally grown fruits and vegetables
B. Nutrition Practices in School

Teacher to Student Incentives
Use of food items as student incentives is allowed and teachers are encouraged to follow district and state guidelines including the restriction of no soda in school. Healthy alternatives, including but not limited to fruit, vegetables, and milk, must be included in all incentive programs or celebrations to:

- Encourage the use of healthy snacks in appropriate portion sizes

- Discourage the use of food as either an incentive or a reward for good behavior or academic performance
- Encourage healthy party menus and non-food alternatives for celebrations

Staff Meetings
Healthy alternatives, including but not limited to fruit, vegetables, and milk, must be included in all staff meetings when food is provided by the district.

Vending Machines
Vending machines should offer a varied selection of nutritious food and beverage choices that are consistent with district and state guidelines. State guidelines will be followed and up dated on an as needed basis.

Fundraising Activities

- Encourage non-food promotional activities
- All fundraising should follow school district and state nutrition standards/guidelines including the offering of healthy alternatives
- All fundraising projects for sale and consumption during the school day should follow district and state guidelines. No fundraising candy sales will be held before the close of school. All food and beverage sales must not take place during school lunch waves as required by the state food service rules.

Parent/Guardian/Staff Information
Nutritional information should be provided as needed to parents and staff for the Middle School and High School through the school newsletters, website, and other informative means by the Nutrition Advisory Committee, the school nurse, food service manager, and others as deemed appropriate - the topics should include but are not limited to:

- Healthy snack ideas
- Healthy lunch ideas
- Healthy breakfast ideas
- Non – food birthday celebration ideas
- Calcium needs of children
- Healthy portion sizes
- Food label reading guidelines
- Fun activities to encourage increased physical activity inside and outside of school

MEDICAID REIMBURSEMENT FOR SPECIAL EDUCATION STUDENTS Policy # 3231

The Board of Education will seek Medicaid reimbursement for eligible medically related services provided to Medicaid eligible special education students in accordance with federal and state law.

Medical Reimbursement for Special Education Students:

The Board of Education will seek Medicaid reimbursement for eligible medically related services provided to Medicaid eligible special education students in accordance with federal and state law utilizing the following procedures noted below. Any such reimbursement received minus the administrative processing fee as agreed

upon by the Superintendent of Schools and/or Business Manager, shall be credited to the Board of Education as a reduction in the Shared Services assessment or other appropriate charges to Regional School District No. 7 for the school year in which the reimbursement is received.

1. The Planning and Placement Team will determine, for each student who requires special education services and for each student who is referred to special education, if that child is enrolled in or eligible for Medicaid.
2. If any child is eligible for Medicaid, but not a current Medicaid recipient, the Board will request and assist the parent or guardian of that child with applying for Medicaid.
3. If any child is eligible for Medicaid, the Board will request that the parent or guardian of the child give written permission to allow the Board to request Medicaid reimbursements for eligible health related special education costs.

1. If written permission described is received, the Board will submit claims to Medicaid through the State Department of Administrative Services for reimbursement of any health-related cost.
2. If written permission is denied, the Board will terminate its efforts to secure Medicaid reimbursements otherwise applicable to the child.
4. Whether the parent or guardian refuses or gives consent to the Board to access Medicaid, reimbursement is strictly optional.
5. Whether the parent or guardian refuses or gives consent to the Board to access Medicaid reimbursement, the child will receive all special education services to which he/she is entitled without delay, at no cost to the parent or guardian.