THE HANDBOOK FOR STUDENTS AND PARENTS

DANIEL HAND HIGH SCHOOL

Madison, Connecticut

2026-2027

Published for the information of

Students, Parents/Guardians, and Faculty

Refer to the Daniel Hand High School website under the General Information link to find the most current handbook information.

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Daniel Hand High School website – www.danielhand.org

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DANIEL HAND HIGH SCHOOL'S

CORE VALUES AND BELIEFS

Our primary purpose is to graduate enthusiastic life-long learners who are responsible global citizens. Daniel Hand High School students, in collaboration with educators, parents/guardians, and the community, will develop as motivated, self-reliant, creative, and ethical individuals who respect differences in others.

Core Values and Beliefs Statement

The Daniel Hand High School community will provide a safe, supportive, and respectful environment for students to develop critical thinking, creative problem solving, and effective communication. We will cultivate a collaborative and inclusive community that values and affirms the diverse contributions, strengths, and talents of all its members. Our expectation is that students will act with respect, courtesy, and empathy. We will provide an environment for students to find learning opportunities in both success and failure and take responsibility for their words and actions. We bear a responsibility to empower all students to become contributing members of a just society. As a learning community, we value compassion, intellectual curiosity, academic and creative risk-taking, and integrity.

Daniel Hand High School Commitments

The school will…

- ❖ provide appropriate facilities, resources, and support services to make learning accessible to all students.

All staff will…

- ❖ encourage students to be proactive in their learning, and will challenge students to meet or exceed standards in all programs.

All students and staff will…

- ❖ reflect on success and failure in order to develop resilience, perseverance, and a growth mindset.
- ❖ benefit from collaboration and partnership with civic, business, higher education, and other community groups and resources.
- ❖ engage in emotionally and intellectually safe learning within a secure school facility.

The school community will…

- ❖ encourage student curiosity, ingenuity, and creativity, thus empowering students to pursue their own intellectual inquiries.
- ❖ foster participation in activities that promote lifelong health and wellness for all staff and students.

SCHOOL PERSONNEL

Administrators

Anthony R. Salutari Jr., *Principal*
Brian M. Bodner, *Assistant Principal*
Melanie A. Whitcher, *Assistant Principal*
Christopher Farrell, *Athletic Director*

Department Coordinators

Art ..... William Sommer
Career & Technical Education ..... Dan Grenier
English ..... Celina DaSilva
Library Media ..... Dawn Fiorelli
Mathematics ..... Christine Justice
Music ..... John Gage
Physical Education/Health ..... Stephanie Jarvis
Science ..... Paul Mezick
Social Studies ..... Peter Nye
Special Education ..... Kimberly Bean, Ed.D.
World Languages ..... Jennifer Aguzzi

Student Services

Coordinator of School Counseling ..... Jennifer Hawley
College and Career Counselor ..... Chrissy Coyle
Effective School Solutions (E.S.S.) ..... Lakisha Langley, Mindy Pacileo
MYFS School Based Clinician ..... Erin Corbett
School Counselors ..... Kyle Heins, Jourdan Labbadia, Deborah Rossi, Cynthia Skarsten
School Psychologists ..... Lindsey Fiondella, Melissa Griffeth, Jori Smith
Social Worker ..... Temple Frey, Maureen Kapij
Speech and Language Pathologist ..... Jaime Gibbs
TESOL ..... Mary Merkle-Scotland

Support Staff

Athletics Department Executive Secretary ..... Robin Halloran
Attendance Secretary ..... Destiny Carter
Bookkeeper ..... Susan Evans
Executive Secretary to the Administration ..... Carla Marino
Photo Copy Secretary ..... Maeve Miller
School Counseling Executive Secretary ..... Karen Beckwith
Secretary to the Coordinators ..... Dina Minniti
Security Specialists ..... Jaime Del Mauro, Robert Faulkner, John Pardo
Special Education Secretary ..... Michele Call
Student Data Processing ..... Cynthia Kallert

Custodial Staff

Head Custodian ..... Christopher Falango
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Custodial Staff ..... Mark Acampora, Kiera Daugherty, Zach Martone, Logan Negrilli, Ismael Rey, Wendy Sanders, Norbu Wangdu

Health and Athletic Training Office

School Nurse ..... Caitlin Glazier, R.N.
Health Office Paraprofessional ..... Michele Larson
Athletic Trainer ..... Terri Ajaski

FACULTY AND STAFF

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SPECIAL EDUCATION PARAEDUCATORS
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Adrian Whaley
Josie Zhang

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Rosana Casais
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Kathleen Ericson
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Sasha Gauley
Mary Merkle-Scotland
Page Pelphrey

ADMINISTRATIVE INTERNS
Michael Szeligowski (T.J. Salutari)

STUDENT TEACHERS
Braden Stephens (Peter Bizier)

ACADEMICS: INTEGRITY AND ETHICS

Daniel Hand High School strives to be an ethical academic community. Members of an ethical academic community are concerned with what is right and wrong, and not merely with what is legal, socially accepted, or tolerated. Consequently, ethical students should be guided by the principles from which rules are derived and not by rules alone. Chief among these principles is integrity: a sense of moral wholeness, the source of which is honesty and respect. Honesty within the academic community includes accepting responsibility not only for one's own actions, but also for the actions of others when such actions adversely affect the rest of the community. Likewise, respect for self and others require students to protect not only their own welfare and property but also that of others. Encouraging, tolerating, and participating in dishonest, disrespectful behaviors such as plagiarism, cheating, and other forms of academic misconduct are actions which breach the integrity of the entire group.

Cheating/Plagiarism/Academic Dishonesty

Cheating, plagiarism, and academic misconduct includes, but is not limited to, the following:

- Intentionally or unintentionally presenting another's work as your own;
- Using direct quotes, paraphrases, and specific ideas of another person without proper citation and attribution;
- Obtaining and submitting work from the Internet or other sources as your own, including but not limited to Artificial Intelligence websites/software;
- Supplying/selling your work, or part of your work to another;
- Inventing/counterfeiting sources;
- Purchasing or copying pre-written papers, etc.
- "Sharing" student work or collaborating on assignments that have been assigned as individual assessments or assignments;
- Using unauthorized notes during assessments;
- Sharing information about an assessment with students who have not completed the assessment;
- Obtaining or passing unauthorized copies of or information about tests, quizzes, or other course assignments;
- Stealing or unauthorized copying of another student's answers, homework, notes, or course materials;
- Using unauthorized materials, devices, or assistance of any kind to complete your work or assessment, including on-line translators;
- Using materials or devices other than those specifically authorized by the teacher and/or for the assessment environment;
- Altering grades;
- Stealing or obtaining test/assessment materials or answers;
- Submitting the same (or nearly the same) work for more than one class without disclosure or approval; and/or
- Falsifying information on school related documents and forms.

Reference Section II.B. in the Behavior/Infraction Chart in the Code of Conduct.

ACADEMICS: SCHOOL COUNSELING SERVICES

The Daniel Hand High School counseling program is a student-centered, sequential program that is consistent with the developmental stages of learning. Our services are delivered to students through a school counseling curriculum model that is in alignment with state and national standards. The school counselors at DHHS have created specific lessons and activities that are delivered through a variety of settings: classroom, group, and individual conferences. We will be continually assessing and evaluating the program as we further develop and revise our curriculum framework.

The school counseling program is an integral part of the total educational experience, as we provide continuous assistance, support, and meaningful experiences for all students. Our services complement the instructional program by helping students realize their potential and understand their academic and personal strengths and weaknesses, thus empowering them to participate in their own development.

We feel strongly that learning and personal development are lifelong processes with a series of transitions that result from both individual growth and environment changes. Given the challenges faced by our students, the focus of the DHHS school counseling program is to enhance the learning process in three broad areas: Academic Development, Career Development, and Personal/Social Development. The following are more specific program goals we have implemented as outlined in *Best Practices for School Counseling in Connecticut:*

Academic Development

- Assist students as they acquire the attitudes, knowledge and skills that contribute to effective learning
- Encourages students to employ strategies to achieve academic success and prepare students for wide range of post-secondary options
- Help our students understand the relationship of academics to the world of work, and to life at home and in the community

Career Development

- Assist students in acquiring the skills necessary to investigate the world of work in relation to knowledge of self and to make informed career decisions
- Help students employ strategies to achieve future career success and satisfaction
- Promote the understanding of the relationship between personal qualities, education and training, and the world of work

Personal/Social Development

- Help students acquire the attributes, knowledge and interpersonal skills to help them understand and respect their self and others
- Assist students in making decisions, setting goals and taking the necessary action to achieve goals
- Encourage students to understand and utilize safety and survival skills

Some of the services and activities provided by the counseling department include:

1. Planning and implementing orientation and transition programs for new students
2. School counseling and scheduling appropriate academic programs with a focus on a four-year plan
3. Coordination standardized testing programs
4. Providing college and career counseling
5. Organizing and presenting parent/student workshops, assemblies, and presentations on a variety of topics: financial aid, parenting skills, time management, college and career, conflict resolution, decision making skills, study skills and test taking strategies, etc.
6. Arranging student, teacher, parent/guardian, counselor conferences
7. Providing information regarding summer enrichment programs, internships, and job shadowing opportunities
8. Providing group and/or individual counseling for social/emotional or academic difficulties
9. Interpreting school records and standardized test scores
10. Making referrals to special services staff
11. Providing referral services to outside special service agencies

For a more complete list of our services and activities, consult our school counseling website. We encourage our students, parents, and community members to utilize these services.

The DHHS school counselors adhere to the ASCA (American School Counselor Association) ethical standards regarding confidentiality.

Student Educational Records

School policy protects the student and the student's family from invasion of privacy in the collection, maintenance, and dissemination of information in student's records, and to provide accessibility to information by those legally entitled thereto. The complete Board of Education policy #5180.1 is available from the Principal's Office, the DHHS Library Media Center, the Superintendent's Office and online: www.madison.k12.ct.us.

Working Papers

Students between the ages of 15-18 may contact the School Counseling Office to secure working papers. Evidence of age and promise of employment must be provided according to state law. Please call for an appointment during the summer months.

Withdrawing from School

Students considering withdrawing from school must meet with their school counselor to discuss the full ramifications of their decision. Should a decision be made to withdraw, they must follow the prescribed procedure. Transcripts and records will not be released for transfer to other schools or employers until all outstanding obligations have been fulfilled.

ACADEMICS: STUDENT SUPPORT TEAM (SST)

Many students become temporarily at risk for academic and behavior problems during their high school years. However, sometimes students consistently demonstrate a lack of academic, social, and emotional skills that do not allow them to be successful high school students. A Student Support Team has been developed to address these students' problems.

The DHHS Student Support Team is a school-based, problem-solving team whose purpose is to assist teachers with intervention-action plans to improve students' academic and social functioning by utilizing available resources. Academic concerns will be addressed through an action plan including Scientific Research Based Interventions (SRBI) and Multi-Tiered Systems of Support (MTSS). The referring person's involvement begins with the referral and continues during the Student Support Team (SST) process, as determined by the team.

Members of the Student Support Team (SST):

The DHHS Student Support Team is composed of core members including the assistant principals, school counselors, school psychologist, school social worker and Madison Youth & Family Services social worker. The team will involve, as needed, the referring teacher, interventionists, special education coordinator, school nurse and the family to work toward resolution of the problem.

Vision

The effective operation of the Student Support Team at DHHS will result in improving a student's academic and social functioning in order to meet graduation standards.

Mission

The mission of the DHHS Student Support Team is to improve students' academic and social functioning through early identification, accurate assessment of a range of problems, proactive efforts to assist students and increased involvement of parents, teachers, and the community.

Goals

1. To promote early identification and assistance, for when students are facing something that impacts their school performance
2. To establish an easy, accessible, visible system within school that views student behavioral problems and academic difficulties
3. To increase student awareness of resources that are available within the school and to promote a school atmosphere in which "it's okay to seek help"
4. To increase staff awareness of resources in the school and to increase staff referrals to these resources for specific behavioral or academic problems
5. To increase communication between school and parents regarding student problems
6. To provide parents with information regarding school and community resources for students and families
7. To increase the interaction between school and community in order to provide additional resources for youth within the community

Referral Process

Students who exhibit behaviors of concern should be referred to SST. Behaviors of concern may include, but are not limited to, poor attendance, low academic performance, behavior problems, discipline, changes in behavior or performance, and personal problems. Students reentering the high school from outside placement with behaviors of concern should also be referred to the team. Students struggling academically are referred to SST to initiate the SRBI process. Potential outcomes of the SRBI process include: return to Tier 1 intervention, increase of services to Tier 2 or Tier 3 intervention, referral to Special Education.

Any parent, student, teacher, or staff member who is concerned about a student may make a referral to the student's school counselor.

Student Support Team Actions

Some of the following actions may be used to promote early identification and coordinate appropriate interventions:

- Gather information concerning the reported problem
- Discuss the information and develop an action plan, including SRBI interventions where appropriate
- Provide feedback to the referring party
- Refer the student to other professionals within the school community
- Monitor the student's behavior through assigned support staff
- Arrange for after-school support for the student
- Notify parent of the referral
- Advise students and families of the availability of community resources

Special Education Referral Process

Please refer to the district website for policies and procedures related to Special Education.

ACADEMICS: ADDITIONAL INFORMATION

Homework

All high school students should be assigned homework. In designing homework assignments, teachers need to consider time requirements for both short-term everyday types of assignments as well as for ongoing long-term assignments. Students in grades 9-12 should spend an average of 30 minutes on homework and/or class preparation per subject on a nightly basis unless otherwise noted in the Program of Studies.

Make-Up Work

Students who have been absent are required to consult their classroom teachers about work missed as a result of the absence. Students will have make-up work completed in the time specified by the classroom teachers. If absent on one day, the student is responsible for the work previously assigned and due on the day they returns (unless excused by the teacher). Students who have been absent from classes because of cutting, truancy, or unexcused tardies will be allowed to make up work but may not receive credit. This policy does not apply to students returning from suspension. Students should consult with classroom teachers regarding make-up work prior to absences related to field trips.

Major Tests*

1. No student will be required to take more than two major tests on a given day.
2. Whenever a student is assigned a third major test on a given day, they will notify the teacher assigning the third test at the time it is assigned. Otherwise, they will be required to take a third test.
3. Students who comply with #2 above will make up the third test usually within two (2) days, or at the teacher's discretion, or receive a failing grade on the test.
4. All students are encouraged to speak with their teachers if they have any concerns about assessments.

*Major tests are those designed to last a full class or cover a major segment of course work.

Trimester Exams

If a student is ill and will miss or be late to a scheduled exam or a make-up exam, a parent MUST call the school on the morning of the scheduled exam. Failure to call the school will almost certainly result in denial of permission to take a make-up exam.

Exceptions to this policy can only be made by the Principal. Make-up examinations are given to students who are unable to attend the regularly scheduled exam period for reasons of illness or other extenuating circumstances. All other reasons for taking a make-up exam in lieu of the regularly scheduled exam MUST be discussed with the teacher involved PRIOR TO THE DATE OF THE EXAM.

Requests for Early Examinations

The administration strongly discourages parents from requesting early examinations for students. Such requests, in the interest of examination security, require teachers to make up a separate exam. Should unique circumstances exist requiring a change of a student's examination schedule, parents should submit a written request to the Principal at least three weeks prior to the scheduled exams. The teacher and the Principal will determine whether an exam will be given early or after the conclusion of the term.

Final Exam Exemption Policy for Seniors

This exemption applies to final exams only, not to trimester exams. The senior final exam exemption requires a cumulative final average of an 89.5 or higher.

This policy applies for all senior courses with the following exceptions. A final exam, paper, or project is required for the following courses:

Art	All Art courses require a final exam/paper/project
Career & Technical Education	UCONN/ECE Individual and Family Development Personal Finance
English	UCONN/ECE AP English Creative Writing
Independent Project	All Independent Project courses require a final exam/project
Mathematics	UCONN/ECE AP Calculus I (AB) UCONN/ECE AP Calculus I+II (BC) UCONN/ECE AP Statistics UCONN/ECE Discrete Math AP Computer Science (A)
Music	Piano and Digital Audio Intro to Music Technology Music Theory and Composition AP Music Theory
PE/Health & Wellness	All PE/Health & Wellness course require a final exam/project
Science	UCONN/ECE AP Chemistry UCONN/ECE AP Physics (1) UCONN/ECE AP Physics (C) AP Biology Biotechnology
Social Studies	AP Macroeconomics AP Psychology AP European History
World Languages	UCONN/ECE Mandarin Chinese 4 UCONN/ECE Spanish 6 Honors UCONN/ECE Spanish Cinema and Conversation UCONN/ECE AP Latin 4 UCONN/ECE AP French 5 AP Spanish 5

Physical Education Requirements

Freshmen and sophomores will be taught the fundamentals of individual and team sports. Juniors and seniors will be offered a program in sports that has carryover value in later life.

All students are required to be properly attired according to dress regulations as established by the Physical Education Department. Only valid medical excuses will be honored as an exemption from active participation in physical education classes. Any student who seeks a medical exemption must obtain a form from the school nurse. This form must be completed by the student's family physician. Requests for medical exemptions do not carry over from one year to the next. They must be filed annually.

ADVISORY

Certified staff advise student groups of approximately fifteen students throughout their time in high school. This group meets weekly with the goals of developing trusting relationships among students and staff, and supporting students with meaningful, immersive activities related to social growth and mental health. Advisory is student-directed and student-driven.

ATTENDANCE

Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. Learning experiences that occur in the classroom are considered to be meaningful and essential components of the learning process. Time lost from class tends to be irretrievable in terms of opportunity for instructional interaction.

Regular and punctual student attendance in school is essential to the educational process. Therefore, the Madison Public Schools has established an attendance requirement for all courses offered. A student should not be absent from school without the knowledge and consent of the student's parent or legal guardian. Timely verification of absences should be communicated via the Infinite Campus parent portal or in-person communication with a school official. Teachers, administrators, and pupil personal staff members will work together to enhance attendance and motivate a student to attend school on a regular basis.

ABSENCES

Excused Absences

A student's absence from school shall be considered excused if the absence has been submitted via the Infinite Campus Parent Portal within ten school days of the student's return to school and meets the following criteria:

A. For absences one through nine, a student's absences from school are considered excused when the student's parent or guardian submits the absence via the Infinite Campus Parent Portal.
B. For the tenth absence and all absences thereafter, when a parent or guardian submits the absence via the Infinite Campus Parent Portal, a student's absences from school are considered excused for the following reasons:
    1. Student illness (verified by an appropriately licensed medical professional, regardless of the length of absence, as detailed in Regulation 5113R);
    2. Student's observance of a religious holiday;
    3. Mandated court appearances (additional documentation required, as detailed in Regulation 5113R);
    4. Funeral or death in the student's family or other emergency beyond the control of the student's family;
    5. State allowed mental health wellness days, up to two (2), if non-consecutive, supported by written documentation from the student's parent or guardian;
    6. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or
    7. Extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance and Regulation 5113R.

Unexcused Absences

A student's absence from school shall be considered unexcused unless they meet one of the following criteria:

A. The absence meets the definition of an excused absence (including documentation requirements); or
B. The absence meets the definition of a disciplinary absence.

College Visits

For Juniors and Seniors only. Students may miss school up to two (2) days for college visits. Parent/guardian must fill out a College Visit Request Form available on the Daniel Hand High School Website prior to going on a college visit. If such form is signed by the student's parent or guardian and the absence is within absences 1 – 9, it will be deemed excused. If such absence is the tenth or thereafter, the absence will be unexcused. However, Juniors and Seniors on approved college visits will not be prohibited from participating in extracurricular activities, including athletics, on the day of (or weekend following) their college visit because they were absent from school for such reason.

Family Vacations

Students

- Must make arrangements with teachers regarding lost instruction time/make-up work.

Parents/Guardians

- Should consider the State of Connecticut definitions of excused absences.
- Should carefully consider the negative effects that absence from school may have on their children's total educational progress.
- Should provide written notification to the school principal at least two weeks in advance of vacations occurring while school is in session.

School

- Recommends that family vacations be taken in conjunction with scheduled school vacations.

PROCEDURES FOR REPORTING ABSENCES

Parents/Guardians

- Must log into the Infinite Campus Parent Portal and use the form to report your student's absence. The parent/guardian must enter the absence into the Infinite Campus Parent Portal within ten (10) days of the student's absence.
- Instructions for logging into the Infinite Campus Parent Portal can be found on the District website.

In extenuating circumstances, in addition to logging your student's absence in the Infinite Campus Parent Portal, the building administrator may accept the delivery of written documentation through a scanned copy sent by email.

IMPACT OF ABSENCES

Except when absent for a mental health wellness day or on a pre-approved college visit, students:

- Will not be permitted to participate in interscholastic athletic contests, athletic practices, extracurricular activities, or other school-sponsored events on the day they are absent from school.
- Must be present in school for a minimum of four (4) hours in order to be eligible to participate in any athletic or any other school activity. (For weekend events, student must be present in school on Friday for a minimum of four (4) hours.)
- May not participate in athletic or any other school activity if sent home from the Health Office due to an illness.

TRUANCY

A "truant" means any student age five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year. When a student has been identified as truant, the Madison Public Schools will follow the truancy procedures established in Regulation 5113R.

TARDY POLICY

Students are required to arrive to school and class on time. Tardy is defined as being late to school, class, or school activity without permission of school personnel. A student may be assigned a teacher detention for each tardy.

Once a student has received three (3) tardies, they will be referred to administration. The school will work with students and parents or guardians to address the needs of students how are developing a pattern of being tardy.

Tardy to School/ Tardy to First Time Block Class

Period 1 class begins at 7:25 a.m.

All students arriving tardy to school (i.e. after 7:25 a.m. but before 7:40 a.m.) should report directly to class. Students who arrive to school after 7:40 a.m. must report to the Main Office for a pass. Teachers will not admit students to class after 7:40 a.m. without a pass from the Attendance Office.

Students tardy to school/first time block class are considered tardy, unexcused, unless parents/guardians have contacted school with an explanation that meets the criteria for an excused absence. Reasons such as car problems, oversleeping or missing the bus will not be accepted as reasons for an excused tardy.

Late Admittance Privilege

Juniors and Seniors who do not have a Period 1 class may arrive at school late with prior approval. Such students are expected to be on time for their Period 2 class or assigned attendance location by 8:31 a.m. Failure to timely report to a Period 2 location without proper written documentation will be considered a tardy.

Accumulation of Tardies

Accumulation of unexcused tardies will be considered an Unexcused Class Absence, as outlined below, and will count towards loss of credit. For further information, refer to the section on Academic Consequences / Loss of Credit below.

Unexcused Tardies to Class

- Arriving to class without authorization,
    - Up to 15 minutes late = 0.25 Unexcused Absence
    - More than 15 minutes late but less than half way through class = 0.5 Unexcused Absence
    - More than half way through class = 1.0 Unexcused Absence

EARLY DISMISSAL

Parents/Guardians

- Should only request early dismissal in cases of pressing family business or other extenuating circumstances.
- Must log into the Infinite Campus Parent Portal and use the form to report your student's early dismissal.
- Must call the school at any time to request early dismissal for their children in the event of an emergency situation. The parent/guardian must enter the absence into the Infinite Campus Parent Portal as soon as possible.

Students

- Will be issued an early dismissal slip from the Attendance Secretary upon the early dismissal being verified in the Infinite Campus Parent Portal.

School

- Recognizes any early dismissal of fifteen (15) minutes or more as an absence.

Trimester Early Dismissals

Juniors and Seniors may leave school after their last class of the day upon approval of a permanent early dismissal form. These forms may be obtained from the Main Office or on the school website and must be returned to the Main Office when completed. Trimester early dismissal requests must be submitted each trimester and approved by an administrator.

ACADEMIC CONSEQUENCES/LOSS OF CREDIT

Given the importance of regular and punctual attendance to student learning and the educational process, students who miss class due to an unexcused absence or unexcused tardy or unexcused early dismissal over 15 minutes will be subject to loss of credit for the course.

The administration will implement a progressive approach to addressing attendance and tardiness issues. Students and their parent/guardian will be notified when a student is at risk of losing course credit. The school will send written notification to a student and the student's parent/guardian when a student is in jeopardy of losing course credit. For example, when a student has accumulated 4 unexcused absences in a 1 trimester course, 10 unexcused absences in a 2 trimester course and/or 16 unexcused absences in a 3 trimester course. In such instances, the school will also refer the student to the student's School Counselor and either the Student Support Team (SST) or the Planning and Placement Team (PPT). The school may also refer a student with a pattern of absences to outside agencies and/or Madison Youth and Family Services.

If, despite the interventions described above, a student continues to accumulate Unexcused Class Absences, course credit will be withheld when a student exceeds:

6 unexcused absences	1 trimester course
12 unexcused absence	2 trimester course
18 unexcused absences	Full year course

** See Tardy provisions above regarding how unexcused tardies will be assessed for purposes of loss of credit.

Example: Student A is enrolled in a two-trimester course. Student A has 3 Unexcused Class Absences in the first trimester and 10 Unexcused Class Absences in the second trimester, (bringing the total to 13 Unexcused Class Absences for the course). Student A will be subject to loss of credit for the entire two-trimester course.

Example: Student B is enrolled in a one-trimester course. Student B is 20 minutes late to class on 4 occasions (which amount to 2 Unexcused Class Absences) and has 5 additional Unexcused Class Absences. Student B will be subject to loss of credit for the one-trimester course.

LOSS OF CREDIT APPEALS PROCESS

In the event of loss of credit due to Unexcused Class Absences (see above), the student and the student's parent/guardian may submit an appeal in writing in accordance with the procedure outlined below. **The initiation of the appeals process is the sole responsibility of the student and the parent/guardian. During the pendency of the appeal, the student is required to continue attending class.**

To initiate the Loss of Credit Appeal Process, the student and parent/guardian must:

1) Review the Course Attendance Summary provided by the school to ensure there are no errors. If there are any errors and/or if any of the absences are due to medical reasons, the student and/or parent/guardian must immediately ensure that any required medical excuses or other documentation has been filed with the Main Office and/or Nurse's Office.
2) Within 7 school days of receiving notice of loss of credit, complete, sign, and return the Loss of Credit Appeals Form to the student's Assistant Principal. Such form must be accompanied by a statement from the student and all information relevant to the appeal, including reasons leading up to the loss of credit and why credit should be restored. If there is any documentation to support any of the absences previously marked as Unexcused Class Absences (e.g., doctor's note verifying illness, court date, funeral), such documentation must be submitted along with the Loss of Credit Appeals Form.

If requested, the student and parent/guardian shall meet with the Appeals Board reviewing the appeal to discuss whether credit should be restored, either outright or on a conditional basis. Only the student, parent/guardian of the student, and members of the Appeals Board will be permitted to attend the meeting. The Appeals Board will consist of a general education teacher, a school counselor, and an administrator. Such meeting shall be held within a reasonable time frame, with notice to the student and parent/guardian. If the student and parent/guardian fail to attend the meeting, the appeal will be denied and the loss of credit decision will not be reconsidered.

The Appeals Board will consider: (1) the student's attendance record; (2) information provided by the student, the student's parent/guardian, and/or the administration; (3) documentation from medical personnel; (4) the student's reason for requesting to earn back credit; and (5) other information deemed appropriate by the administration.

The Appeals Board will decide whether credit shall be restored and if so, whether it shall be restored on a conditional basis. The decision of the Appeals Board shall be considered final, and further requests to appeal will not be considered.

If credit is restored on a conditional basis, the student's failure to comply with any plan put in place as a result of the appeal shall be grounds for loss of credit, without right to further appeal.

DISCIPLINARY CONSEQUENCES

In addition to the potential academic consequences described above, students who are repeatedly tardy to school and/or class and/or who are unexcused absent from school and/or class may be subject to discipline in accordance with the Board's Student Discipline policy and the DHHS Code of Conduct.

CAMERAS

Electronic surveillance may occur on any school property or on any transportation vehicle.

CAREER AND COLLEGE PLANNING CENTER

To assist you in exploring postsecondary options, College Representatives will visit the DHHS Career Center during the fall. The Center's computer lab is used for Naviance workshops and for extended college/career searches.

CODE OF CONDUCT

The Madison Public Schools' Student Code of Conduct is reviewed annually. The Code of Conduct can be accessed on the homepage of the Madison Public Schools website in the Back to School Information section and/or on individual school homepages. We ask that you review this information with your student.

Disciplinary actions are designed to enable the student to see that their behavior has consequences, both positive and negative. It is our hope that disciplinary consequences will help our students grow and mature, as well as become responsible and accountable for their actions. In all instances, our decisions will be driven by the Code of Conduct. The final decision for discipline rests with the Principal and/or Assistant Principals.

A student's disciplinary record will be held in the strictest confidence among their teachers, parents, school counselors, and the administration.

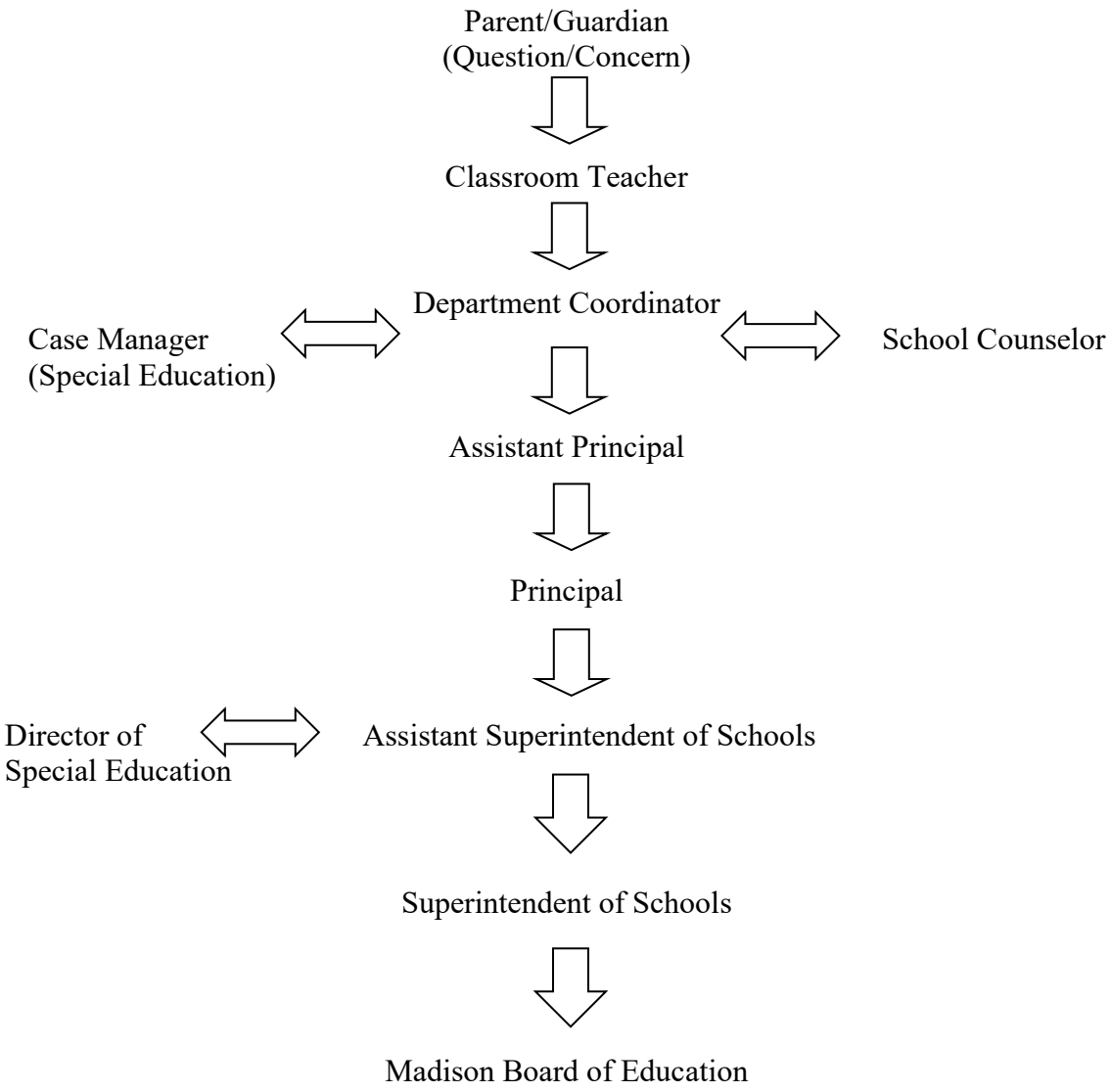
Notice to Parents

Parents often wish to know, *what happened to the other student?* Both state and federal laws prohibit the administration from discussing consequences with victims or victims' parents. Therefore, this question cannot legally be answered due to confidentiality restrictions.

COMMUNICATION FLOW CHART

Parent – School Communication Plan:

Daniel Hand High School encourages parents/guardians to take every opportunity to foster positive dialogue with faculty and staff (see flow chart below). In the event a question or concern arises, parents should make their first contact with the classroom teacher. If the situation remains unresolved, the parent should then seek conversation with the department coordinator, school counselor, or program manager (for special education students). Should the situation continue to be an issue, the parents should contact school administration (the assistant principal serving as the child's grade administrator and then the principal), followed by central office personnel (Assistant Superintendent or Director of Student Services for special education students and then the Superintendent of Schools). The final step in the district communication process is to the Board of Education where a request for a meeting will be considered only after all the above-mentioned steps have been exhausted.



COURSE SELECTION AND SCHEDULING CHANGES

During the winter, students select courses for their upcoming academic year. It is necessary that careful thought and consideration be given to the selection of all courses since few schedule change requests will be honored the following fall. When selecting courses, students should keep in mind course requirements, individual interest, and the relation of courses to future goals.

After student schedules are finalized to start the school year, schedule changes and/or course adds and drops will only be approved in the following circumstances:

- Error made by counselor or data processing center
- Placement error made by recommending teacher
- Changes required as a result of failure or summer school results
- Adjustment in the building master schedule impacting student schedules

Extenuating circumstances will be considered by the administration.

Course Drops/Adds: Student Appeal for a Change in Schedule

A student seeking to drop or add a course must see their school counselor and complete the *Student Appeal for a Change in Schedule* form found in the School Counseling Office. Students must continue to attend all classes currently on their schedule while the request is being considered. Students are responsible for any make-up work missed as a result of adding a course.

*Deadlines for ADDING a course:

- 1.50 credit courses must be added within the first 30 school days of the course.
- 1.00 credit courses must be added within the first 20 school days of the course.
- 0.50 credit courses must be added within the first 10 school days of the course.

*Requests to add a course after the deadline will be reviewed by the School Counselor, the Coordinator of School Counseling, and the Principal.

Deadlines for DROPPING a course:

- 1.50 credit courses must be dropped by the Trimester 2 mid-point of the course.
- 1.00 credit courses must be dropped by the end of the first trimester of the course.
- 0.50 credit courses must be dropped by the mid-point of the course.

Please note if DROPPING a course:

- If a student drops a course prior to the withdrawal deadline above, the course will not appear on the student's transcript or permanent record.
- If a student drops a course after the withdrawal deadline above, the course will appear on the student's permanent record and transcript. "WP" will indicate the student was passing at the time of withdrawal, and a "WF" will indicate the student was failing at the time of withdrawal.
- A change in schedule may be made only if there is evidence of earnest and consistent effort on the part of the student to meet all expectations of the course and the terms for an override are met.
- No course drop will be considered unless the student schedule maintains the minimum enrollment requirements. (See Program of Studies Credit Requirements section).
- As a reference, copies of both the *Student Appeal for a Change in Schedule* form and the *Override Request Application* form can be found in the back of the Program of Studies.

Repeating Courses

The following policy applies to courses being repeated due to failure:
Students who repeat a course due to failure will have both courses counted in class rank calculations. Both courses will appear on the students' permanent record card.

Online Courses

Courses taken online may be permitted, but only with prior approval. Generally, online courses are not approved to be taken in lieu of required courses, unless the course is being used for credit recovery. Students seeking approval must submit their proposals to the principal in advance of taking the course. An academic review committee will make a determination if online credits will be reflected in the student's transcript. No more than a total of four credits can be transferred over the course of the high school experience. Courses must be from a college recognized by the U.S. Department of Education and the Council of Higher Education. Credit recovery organizations may include: Area Cooperative Educational Services Summer Academy, Keystone, and Brigham Young University High School.

Below are examples of how courses taken outside of DHHS will impact a student's transcript & GPA.

Course/Program	On Transcript	Towards GPA	Notes
Courses taken at a College or University	No	No	Separate transcript
ECA	Yes	Yes	Offered in our POS
BYU or online courses	No	No	Separate transcript
Keystone or summer school	No	No	Separate report/transcript
Other summer programs	No	No	Enrichment, add to their resume

CREDIT REQUIREMENTS

Requirements for Enrollment (Course Load) and Promotion

A graduate of the Madison Public Schools must have earned a **minimum of twenty-five (25)** credits and must have met the credit distribution requirement. Students must have met performance standards in the following: reading, writing, and mathematics.

Requirements for Enrollment and Promotion and Graduation:

- Students in grades 9, 10, and 11 are required to enroll in six and one-half (6.5) credits each year. They may take up to seven and one-half (7.5) credits if their schedule permits them to do so.
- Students must carry a minimum of four courses a trimester.
- The minimum enrollment requirement for seniors is six (6) credits.
- Students must earn four and one-half (4.5) credits during their senior year in order to be eligible for graduation, regardless of previously earned credits.
- The minimum requirements for promotion are as follows:
    - Grade 10 status, six (6) credits must be earned
    - Grade 11 status, twelve (12) credits must be earned
    - Grade 12 status, eighteen (18) credits must be earned
    - Graduation, twenty-five (25) credits must be earned

Minimum Requirements for Credit Distribution

- STEM Requirements (9.0) credits
    - Math courses: 3.5 credits
    - Science courses: 3.0 credits
    - Any STEM designated courses: 2.5 credits
        - Math, Science and CTE courses as indicated in the Program of Studies
- Humanities Requirements (9.0) credits
    - English courses: 4.5 credits
    - Social Studies courses: 3.5 credits
        - Must include United States History (1.0 credit)
        - Must include Civics and American Government (0.5 credit)
    - Any Humanities designated courses: 1.0 credit
        - Art, English, Social Studies, CTE, and World Language course as indicated in the Program of Studies
- Additional Requirements (7.0 credits)
    - World Language courses: 1.0 credit
    - Physical Education courses: 1.0 credit
    - Health/Wellness courses: 1.0 credit
    - Career and Technical Education (CTE) courses: 1.0 credit
    - Art, Music, or Theater courses: 1.0 credit
    - Mastery Based Diploma: 1.0 credit
        - Must include Personal Finance (0.5) credit
        - Must include Independent Project (0.5) credit
    - Any additional courses/elective(s): 1.0 credit

District Performance Standards for Graduation

Mathematics Standard

Students may meet this standard in one of the following ways:

1. Meeting the state benchmark for the Math SAT.
2. Achieving a combined average in the C range for three or more math courses.
3. Satisfying the requirements as designated on the IEP for qualifying students.

Reading and Writing Standard

Students may meet this standard in one of the following ways:

1. Meeting the state benchmark for the Evidence-Based Reading & Writing (ERW) SAT.
2. Achieving a combined average in the C range for three or more English courses.
3. Producing a portfolio of written work in class that will be evaluated by a panel of teachers related to reading and writing.
4. Satisfying the requirements as designated on the IEP for qualifying students.

Other Graduation Requirements

Students must complete all requirements in order to participate in graduation exercises.

For graduation from Daniel Hand High School, students must:

- Satisfactorily complete a rigorous academic program of study
- Achieve specific academic performance goals in each content area
- Fulfill the legally mandated number and distribution of credits

The detailed requirements and standards for graduation listed above agree with the goals of our schools adopted by the Board of Education. The faculty shall apply measures of achievement to provide evidence that each student has completed these requirements for graduation according to the terms specified above.

Additionally, in recognition of its responsibility for the education of all youths in the school system, including those who drop out of school, the Board of Education shall provide alternative programs that will enable them to acquire a high school or vocational school diploma.

DINING AND ASSEMBLY HALL

The Dining and Assembly Hall is one the busiest areas within our school. A high quality of service and cleanliness can only be maintained with the cooperation of all students in order to ensure a safe and secure environment.

Students will:

- Eat their lunches exclusively in the designated areas
- Clean their table areas after eating
- Remain in the dining hall until the end of the lunch period
- Keep all food and/or beverages within the dining hall area unless other arrangements have been approved by teachers or administrators
- Take lunch from the dining hall to class only with a special pass from the School Counseling Office in the event the student does not have a designated lunch period
- Deposit trays, utensils, and trash in appropriate collection areas
- Address staff, teachers, and fellow students courteously
- Sit appropriately at tables without overcrowding
- Notify staff of accidental food spills
- Maintain a reasonable noise level
- Obtain permission from staff to visit a restroom
- Refrain from soliciting money or food for any reason
- Refrain from playing cards, or throwing snow balls, frisbees, and similar items, even in the courtyard

School will:

- Remove students who do not display proper maturity in the dining hall
- Revoke privileges for any student who does not adhere to dining hall expectations

Lunch Charging

In accordance with Board of Education Policy #3542.4 (which may be viewed on the District website), the District strongly discourages the charging of meals, but understands that an occasional emergency may occur. In the event a student has no money, or their account balance is insufficient, the student will be allowed to charge up to five (5) meals. No snack or a-la-carte items shall be charged. Parents shall be notified of any negative balance and asked for prompt payment.

DRESS CODE

In order to maintain an environment conducive to the educational process, the Madison Board of Education prohibits the following from wear during the academic school day, deemed disruptive to the educational environment:

a. Coats, jackets or other attire normally worn as outerwear.
b. Head coverings. Approved coverings worn as part of a student's religious practice or belief, or as required or permitted in conjunction with school district health and safety protocols, shall not be prohibited under this policy.
c. Sunglasses unless required pursuant to a documented medical issue.
d. Attire or accessories that may present a safety hazard to the student, other students or staff.
e. Attire or accessories that contain vulgarity or that contain overly offensive or disruptive writing or pictures.
f. Attire or accessories depicting or suggesting violence so as to disrupt the educational environment or that provokes others to act violently or causes others to be intimidated by fear of violence or that constitute "fighting words," including but not limited to attire or accessories depicting the Confederate flag and/or the Nazi swastika.
g. Attire or accessories that depict logo or emblems that encourage the use of drugs, tobacco products, or alcoholic beverages.
h. Shirts and/or blouses that reveal the abdomen or chest, see-through clothing, shorts, miniskirts, or pants that reveal undergarments.

Backpacks and/or book bags are permitted to be carried between classes, but shall not obstruct safe passage in the classroom or in the corridors.

Students who fail to comply with Board policy and regulations concerning student dress will be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline.

(BOE Policy 5090.3.1)

DUE PROCESS PROCEDURES

Student Rights:

Students have the right to have a defined procedure for considering student problems and arriving at decisions. The procedure is called *due process.* It is designed to protect students from the exercise of arbitrary authority.

Student Responsibilities:

Students have the responsibility to be aware of the steps of due process. They should cooperate with school authorities by providing the full information needed to make a prompt and fair decision.

Due Process Procedure:

In disciplinary cases carrying the potential of suspension, students are entitled to a form of due process, which includes the right to:

1. Notification of specific charges and evidence against them.
2. Present their defense in an informal hearing with a building administrator.
3. Receive notice of the decision reached.
4. Appeal a decision containing a substantial error to the principal.

ELECTRONIC/PRIVATE TECHNOLOGY DEVICES

(Cell Phones, Earbuds, Non School-Issued Laptops, Tablets, Smartwatches, etc.)

Effective for the 2026-2027 school year, a privately-owned technological device ban shall be implemented for all grades, Pre-K – 12. "Privately-owned technological devices" refers to, but is not limited to, privately-owned desktop computers, personal computing devices, cellular phones, Smartphones, network access devices, radios, personal audio players, tablets, walkie-talkies, personal gaming systems, Bluetooth speakers, personal data assistants, and other electronic signaling devices.

Students are permitted to bring privately-owned technological devices to school. Devices must be silenced and stored in the student's locker, vehicle, or backpack prior to the start of the academic school day and must remain stored away until the end of the academic day. Students may use privately-owned technological devices before and after the academic day.

(BOE Policy 5090.9)

FIELD TRIPS

Field trips are enriching educational experiences. Classroom learning is also an important educational experience, and it is necessary to balance one against the other. Students planning to attend a field trip must secure a field trip permission form from the teacher supervising the trip and have it signed at least 24 hours in advance by the teachers of the classes they will be missing. Students also must have a parent/guardian sign the field trip permission form and submit it before being permitted to participate in the trip. There may be additional requirements for overnight field trips.

Field trips: Guidelines and limits

- Student is responsible for the work covered during the missed classes.
- Students should consult with classroom teachers regarding make-up work prior to absences related to field trips.
- The use of privately-owned technological devices is prohibited on field trips unless there is prior approval from the administration.

The Administration reserves the right to prohibit any student from participating in a field trip for any of the following reasons:

- Excessive class cuts or tardies
- Other disciplinary infractions as determined by administration
  Restrictions may be placed upon a student's participation as warranted. The building principal will make that judgment based upon the student's welfare or that of other students participating in student travel.

GRADE POINT AVERAGE (GPA)

Both a Weighted GPA and an Unweighted GPA will be calculated each trimester and reported on the transcript. Our school profile, which is submitted to colleges and universities annually, will have a detailed explanation of our grading system, including Weighted GPA and Unweighted GPA. The profile is available from the DHHS school counseling website: www.madison.k12.ct.us/daniel-hand-high-school/school-counseling

Unweighted Grade Point Average (GPA)

Unweighted GPA is calculated using all courses (grades 9-12) without regard to level. No additional weighting or points are added for Honors or Advanced Placement courses. A four-point scale (4.0) is used.

GPA System

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

Weighted Grade Point Average (GPA)

Weighted GPA is calculated using courses taken in grades 10-12. Freshman courses are not included. The philosophy of DHHS is that freshman year is a transition during which there is significant social, emotional, and academic growth. Weighted GPA is determined by the grade earned and the level designation of the course. A four-point scale (4.0) is used.

GPA by Level

Letter Grade	Level 1	Level 2	Level 3
A+	5.33	4.33	3.33
A	5.00	4.00	3.00
A-	4.67	3.67	2.67
B+	4.33	3.33	2.33
B	4.00	3.00	2.00
B-	3.67	2.67	1.67
C+	3.33	2.33	1.33
C	3.00	2.00	1.00
C-	2.67	1.67	0.67
D	2.00	1.00	0.33
F	0.00	0.00	0.00

GRADING

Notification Guidelines and Report Cards

Effective communication is a key ingredient to success in school. The responsibility for this communication must be shared by school personnel, the student, and their parents/guardians. To this end, parents/guardians and students have access to Infinite Campus, the district's online student system, with access to grades and attendance. Teachers will update grades at the mid-point in each trimester for parent and student review. Grades are posted in Infinite Campus and report cards are issued at the end of each trimester.

Incompletes

All incomplete grades must be made up within two weeks of the close of the marking period. An I.E.P. or 504 plan could alter this timeline.

Grading Scale

Letter grades are reported on report cards and transcripts. The minimum passing grade at DHHS is 65 (D).

Letter Grade System

A+ = 97-100	B+ = 87-89	C+ = 77-79	D = 65-69
A = 93-96	B = 83-86	C = 73-76	F = 64
A- = 90-92	B- = 80-82	C- = 70-72	

HALLWAYS, STAIRWELLS, AND RAMP AREAS

While at school, students are expected to follow appropriate standards of behavior in hallways, stairwells and ramp areas.

Students will:

- Use appropriate language and behavior
- Walk on the right side of the hallway, stairs, or ramp
- Use railings (when available)
- Move to their destination in a timely and safe manner (no loitering)
- Move quietly to their destination so that they do not disrupt classroom activities
- Refrain from using electronic devices during passing times

School will:

- Discipline any student (up to and including suspension), who does not meet the student expectations listed above

HEALTH AND ATHLETIC TRAINING OFFICE

Location

The Health and Athletic Training Office is located in the corridor across from the Main Office in the East Building.

Emergencies

If an emergency should arise and the nurse or the athletic trainer is not available, students should go to the Main Office.

Staff

The Health and Athletic Training Office is staffed by a registered nurse, a school health paraprofessional, and a certified athletic trainer, who is available during after-school hours.

Services

The Health and Athletic Training Office staff provides health and emergency services for the students and staff of Daniel Hand. If possible, students should visit the office in between classes and during their study hall or unassigned period. They are responsible for securing a pass from their teacher if they visit the office during class time. The health office will maintain a log of student visits in their individual health record in the MPS computer-based system.

The staff of the Health and Athletic Training Office, in addition to supplying health and emergency services, also coordinates the athletic medicine program. This program includes prevention, treatment, and rehabilitation of athletic injuries by a certified athletic trainer.

Sick Guidelines

Any student who exhibits any of the following symptoms, should remain home and not return to school until they are symptom free and without the aid of medicine for a minimum of 24 hours. Please communicate with your child's medical provider for specific advice and possible treatment plan.

- Fever over 100°F; recorded by a thermometer
- Severe cough
- Undiagnosed rash
- Vomiting
- Diarrhea
- Yellow/green mucus discharge from nose
- Severe earache
- Conjunctivitis
- Active infestation of head lice
- Communicable illness

Reporting Injuries

Students must immediately report any injury suffered in school to their teacher or staff member supervising the activity.

Health Records

Immunizations and health records are mandated by state law for enrollment in public schools. A student may not be enrolled without a complete record of immunizations.

Medical Releases

If a student requires a medical excuse from participation in physical activities, they should submit a medical note to the Health Office. The medical note is put in the student's health record. The Physical Education Department and the School Counseling Office are notified that medical releases are on record. A medical release excuse *does not carry over* from one year to the next. It must be completed annually or as needed. It is each student's responsibility to report to class as scheduled.

Physical Exams

1. Madison Board of Education policy and Connecticut State Law, Section 10-205-C, require a physical examination for all tenth-grade students. Examinations must be completed between June 1 of grade nine and the remainder of the tenth-grade school year. If the assessment (original or faxed from the provider's office fax) is not forwarded to the school before the following school year begins, the student will not be permitted to enter the eleventh grade.

2. All students participating in interscholastic athletics must have a (yearly) physical exam assessment every thirteen months (original or faxed from the provider's office fax) and a complete sports packet found at the following link. All physical exams are to be submitted to the Health Office.

3. All newly enrolled students from out of state are mandated by the State of Connecticut to have a physical examination within the last 12 months before attending school, by an U.S. licensed MD, DO, APRN or PA.

4. Families who experience difficulty with this requirement for financial reasons should consult the school nurse or social worker.

Administration of Medication

1. No medications are to be carried on a student's person or kept in lockers, with the exception of approved asthma and anaphylaxis medication. This includes over-the-counter as well as prescription medication, including vitamins and similar supplements. Medications to be taken by a student in school must be given to the nurse by a responsible adult with a written authorization as described below in a properly labeled container or sealed over-the-counter container. Failure to comply with this requirement may result in disciplinary consequences as defined in the *DHHS Code of Conduct*.

2. Connecticut State Law and Regulations require a physician's written order and parent/guardian authorization for the administering of medicine. Forms for authorization for the administering of medicine are available from the school Health Office.

3. The Health Office does maintain a supply of Acetaminophen. Acetaminophen may be dispensed to a student only after the school has received written authorization from a parent or guardian. This authorization form is distributed the first week of school and is valid for that school year.

4. The emergency information/census form is sent home at the beginning of the school year. It should be reviewed by a parent/guardian, revised as needed, signed and returned within the first week of school.

Epinephrine

The State of CT Public Act 14-176 requires schools to notify parent/guardians that a trained staff member may administer Epinephrine (EpiPen or generic) in an emergency situation if your child is having a severe allergic reaction. This applies to a child who has not been diagnosed with a severe allergy and does not have the medicine prescribed. You may choose to notify the school RN that you do not want this to occur for your child in writing each school year.

HONOR ROLL

The purpose of the honor roll at DHHS is to recognize strong academic performance and to encourage all students to maintain consistently high performance in all subjects. <u>All</u> courses will be included in the honors calculations. No student may maintain honor status with *any* grade lower than a C+. The following standards have been established based on the trimester grades.

High Honors: Unweighted GPA of 3.83 or higher
Honors: Unweighted GPA of 3.16 to 3.82

INTERSCHOLASTIC ATHLETICS

The Administration wholeheartedly supports the interscholastic athletic program at Daniel Hand High School. The school encourages each and every student, parent, and faculty member to attend the various athletic events that take place each year. Nothing is more gratifying to students participating in athletic events than the encouragement of a large contingent of fans from their school and hometown. All Daniel Hand High students are expected to treat visiting teams and fans in a courteous, respectful manner. Behavior at athletic events is a reflection upon students, their school, and their families. All school rules regarding student behavior are in effect at athletic events.

There is a published athletic handbook that provides detailed information for athletic programs. Copies can be accessed on the Athletics page of the DHHS website.

Academic Guidelines for CIAC Eligibility

A student-athlete cannot at any time represent a school unless they are enrolled in at least four Carnegie units/courses or its equivalent.

During the school year, a student must pass at least four Carnegie units/courses in the trimester immediately preceding the athletic season. For example, to be eligible for fall sports a student must have received credit toward graduation for four Carnegie units/courses of study for which they have not previously received during the proceeding spring trimester.

Students receiving an incomplete grade for any course will have ten days to submit the necessary course work to receive a completed grade. If after this ten day period, the course work has not been submitted, the student shall be deemed to have failed the course.

Freshmen may compete in the FIRST trimester regardless of marks received in eighth grade. For participation in winter sports, first trimester grades will determine eligibility as outlined above.

Academic Guidelines for NCAA Eligibility

Eligibility for NCAA Division I and Division II athletics, consists of a several requirements including completing the required core courses, obtaining the minimum score(s) on standardized tests and maintaining a minimum grade point average. An overview of these requirements is provided below. Please refer to the Program of Studies and/or the Athletic Handbook for the full eligibility guidelines.

DIVISION I

Core Courses – 16 Total

- 4 years of English
- 3 years of Mathematics (Algebra I or higher)
- 2 years of Natural/Physical Science (1 year of lab)
- 1 year of additional English, Mathematics or Natural/Physical Science
- 2 years of Social Science
- 4 years of additional courses (from any area above; World Language; comparative Religion/Philosophy)

Test Scores

- Sliding scale is used to match test scores and core GPA.

Grade-Point Average (GPA)

- NCAA GPA is calculated using NCAA core courses only.
- GPA required to receive athletic aid and/or practice is 2.000 – 2.299.
- GPA required to be eligible for competition is 2.300.
- Corresponding test score requirements are listed on the NCAA Eligibility Center's website www.eligibilitycenter.org.

DIVISION II

Core Courses – 16 Total

- 3 years of English
- 2 years of Mathematics (Algebra I or higher)
- 2 years of Natural/Physical Science (1 year of lab)
- 3 year of additional English, Mathematics or Natural/Physical Science
- 2 years of Social Science
- 4 years of additional courses (from any area above; World Language; comparative Religion/Philosophy)

Test Scores

- Minimum SAT score of 820
  - Only critical reading and math sections.
- Minimum ACT score of 68
  - Sum of the following sections: English, Mathematics, Reading and Science

Grade-Point Average (GPA)

- NCAA GPA is calculated using NCAA core courses only.
- GPA requirement is a minimum of 2.000.

DHHS Student and Parent Notification of Ineligibility

The academic success of our students is our primary purpose. Extracurricular activities, although secondary, are a very important part of our overall educational program. It is expected that all students will maintain passing grades and that they and their parents will be kept current on academic progress.

At the mid-point in a trimester, if a student is receiving grades in the D and F range, their school counselor will contact the student and their parent/guardian for discussion on strategies for academic improvement.

At the mid-point in a trimester, the athletic director will be notified of the student athletes whose grades are in the D and F range which may lead to athletic ineligibility. The athletic director and coach will contact the student in an effort to support and encourage the student in making strides to improve their academic standing.

Prior to report card distribution a student athlete's grades will be reviewed by the school counseling department and the athletic director. Any students who are deemed academically ineligible as well as their parents will be notified by school counseling. School counseling will put in place supports for academic improvement as needed, and the athletic director will work with the student in developing a plan whereby the student can still feel connected to the athletic community.

LIBRARY MEDIA CENTER

Hours:

Monday – Thursday	7:00 a.m. - 4:00 p.m.
Friday	7:00 a.m. - 3:00 p.m.

The primary purpose of the Library Media Center (LMC) is to support Daniel Hand High School's teaching and research.

Patron Code of Conduct

- Reasonable quiet is expected. Patrons shall conduct conversations in a manner that does not disturb other patrons.
- A maximum of six students from each study hall may go to the LMC. Students who show the study hall teacher an assignment that requires LMC materials will have priority on the LMC list. Students who do not report to the LMC are cutting class and will be written up by the study hall teacher. These students will also be prohibited from using the LMC for a week or more. All students except juniors and seniors must stay in the LMC for the entire period.
- Students must sign in at the circulation desk when they arrive and stay until the bell at the end of the period. Students may sign out to the lavatory and return in a timely manner.
- With the permission of the LMC staff, students may use the small group rooms. Office and storage areas are off limits to students.
- No food or drink, besides water, is allowed in the LMC at any time.
- Students will be prohibited from using the LMC for a week or more for improper behavior or failure to follow the LMC or school guidelines. In addition, students may be assigned office detention or assigned to a study hall (if exempt) for the penalty period.
- Patrons who vandalize, steal or destroy library materials, equipment or building components will forfeit all library privileges as well as serve consequences per the *DHHS Code of Conduct*.

Circulation

- All materials must be checked out at the Circulation Desk. Books may be borrowed for two weeks and renewed after that. Books that have been put on reserve by a teacher may be used in the LMC or checked out at the end of the school day and returned in the morning.

NATIONAL HONOR SOCIETY

The National Honor Society is open to select students at Daniel Hand High School who meet very high criteria in terms of scholarship, service, leadership, and character. Students who meet the academic criteria (a Weighted GPA of 4.0 or higher) are invited to seek membership in the spring of their junior year. Each of these students is asked to write an essay that sets forth their qualifications for membership and to document service and leadership on an activity chart. The committee relies heavily upon the essay and chart to learn about service and leadership activities; there completeness and accuracy are essential. Students also submit three advisor references. In addition, all faculty members are surveyed concerning the candidates.

The following criteria are used by the faculty and administration for evaluation:

A. *Service*
    1. Willingness to render any service to the school or community when called upon
    2. Willingness to do committee or staff work
    3. Readiness to show courtesy by assisting visitors, teachers, and students

B. *Leadership*
    1. Demonstrate leadership in classroom or organizational work
    2. Demonstrate leadership in promoting school activities
    3. Successfully holds school offices or positions of responsibility
    4. Is thoroughly dependable in any responsibility they accept
    5. Demonstrates initiative in carrying out any responsibility without prodding from the teacher
    6. Exemplifies the qualities and attitude which are silent but positive influences on others

C. *Character*
    1. Promptly meets pledges and responsibilities to school and teacher
    2. Demonstrate highest standards of honesty and reliability
    3. Consistently exemplifies desirable qualities of personality, cheerfulness, friendliness
    4. Cooperates by complying with school regulations as evidenced by an administrative review of disciplinary records
    5. Upholds principles of morality and ethics

After all of this data is collected, the selection committee (comprised of five faculty members and the non-voting advisor) discusses each application and nominates members for induction. A second selection process occurs during the first trimester of the senior year. At this point, the committee will reevaluate candidates deferred from the initial selection if they still meet the academic criteria. In accordance with National Honor Society guidelines, there is no appeals process; the committee's decision is final. If a member of the National Honor Society no longer upholds the standards (Scholarship, Service, Leadership, Character) which were the basis for selection, the faculty council may take action to determine continued membership.

The National Honor Society meets several times during the school year. Members are asked to perform service to the school through a tutorial program through the School Counseling Department.

NETWORK USE AGREEMENT

To log onto a computer at DHHS for the first time, a student's ID number (found on their schedule) should be used as both user ID and the password. In order for a student to use the computers and on-line services at Daniel Hand High School, a network use agreement form must be completed and signed by the student and their parent/guardian. The user agreement specifies student responsibilities when using computers, the Internet, and other types of technology.

OUTSTANDING OBLIGATIONS

Students must pay all financial obligations, including but not limited to, lost/damaged textbooks, Chromebooks, equipment, athletic equipment, parking fines, negative lunch balances, and fees. Students who fail to fulfill any financial obligations will not receive their final report card~~s~~, cap, gown, tickets for graduation, as well as their diploma.

PARKING

Driving to school and parking on school property are privileges extended only to seniors, and approved juniors, in good standing on a first-come, first-served basis. Parking on school property without the appropriate permit or in a reserved space, handicapped space, or other designated "no parking" area, or while expelled or serving out-of-school suspension is prohibited. Seniors must comply with all regulations outlined in the parking permit forms (see also the *DHHS Code of Conduct*). Driving privileges may be lost without benefit of refund for parking. All student drivers may have to wait for the busses to depart after school and should plan accordingly. Please note that students are not allowed to park at Polson Middle School, Jeffrey Elementary School, or Bauer Park during school hours.

PHYSICAL EDUCATION, ATHLETIC, AND SCHOOL LOCKERS

Lockers are the property of the school and are subject to school administration inspection in the case of an emergency or suspicion of illegal or illicit material or violation of school policy. Each student has access to a locker for their use. Students are responsible for the maintenance of the lockers, both inside and out.

Students will:

- Keep their lockers clean at all times (including graffiti)
- Store only items necessary for school
- Store items only in the locker assigned to them
- Keep their locker secured when not in use

School will:

- Discipline anyone found tampering with, damaging, or violating school policy for locker use

RANK IN CLASS

Rank in class is calculated using the Weighted GPA. The class rank, or decile, for a graduating student will not be officially reported on the student's academic transcript. Daniel Hand High School will calculate rank for the purpose of determining which students are eligible for Senior Honors and for some scholarships and awards.

Senior Honors are defined as the top ten ranking positions in the class for honors recognition and shall include the class valedictorian, salutatorian, class essayist, and senior scholars. If Daniel Hand High School has more than one student qualifying for top honors, the students tying for valedictorian honors will be named co-valedictorians. The next recipient will be named salutatorian followed by the class essayist. Final Senior Honors Rank will be based upon six trimesters, beginning sophomore year, plus the first and second trimesters of the student's senior year. An official Senior Honors Rank will be provided to candidates during the third trimester of their senior year.

For students who have not been at Daniel Hand long enough for a Senior Honors Rank calculation, a Rank in Class is calculated for the purpose of determining eligibility for some scholarships and awards. Transfer students should see their school counselor for additional information.

Rank in class is governed under Board of Education policy #5128. If a situation exists which is not covered by this policy, it will be reviewed on a case by case basis by the School Counseling Department and the building principal.

RELEASE OF DIRECTORY INFORMATION TO MILITARY RECRUITERS

The No Child Left Behind Act of 2001 and the National Defense Authorization Act of 2002 require the Madison Public Schools to provide, upon a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings. However, a parent or guardian of a secondary school student or the student themselves, if they have reached the age of majority ("eligible student") may object to the release this information. Parents, guardians and students who have reached the age of majority who do not want the student's name, address, and telephone number released to military recruiters have the right to request in writing that this information **not** be released. If you do **not** want this information released, please complete the Military Recruiters electronic form on the Madison Public Schools website in the Back to School Information section, on or before October 1st.

SCHOOL CLIMATE IMPROVEMENT PLAN

The Madison Board of Education is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment within the Madison Public Schools (the "District") free from all forms of challenging behavior, bullying, harassment and discrimination. In accordance with State law, the District developed a School Climate Improvement Plan, which outlines the Districts approach to reporting, assessing, and responding to challenging behavior and bullying.

"Challenging behavior" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

"Bullying" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. "Bullying" includes "cyberbullying", which 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 other electronic communication.

The District's commitment to addressing challenging behavior and bullying involves a multi-faceted approach, including the use of restorative practices. "Restorative practices" means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community. Restorative practices may be implemented by school employees for incidents of challenging behavior, bullying, and/or harassment in the school environment, or other forms of student conflict that is nonviolent and does not constitute a crime.

The District shall further address challenging behavior, bullying, and harassment in accordance with the Board's Student Discipline policy and any other applicable Board policy, administrative regulations, and/or school rules, which may include suspension or expulsion from school.

The School Climate Policy, Bullying Intervention Policy, Restorative Practices Response Policy, reporting forms, and School Climate Plan are posted on the district and school websites.

SAFETY PROCEDURES

Weather Delays & Cancelations

Information regarding school closings will be broadcast in the following ways:

1. District eNotify and district website www.madison.k12.ct.us.
2. News stations: WTNH (Channel 8), NBC 30, WFSB (Channel 30), FOX CT.

Do not call the Superintendent's Office, the Police Department, or the Fire Department to inquire about school closings. Such calls interfere with the handling of emergency calls.

Access to DHHS

During school hours, visitors must enter the building via the main entrance and report to the security desk for check in. Visitors must identify themselves in view of the camera in order to enter the school building starting at 7:25 a.m.

Fire Drill Procedures

Each teacher will instruct the class in procedures for exiting the classrooms in the event of a fire alarm. Students are required to leave the building in a prompt, orderly manner. All books must be left in the classroom. Students are not permitted to go to their lockers to get coats or personal belongings. All students are expected to return directly to class upon completion of the drill.

Lockdown Procedures

Each teacher will instruct their class in the safety procedures for a lockdown. Students who find themselves in the hallway or the lavatory will be directed to an appropriate location. All students are expected to follow the directions given by any staff member.

SATURDAY DETENTION REGULATIONS

8:00 A.M. – 12:00 NOON

- Saturday detentions will be held in the Dining and Assembly Hall. Students will enter through the west parking lot doors. Please note, if there is a location change it will be posted.
- All students serving detention must arrive prior to 8:00 a.m. Tardy students will be turned away and the detention will be considered a cut.
- No bus transportation is provided. Transportation is the student's responsibility.
- Students are to bring their own school work. No student will be allowed to leave the detention room to go to their locker for books. Mobile learning devices may be used for academic purposes only.
- Students will be assigned seats by the detention monitor.
- While serving a detention, there will be no eating, throwing items, sleeping, disturbing others, drinking, or talking.
- The use of electronic devices will only be allowed for legitimate and approved educational purposes. Students must receive approval from the detention monitor.
- Violation of rules will result in additional disciplinary consequences. A student who is removed from detention by the monitor will be given additional disciplinary consequences and receive no credit for the time served.

It is expected that all students will serve their assigned detentions. In the event of a serious illness, death in the family, religious reasons, or other extenuating circumstances prior administrative approval is required to reschedule the detention. Employment is not an excused reason for missing detention.

SOCIAL AND RECREATIONAL ACTIVITIES

The school plans to provide the student body with a variety of social and recreational activities throughout the school year. The number and type of activities will depend upon student interest and effort in the promotional, planning, and supervisory phases of these functions.

School-sponsored dances are for members of the student body. Student participation in any and all events sponsored by the school is subject to administrative approval.

STUDENT ACTIVITIES

Students are provided with a variety of social, recreational, and educational activities throughout the course of the school year. The types of activities offered depend upon student interest and staff availability. The various clubs and student organizations will take the lead in developing, planning, and implementing a variety of extracurricular activities. The formation of new clubs requires the approval of the school administration. A faculty advisor is also required for each school club. Participation in all extracurricular activities, athletic or non-athletic, is deemed a privilege and is reserved for those students who are in good standing academically and behaviorally.

Students who are placed on academic probation are in danger of losing their eligibility for participation and must take steps to improve academic performance to maintain eligibility. A student is placed on probation when they have failed two or more courses and have a grade point average below C-. Excessive unexcused absences, suspensions, or other inappropriate patterns of behavior will also result in probation. Failure to demonstrate improved behavior to the satisfaction of the Administration will result in forfeiture of activity privilege(s). *Also see the section on Interscholastic Athletics.*

STUDENT COUNCIL

The Student Council of Daniel Hand High School is a representative body of students. Each member represents their class and serves as a liaison between the students of that class and the council. The constitutionally established purposes of the council include promoting the general welfare of the school, fostering school spirit, and building stronger ties between students and faculty. It also serves as a forum for student grievances and is one avenue through which student ideas are channeled. As a general representative assembly, the Student Council conducts its meetings according to Robert's Rules of Order.

STUDENT FEES

- Class dues
- Cap and gown
- Field trips
- Miscellaneous, as quoted in the Program of Studies
- Athletic registration fee
- Parking

STUDENT LEADERSHIP TEAM

This group is comprised of the officers of each class, officers of the Student Council, and student representatives to the Board of Education. Regular meetings will be held with the school administration to foster school-wide communication and to promote school improvement.

EXPECTATIONS FOR STUDENT LEADERS

Effective leadership is demonstrated through positive attitudes and actions. DHHS students who are in or aspire to hold leadership positions, including but not limited to class officers, DHHS Student Council members, athletic team captains, National Honor Society inductees/members, are expected to demonstrate exemplary conduct and attitude.

In addition to the *DHHS Code of Conduct* for students, all school leaders must also adhere to the following:

1. **Grades** – All leaders must maintain a C average. If the average is not maintained, the student will be placed on probation for the following marking period and removed the following trimester if grades do not improve.
2. **Integrity/Ethics** – Students risk removal from the position for encouraging, tolerating, and participating in dishonest, disrespectful behavior such as plagiarizing, cheating, and all other forms of academic misconduct.
3. **School policies** – Students risk removal from the position for disciplinary actions or attendance issues at the discretion of the administration.
4. **Suspensions or violation of substance abuse policy** – Suspensions will be reviewed on a case by case basis; however, suspensions and violations of substance abuse policy will result in the forfeiture of the student's position and renders the student ineligible to be considered for or hold a leadership position
5. **Attendance** – Leaders are expected to attend all meetings of their organization. Continued poor attendance will eventually result in removal from the position. Each organization will develop an attendance policy at the start of the school year.

CLASS OFFICER APPLICATION

Holding a class office as a member is a demanding and time-consuming job. The student must be responsible, supportive, and willing to spend time after school preparing for the class events and activities. All candidates must meet the following criteria to run for an elected position:

1. Students shall exhibit exemplary behavior and citizenship, including strong ethics and integrity in all areas.
2. Students must have an overall "C" average. (2.0 on the Honor Roll Scale)
3. Students must not have excessive absences.
4. Students must obtain the recommendations and signatures of five current teachers.
5. Students who are running for a second, third, or fourth term must obtain a recommendation and signature of one class advisor to verify that you are currently an active class officer.
6. Students must complete an essay expressing their qualifications and reasons why they would like to hold a position as Class Officer.
7. Students must have administrative approval.

STUDENTS AND MEDIA COVERAGE

We are very proud of the impressive accomplishments of our Madison Public Schools' students and enjoy sharing our pride in the media and on our website. If you do **not** want your child photographed or videotaped for public relations and/or promotional reasons, please complete the Media Coverage Refusal electronic form on the Madison Public Schools website in the Back to School Information section on or before October 1st.

STUDY HALLS

All freshmen and sophomores will be required to attend assigned study halls. Students who wish to use the Library Media Center (LMC) during assigned study hall periods will obtain a library pass from their study hall teacher. Upon entering the LMC students must present the pass to the library staff and sign in at the Circulation desk. Students will be expected to remain in the LMC for the entire period. Juniors and seniors will not be assigned to study halls.

Any student may meet with a teacher, counselor, or administrator during a study period providing they have made an appointment for such a meeting. Freshmen and sophomores must show passes to the study hall proctor.

TEXTBOOKS, EDUCATIONAL MATERIALS AND EQUIPMENT

Some educational materials, including textbooks and equipment, are loaned to students. Teachers will record each student's name, book or item number, and condition upon distribution of materials. Students are responsible for the items loaned to them. Students must pay for lost items before they are provided with a replacement. Students who fail to fulfill obligations for lost or damaged materials will not receive final report cards or schedules for the following school year.

Lost Books

Inquiries may be made to the security specialists or in the main office. If a student does not find the book within a week, they will be required to purchase a new one from the department coordinator.

THROWING OF SNOWBALLS, FRISBEES, AND OTHER ITEMS

Students who throw snowballs, rocks, food, milk, bottles, etc. will be disciplined by the administration according to the *DHHS Code of Conduct*. Throwing of Frisbees, footballs, etc. in and around the building during school hours may result in confiscation and disciplinary action.

VISITORS

All visitors must check in at the Security desk upon entering the building. Students are generally not allowed to have guests. On rare occasions, if an exception is made, permission must be obtained from a school administrator no less than three (3) days in advance of the scheduled visit. The school administrator reserves the right to restrict the number of visitors at any time during the school day or the school year.

SCHOOL CALENDAR 2026-2027

TRIMESTER AND EXAM DATES

Trimester 1: August 27 – November 25
- Mid-point: October 9
- Exams: November 20, 23, 24

Trimester 2: November 30 – March 8
- Mid-point: January 20
- Exams: March 4, 5, 8

Trimester 3: March 9 – June 11
- Mid-point: April 28
- Exams: June 8, 9, 10
- Make-up Exams: June 11

Last Day of School: June 11

**Please note that all dates are tentative due to the possibility of school cancellations.*

CLASS OFFICERS

Class of 2027	Class of 2028	Class of 2029	Class of 2030
Ella Bodner	Cole Brinn	Birch Agovino	Charlotte Canth
Eli Boyer	William Catino	Rohan Chandy	Ryan Duncan
John Funk	Azra Hatiboglu	Charles Crozier	Otto Grimes
Ryan Mason	Ari Lee	Stella Giuliano	Farrah Pellegrino
Kate Rizzo	Patrick Merschman	Finn McGuire	Rylee Penders
Owen Scheps	Reese Powers	William Rahn	Stefania Poleschuk
Silas Song	Ethan Scheps	Georgia Smethurst	Caroline Poole
Chloe Wiesbrock	Isabelle Wilker	Colton Tsialas	Macyn Thibeault
Faculty Advisors	**Faculty Advisors**	**Faculty Advisors**	**Faculty Advisors**
Mr. Hajus	Mrs. Hawley	Ms. Butcher	Mr. Barnett
Mrs. Simmons	Mrs. Labbadia	Mrs. Smith	Mr. Brine

BOARD OF EDUCATION STUDENT REPRESENTATIVES

Kate Rizzo, *Class of 2027*
Ethan Scheps, *Class of 2028*

DANIEL HAND HIGH SCHOOL SCHEDULES

Daily Time Schedule

Warning Bell at 7:20 am		
Period	**Time**	**Lunch Waves**
1	7:25 am – 8:27 am (62 minutes)	-
2	8:31 am – 9:36 am (65 minutes)	*Daily Announcements First 3 minutes of Period 2*
3	9:40 am – 10:42 am (62 minutes)	-
		3B – 10:11 am – 10:42 am
4	10:46 am – 11:48 am (62 minutes)	4A – 10:46 am – 11:17 am
		4B – 11:17 am – 11:48 am
5	11:52 am – 12:54 pm (62 minutes)	5A – 11:52 am – 12:23 pm
		5B – 12:23 pm – 12:54 pm
6	12:58 pm – 2:00 pm (62 minutes)	-

Early Dismissal Schedule – Holiday & Inclement Weather

	Rings	Rings
Warning Bell	7:20 a.m.	
Period 1	7:25 a.m.	8:02 a.m.
Period 2	8:06 a.m.	8:43 a.m.
Period 3A	8:47 a.m.	9:06 a.m.
Period 3B	9:06 a.m.	9:25 a.m.
Period 4A	9:29 a.m.	9:48 a.m.
Period 4B	9:48 a.m.	10:07 a.m.
Period 5A	10:11 a.m.	10:30 a.m.
Period 5B	10:30 a.m.	10:49 a.m.
Period 6	10:53 a.m.	11:30 a.m.

Two-Hour Delayed Opening Schedule

	Rings	Rings
Warning Bell	9:20 a.m.	
Period 1	9:25 a.m.	10:07 a.m.
Period 2	10:11 a.m.	10:53 a.m.
Period 3A	10:57 a.m.	11:18 a.m.
Period 3B	11:18 a.m.	11:39 a.m.
Period 4A	11:43 a.m.	12:04 p.m.
Period 4B	12:04 p.m.	12:25 p.m.
Period 5A	12:29 p.m.	12:50 p.m.
Period 5B	12:50 p.m.	1:11 p.m.
Period 6	1:15 p.m.	2:00 p.m.

BOARD OF EDUCATION POLICIES / ANNUAL NOTIFICATIONS

As required by law, the Superintendent is required to inform parents of the following policy and program notifications annually. All current District policies are accessible on the homepage of the Madison Public Schools website (www.madison.k12.ct.us) under the Board of Education heading.

Annual Notifications

Asbestos Management Program

An Asbestos Management Program exists to guarantee that asbestos-containing materials are maintained in a condition in which they do not pose a health hazard. As part of this program, these materials are periodically inspected. Anyone wishing to know more about the Asbestos Management Program or the asbestos-containing materials found in the Madison Public Schools may request to read the Asbestos Management Plan, which is on file in the School Facilities Office (203-245-6470).

Grievance Procedure for Title IX and Section 504

The Director of Special Education and Student Services is the Coordinator for Section 504 and Title IX. All complaints will be addressed through the complaint procedures included in the Board's policies and administrative regulations. If a complaint involves allegations of discrimination or harassment based on sex, gender identity or expression, sexual orientation, pregnancy, or disability such complaints will be handled in accordance with one or more of the following policies: Policy #4116.1, Sex Discrimination and Sexual Harassment in the Workplace; Policy #5120.5, Prohibition of Sex Discrimination and Sexual Harassment; Policy #4118.14, Section 504/ADA, and Policy #5200, Section 504/ADA. Any individual may make a report of sex discrimination and/or sexual harassment to any Board employee or directly to the Title IX and Section Coordinator:

Director of Special Education
10 Campus Drive
Madison, CT 06443
203-245-6341

Additionally, such individual may file a complaint with the U.S. Department of Education Office of Civil Rights at:

Office for Civil Rights,Washington DC (Metro)
400 Maryland Avenue, SW
Washington, D.C. 20202-1475

Management Plan and Guidelines for the Management of Food Allergies, Glycogen Storage Disease and/or Diabetes

The school district recognizes that food allergies, glycogen storage disease ("GSD") and diabetes may be life-threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life-threatening food allergens and to ensure prompt and effective medical response should a student suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease and diabetes. The district further recognizes the importance of collaborating with parents, adult students (defined as students age eighteen (18) and older), and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of the student's food allergy, glycogen storage disease, or diabetes, as developmentally appropriate. To this end, the district adopts the following guidelines related to the management of life-threatening food allergies, glycogen storage disease, and diabetes for students enrolled in district schools.

This statement is not the full plan. The District's full plan is available at: https://www.madison.k12.ct.us/board-of-education/policies/section-5000-students#fs-panel-16156

Non-Discrimination Policy

The Board of Education (the "Board") complies with all laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities, including all academic, extra-curricular, and school-sponsored activities, on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, sexual assault, or human trafficking, or any other basis prohibited by state or federal law ("Protected Class"), subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual's actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the District. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

This statement is not the full policy. The District's full Non-Discrimination (Students) policy is available at: https://www.madison.k12.ct.us/board-of-education/policies/section-5000-students#fs-panel-34246

Notification: Data Sharing Agreements

Pursuant to the requirements of Conn. Gen. Stat. § 10-234bb(g), the Board of Education (the "Board") maintains and updates an Internet website with information relating to all contracts into which it has entered for which a contractor may gain access to student records, student information, or student-generated content (collectively, "student data"). The address of the Internet website is https://www.madison.k12.ct.us/departments/technology/approved-apps . The Internet website includes copies of these contracts, and notices regarding each contract that include (1) the date the contract was executed, (2) a brief description of the contract and the purpose of the contract and (3) what student data may be collected as a result of the contract.

Notification: Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, et seq., affords parents and eligible students (*i.e.*, students over 18, emancipated minors, and those attending post-secondary educational institutions) 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 forty-five (45) calendar days of the day the District receives a request for access.

(2) The right to request the amendment of the student's education records that the parents or eligible student believes are inaccurate or misleading, or otherwise violate the student's privacy rights.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

(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:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.

Washington, DC 20202-8520

The District's full policy regarding student records is available at:https://www.madison.k12.ct.us/board-of-education/policies/section-5000-students#fs-panel-8679

Notification: Rights Under the Protection of Pupil Rights Amendment ("PPRA")

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, affords parents and eligible students (*i.e.* students over 18 or emancipated minors) certain rights with respect to the administration of student surveys, the collection and use of personal information, and the administration of certain physical exams.

The District's full policy regarding the PPRA is available at: https://www.madison.k12.ct.us/board-of-education/policies/section-5000-students#fs-panel-35686

Notification: Student Attendance

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that "each parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public day school regularly during the hours and terms the public school in the district wherein such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools…. [A] student who is eighteen years of age or older may withdraw from school. Such parent, person or student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such parent, person or student with information on the educational options available in the school system and community. The parent or person having control of a child seventeen years of age may withdraw such child from school and enroll such child in an adult education program pursuant to Connecticut General Statutes section 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system."

In order to assist parents and other persons in meeting this responsibility, the Board of Education (the "Board") monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

This notification is not the full policy. The District's full Attendance policy is available at:
https://www.madison.k12.ct.us/board-of-education/policies/section-5000-students#fs-panel-8338

Pest Management / Pesticide Application

Board of Education Policy #1130 on the use of pesticides in school buildings and on school grounds is a common-sense approach rather than routine application. The decision to apply pesticide in any building, or the grounds of any Madison public school is dependent on results of periodic monitoring for pest populations to determine if a pest problem exists that exceeds acceptable threshold levels. No application of pesticide shall be made in any building, or the grounds of any Madison public school during regular school hours or during planned activities at any school, except as provided by Connecticut statute or regulation. There shall be no application of any lawn care pesticide on the grounds of any school with students in grade eight (8) or lower, except on an emergency basis, subject to applicable Connecticut statutory and regulatory provisions. Parents or guardians of children in any school and/or staff members in any school may register for prior notice of pesticide application at their school. Each school shall maintain a registry of persons requesting such notice, and shall provide notice to registered individuals in accordance with applicable Connecticut statutory and regulatory provisions. To register for notice of pesticide application, please go to the Madison Public Schools website in the Back to School Information section, complete the Pesticide Notification Registration electronic form and return it to the Office of the Superintendent via e-mail or U.S. Mail on or before October 1st. A record of each pesticide application will be kept in the Facilities Department and the custodian's office.

Public School Choice in Connecticut

Parents and students are encouraged to explore other educational opportunities that are offered in the school district locally and regionally. These options may include magnet, charter, lighthouse, and vocational-technical schools, Open Choice and inter-district programs, and vocational agriculture centers. Contact the school counseling office for further information on these School Choice options.

Student Discipline

Please review the complete Student Discipline policy for comprehensive information concerning the laws and procedures concerning student discipline, including but not limited to definitions of terms and the procedures for student suspensions and expulsions.

The policy can be found here: https://www.madison.k12.ct.us/board-of-education/policies/section-5000-students#fs-panel-27762

Additional Board of Education Policies

Policy List

#3541.5	Transportation
#5090.7	Drugs, Alcohol, Tobacco and Inhalant Use by Students
#5120.3	Health Assessments / Screenings and Oral Health Assessments
#5120.3.3	Administering Medications
#5120.4.2.1	Suicide Prevention and Intervention
#5120.6	Procedures for Reporting Child Sexual Abuse and Sexual Assault
#5123	Restorative Practices Response
#5130	Bullying Prevention and Intervention
#5131	Safe School Climate
#5230	Graduation Requirements
#6020	Promotion and Retention
#6040	Weighted Grading, Calculation of Grade Point Averages and Rank in Class
#6090	Title I: Parent and Family Engagement