MARK T. SHEEHAN HIGH SCHOOL
142 HOPE HILL ROAD
WALLINGFORD, CT 06492
WWW.WALLINGFORD.K12.CT.US

2017-2018
Handbook & Organizer

BOARD OF EDUCATION
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Mr. Michael J. Votto, Secretary
Mr. Jay (John) Cei, Chairman of the Curriculum/Instructional Committee
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    Ms. Karen Hlavac
    Mr. Patrick Reynolds

WALLINGFORD
PUBLIC SCHOOLS
CENTRAL ADMINISTRATION
Dr. Salvatore Menzo,
Superintendent
Ms. Carrie LaTorre,
Assistant Superintendent of
Curriculum and Instruction
Ms. Cindy Lavalette,
Assistant Superintendent for
Personnel

MARK T. SHEEHAN
HIGH SCHOOL
ADMINISTRATION
Ms. Rosemary Duthie,
Principal
Mr. Gregory J. Dirkson,
Assistant Principal
Mr. Justin Marciano,
Assistant Principal
Core Values and Beliefs Statement

Mark T. Sheehan High School provides a challenging and supportive environment that inspires students to be critical thinkers, effective communicators, and responsible, contributing members of a dynamic global society.

We value Titan PRIDE

Personal Responsibility  ❖  Respect  ❖  Integrity  ❖  Dedication  ❖  Engagement

We believe that . . .

• Student learning is at the center of every decision considered by the WPS.
• Student learning is a shared responsibility among the school system, families, and the community.
• In order to take their place in society, learners need to master both academic and social skills through the instruction and curriculum they receive.
• Knowing how individuals learn—developmentally, socially, and culturally—drives instruction and curriculum.
• Learning is nurtured in safe, healthy, environmentally sensitive facilities.
• Financial accountability and transparency are essential in utilizing the educational resources entrusted to WPS by the community.

PRINCIPAL’S MESSAGE

Welcome to Mark T. Sheehan High School. Please take time to carefully read this Student-Parent Handbook. It contains general information regarding school rules, policies and procedures that govern school life. As a comprehensive high school, Sheehan offers a range of courses to meet your every academic need and personal interest. The faculty is firmly committed to providing students a positive climate conducive to learning. Seize every opportunity for learning that is available to you. Be an active participant in a school-sponsored activity. You will meet new friends and be part of the most exciting aspect of Sheehan – our Great Spirit! We are proud of all our accomplishments, but we are only as good as you make us. Every person makes a difference. Strive for academic excellence; become part of an organization, and make Sheehan a better place!

Rosemary Duthie

MARK T. SHEEHAN, M.D.

Mark T. Sheehan was born in Pittsfield, Massachusetts, on February 22, 1885. He came to Wallingford with his parents when he was five years old and attended local schools and Holy Cross College, and graduated from Yale Medical School in 1910. Dr. Sheehan became the health officer of the Borough of Wallingford in 1919. Beginning in 1960, he served as assistant health director. His affiliations included county, state and the National American Medical Associations, and the Meriden-Wallingford Hospital. Dr. Mark T. Sheehan selflessly devoted his life to the Wallingford community. To this end he made countless contributions through his work in public health as well as in his private practice. Known and loved by many in Wallingford, he was honored for his dedication to humanity during Wallingford’s tercentenary celebration in 1970, when this high school
was named for him. On Sunday, October 17, 1971, Mark T. Sheehan was dedicated in
his honor.

MARK T. SHEEHAN HIGH SCHOOL HONOR CODE
In the tradition of Dr. Mark T. Sheehan, a man of unquestionable honesty and integrity,
we believe that it is incumbent upon each Mark T. Sheehan High School student to
conduct himself or herself at all times with the same integrity. A Sheehan student should
always be considerate of the rights of other students to learn. He or she should also be
considerate of the right and duty of teachers to instruct in a productive environment.
Violation of any of the following standards could result in disciplinary action as well as
adversely affect recommendations for job placement, college acceptance and National
Honor membership.
   1. Plagiarism – presenting as one’s own work material or ideas taken in part or in
      full from some other source, be it a published work (including a computer
      program), a person, or another student’s work.
   2. Using unauthorized notes or other aids or copying from or being influenced by
      another student’s work during a test or quiz.

Giving unauthorized aid to another student: allowing another student to copy or use one’s
test, quiz, paper, or homework.

RIGHTS AND RESPONSIBILITIES
The Sheehan community, consisting of students, faculty, staff, administrators and
parents, has established the following principles to guide the daily conduct of all its
members. These rights and responsibilities ensure an environment conducive to student
learning.
   1. All members of the Sheehan community are entitled to a safe, drug free
      environment.
   2. The Sheehan faculty, staff and administration, in cooperation with parents, are
      committed to promoting the right of students to learn and acquire the necessary
      knowledge to achieve their full potential.
   3. All members of the Sheehan community are committed to demonstrating respect
      for one another and tolerance of different points of view.
   4. All members of the Sheehan community are committed to working to their full
      potential and engaging in behaviors that support the learning process.
   5. All members of the Sheehan community are committed to upholding the
      established standards of the school community.
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# CAMPUS INFORMATION

## Mark T. Sheehan High School Staff

### Administration
- Ms. Rosemary Duthie, Principal
- Mr. Gregory J. Dirkson, Assistant Principal
- Mr. Justin Marciano, Assistant Principal

### Art and Music
- Ms. Paige Sperry, Chairperson
- Ms. Gretchen Buys
- Mr. David Giardina
- Mr. Steven Goodrich
- Ms. Amy Rogers

### Athletic Director
- Mr. Christopher Dailey

### Career & Technology Education
- Mr. Nicholas Brown
- Mr. Aaron Czarnecki
- Mr. Joshua Lambert
- Mr. Jason Morosky
- Ms. Megan Nehez
- Business Teacher Vacancy

### Medical Careers
- Ms. Patricia Burkett, R.N.
- Ms. Mary Ellen Petit, R.N.

### College & Career Specialist
- Ms. Kimberly McLaughlin

### English
- Mr. Peter Wiesen, Chairperson
- Ms. Katherine Bates (part-time)
- Ms. Cynthia Frank
- Ms. Melissa Harkins
- Ms. Jasmine Kehrhahn
- Ms. Laura Maiocco
- Ms. Lisa Miller
- Ms. Laurie Saia
- Mr. Jason Sorensen
- Ms. Linda Ventura-Clements

### ELL
- Ms. Glorianne Rusate

### Library Media Center
- Mr. Nicholas Ives

### Mathematics
- Mr. Jason Bouffard, Chairperson
- Mr. Kevin Ainsworth
- Ms. Michele Dwyer
- Ms. Amanda Gillis
- Ms. Genevieve Ivanoff (shared with Lyman Hall)
- Mr. Dominick Lombardozzi
- Ms. Tricia Perrone
- Mr. Louis Petrucci
- Ms. Christine Ritchie
- Mr. John Wodatch

### Physical Education & Health
- Ms. Cheryl Colwick
- Mr. John Ferrazzi
- Mr. Frank Mohr
- Mr. Michael Tyrrell
- Ms. Melissa Zigmont

### Reading
- Ms. Beth Rondo

### School Counseling
- Ms. Lana Pekoske, Chairperson
- Ms. Maura Distante
- Ms. Wendy Eaton-Soto
- Ms. Erica Forselius
- Ms. Terry Dietmeier, Psychologist
- Mr. Justin Phee, Psychologist
- Ms. Betty Butkus, Social Worker

### Science
- Ms. Kelly Watrous, Chairperson
- Ms. Louise Chapman
- Mr. Nicholas Chelmu
- Ms. Sandra Hudson
- Ms. Kimberly Luxeder
- Ms. Grace McCarthy
- Ms. Carrie Palange
- Mr. Mark Smolley
- Ms. Suzanne Whitehead
- Mr. Daniel Wostbrock
Social Studies
Ms. Heather Brinton, Chairperson
Mr. Matthew Altieri
Mr. Michael Brezicki
Ms. Jamie Canny (shared with LH)
Mr. John Conte
Ms. Jean Mellor
Ms. Melanie Montagnon
Ms. Jennifer Seroski
Ms. Heather Smolley
Mr. David Tristine

World Language
Ms. Keri Biron
Ms. Christina Brozyna
Ms. Jennifer Churma
Ms. Vicenta Coppola
Mr. Peter Fleischmann
Ms. Susan Hudson
Ms. Annie Tullo

World Language
Ms. Keri Biron
Ms. Christina Brozyna
Ms. Jennifer Churma
Ms. Vicenta Coppola
Mr. Peter Fleischmann
Ms. Susan Hudson
Ms. Annie Tullo

School Nurse
Ms. Diane Gibson, R.N.
Ms. Ann Keniry, CNA

Special Education
Ms. Patti Fishbein, Chairperson
Mr. Keith Petrosky
Ms. Theresa Rocco
Ms. Erica Ward
Ms. Linda Williams
Ms. Michelle DelGrego, Speech Pathologist

Security
Mr. Joseph Amarone
Mr. Scott Craig

Secretarial Staff
Ms. Renee Byland (part-time)
Ms. Karen Fragola
Ms. Heather Fries
Ms. Regina Grant
Ms. Karen Kesilewski
Ms. Carla Savejs
Ms. Jaime Smith
Ms. Sandy Inserra (split with LH)

Custodial Staff
Mr. Brett Otapowicz: Head Custodian
Mr. Brian Chapman
Mr. Thomas Ruggiero

Paraprofessionals
Mr. Richard DelCervo (ISS)
Ms. Deborah Fitch
Ms. Debra McLaughlin-Malicki
Ms. Eunice (Mickey) McGuire
Ms. Deborah Quinn
Ms. Immacolata (Tina) Solnick
Ms. Colleen Vandal

Greeters
Ms. Ann Mantzaris
Mr. Michael Simpson
Mr. Daniel Yaghsizian

GUIDANCE COUNSELOR STUDENT ASSIGNMENTS

<table>
<thead>
<tr>
<th>Counselor</th>
<th>Class of ’21’</th>
<th>Class of ’20’</th>
<th>Class of ’19’</th>
<th>Class of ’18’</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Forselius</td>
<td>A - D</td>
<td>A - E</td>
<td>A – Co</td>
<td>A - Dig</td>
</tr>
<tr>
<td>W. Eaton -Soto</td>
<td>E - L</td>
<td>F – Mar</td>
<td>Cr – Jua</td>
<td>Dim - Ko</td>
</tr>
<tr>
<td>M. Distante</td>
<td>M - R</td>
<td>Mas – Te</td>
<td>Jur – Ni</td>
<td>Kr - Pe</td>
</tr>
<tr>
<td>L. Pekoske</td>
<td>S - Z</td>
<td>Th – Z</td>
<td>No – Z</td>
<td>Ph - Z</td>
</tr>
</tbody>
</table>

GUIDANCE AND COUNSELING SERVICES
The mission of the Wallingford School Counseling Department is to support the academic, personal/social, emotional, college and career development for all students in collaboration with parents, teachers, support staff, administrators and the community in order for students to achieve their personal best. Steps, which are employed in affecting this, are the following:
1. Group meetings are held with new students to make certain that all questions are answered and that each new student is aware of the opportunities and expectations of the high school.
2. Individual counseling sessions are arranged with students, parents, and at times with both present.
3. Continued academic evaluation of each student and maintenance of a cumulative record card are provided so that all such information can be available and helpful.
4. Information about schools, colleges, scholarships and loans, as well as about jobs and careers, has been assembled and is constantly updated to aid the student in making decisions. These are readily available in the guidance office.

Students are assigned to a school counselor when they enter high school and stay with the same counselor through grades 9, 10, 11 and 12. Although students have been assigned to a particular counselor, they have the privilege of conferring with any counselor of their choice.

PROCEDURE FOR STUDENTS GOING TO THE GUIDANCE OFFICE

1. Any student who wishes to speak to his/her guidance counselor or who wishes to examine the guidance materials in the guidance office before 7:30 a.m. or after 1:55 p.m. may do so without any previous appointment.
2. A student who wishes to speak to his/her guidance counselor or who wishes to examine the guidance materials in the guidance office during study period must obtain a guidance appointment slip from a guidance counselor before 7:30 a.m. on the day of the appointment is desired or after 1:55 p.m. on the day preceding the appointment.
3. The student must show his/her guidance appointment slip to his/her study hall teacher and then leave for the guidance office five minutes before the time of the appointment. If the appointment is for the beginning of a period, the student reports first to the study hall teacher.
4. When the interview is ended, the counselor puts down the departure time on the appointment slip, and the student returns promptly to his/her study hall teacher.
5. A student who wishes to examine materials in the guidance office must obtain a slip at the above-mentioned times from any counselor or the guidance secretary. When finished, the students get any counselor or the guidance secretary to put the departure time on the slip and returns promptly to study hall.

MARKING PERIOD CALENDAR 2017-2018 SCHOOL YEAR

FIRST SEMESTER
Q1: 43 days
Start ............ August 30, 2016
Conf: ...... Oct. 10, 2017 (evening)
End ............ Oct. 30, 2017
Q2: 44 days + 4 exam days
Start ............ Oct. 31, 2017
Conf: ...... Dec. 14, 2017 (evening)
End ............ Jan. 16, 2018
E1: ............ Jan. 17th – Jan. 22nd, 2018

SECOND SEMESTER
Q3: 43 days
Start ............ Jan. 23, 2018
End ............ March 23, 2018
Q4: 44 days + 5 exam days
Start ............ March 26, 2018
Conf: ............ April 5, 2018 (afternoon)
End ............ June 4, 2018
E2: Seniors .... June 1st – June 6th, 2018
Underclassmen.. June 5th – June 8th, 2018
(subject to revision for snow days)
MARK T. SHEEHAN HIGH SCHOOL BELL SCHEDULES

Please note that if school is cancelled for any reason, the day that was missed will be run when school resumes, i.e., if school is cancelled on an “A” day, school will resume on an “A” day.

Daily Schedule

<table>
<thead>
<tr>
<th>A DAY</th>
<th>WARNING BELL 7:25</th>
<th>B DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period</td>
<td>TIME</td>
<td>Period</td>
</tr>
<tr>
<td>1</td>
<td>7:30 – 8:54</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>8:59 – 10:27</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(includes 4 minutes for announcements)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10:32 – 12:26</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Lunch Wave I: 10:27 – 10:57</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class 11:02 – 12:26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class 10:32 – 11:56</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch Wave II: 11:56 – 12:26</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>12:31 – 1:55</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Detention</td>
<td>Detention</td>
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</table>

Two Hour Late Arrival Schedule

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Period</td>
<td>TIME</td>
<td>Period</td>
</tr>
<tr>
<td>1</td>
<td>9:30 – 10:24</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>10:29 – 11:27</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(includes 5 minutes for announcements)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>11:27 – 12:56</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Lunch Wave I: 11:27 – 11:57</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class 12:02 – 12:56</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class 11:32 – 12:26</td>
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<tr>
<td></td>
<td>Lunch Wave II: 12:26 – 12:56</td>
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<tr>
<td>4</td>
<td>1:01 – 1:55</td>
<td>4</td>
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<tr>
<td></td>
<td>Detention</td>
<td>Detention</td>
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</table>

90 Minute Delayed Opening

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<tr>
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<th>B DAY</th>
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<tbody>
<tr>
<td>Period</td>
<td>TIME</td>
<td>Period</td>
</tr>
<tr>
<td>1</td>
<td>9:00 – 10:01</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>10:06 – 11:12</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(includes 5 minutes for announcements)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>11:17 – 12:49</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Lunch Wave I: 11:12 – 11:43</td>
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</tr>
<tr>
<td></td>
<td>Class 11:48 – 12:49</td>
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<tr>
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<td>Class 11:17 – 12:18</td>
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<tr>
<td></td>
<td>Lunch Wave II: 12:18 – 12:49</td>
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<tr>
<td>4</td>
<td>12:54 – 1:55</td>
<td>4</td>
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<tr>
<td></td>
<td>Detention</td>
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### Assembly Schedule

<table>
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<tbody>
<tr>
<td><strong>Period</strong></td>
<td><strong>TIME</strong></td>
<td><strong>Period</strong></td>
</tr>
<tr>
<td>1</td>
<td>7:30 – 8:34</td>
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<td>2</td>
<td>8:39 – 11:07*</td>
<td>2 Assembly Period</td>
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<tr>
<td></td>
<td>Assembly Session A 8:53 – 9:53</td>
<td>*additional time</td>
</tr>
<tr>
<td></td>
<td>Assembly Session B 10:07 – 11:07</td>
<td>allotted to passing</td>
</tr>
<tr>
<td></td>
<td>(Includes 4 minutes for announcements)</td>
<td>/seating / returning to</td>
</tr>
<tr>
<td></td>
<td>Assembly Period</td>
<td>class</td>
</tr>
<tr>
<td>3</td>
<td>11:12 – 12:44</td>
<td>3</td>
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<tr>
<td></td>
<td>Lunch wave I 11:07 – 11:37</td>
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</tr>
<tr>
<td></td>
<td>Class 11:42 – 12:46</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class 11:12 – 12:16</td>
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<tr>
<td></td>
<td>Lunch wave II 12:16 – 12:46</td>
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</tr>
<tr>
<td>4</td>
<td>12:51 – 1:55</td>
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<tr>
<td>Detention</td>
<td>2:05- 2:50</td>
<td>Detention</td>
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### Office 45 Schedule

<table>
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<tbody>
<tr>
<td><strong>Period</strong></td>
<td><strong>TIME</strong></td>
<td><strong>Period</strong></td>
</tr>
<tr>
<td>1</td>
<td>7:30 – 8:40</td>
<td>1</td>
</tr>
<tr>
<td>Office 45</td>
<td>8:43 – 9:28</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9:33 – 10:49</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(Includes 5 minutes for announcements)</td>
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</tr>
<tr>
<td>3</td>
<td>Lunch Wave 1 10:49 – 11:19</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Class 11:24 – 12:37</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class 10:54 – 12:07</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch Wave 2 12:07 – 12:37</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>12:42 – 1:55</td>
<td>4</td>
</tr>
<tr>
<td>Detention</td>
<td>2:05- 2:50</td>
<td>Detention</td>
</tr>
</tbody>
</table>

### Half-Day Schedule Early Dismissal

<table>
<thead>
<tr>
<th>A DAY</th>
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<th>B DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period</strong></td>
<td><strong>TIME</strong></td>
<td><strong>Period</strong></td>
</tr>
<tr>
<td>1</td>
<td>7:30 – 8:31</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>8:36 – 9:42</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(Includes 5 minutes for announcements)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9:47 – 10:48</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>10:53 – 11:55</td>
<td>4</td>
</tr>
</tbody>
</table>
# Advisory Schedule

<table>
<thead>
<tr>
<th>A DAY</th>
<th>Warning Bell 7:25</th>
<th>B DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period</td>
<td>TIME</td>
<td>Period</td>
</tr>
<tr>
<td>1</td>
<td>7:30—8:45</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8:50 – 10:10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Includes 4 minutes for announcements)</td>
<td></td>
</tr>
<tr>
<td>Advisory</td>
<td>10:15—10:45</td>
<td>Advisory</td>
</tr>
<tr>
<td>3</td>
<td>10:45 – 12:35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch wave I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:45 – 11:15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class 11:20 – 12:35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class 10:50 – 12:05</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch wave II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:05 – 12:35</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>12:40 – 1:55</td>
<td>Detention</td>
</tr>
<tr>
<td>Detention</td>
<td>2:05-2:50</td>
<td></td>
</tr>
</tbody>
</table>

# Period 4 Assembly Schedule

<table>
<thead>
<tr>
<th>A DAY</th>
<th>Warning Bell 7:25</th>
<th>B DAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period</td>
<td>TIME</td>
<td>Period</td>
</tr>
<tr>
<td>1</td>
<td>7:30—8:32</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8:37 – 9:39</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Includes 4 minutes for announcements)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9:39 – 11:16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch wave I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9:39 – 10:09</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class 10:14 – 11:16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class 9:44 – 10:46</td>
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</tr>
<tr>
<td></td>
<td>Lunch wave II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:46 – 11:16</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>11:21 – 1:55</td>
<td>Detention</td>
</tr>
<tr>
<td>Assembly Session A: 11:30– 12:40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class: 12:45– 1:55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class: 11:21– 12:35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assembly Session B: 12:45 – 1:55</td>
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<td></td>
</tr>
<tr>
<td>Detention</td>
<td>2:05-2:50</td>
<td></td>
</tr>
</tbody>
</table>

# EMERGENCY SCHOOL CLOSING AND SHORTENED DAY PROCEDURES

Whenever school must be cancelled, started later, or closed earlier than normal, official messages will be transmitted through radio stations WTIC-1080kc, WELI-960kc, WRCQ, WMMW, WPOP, WAVZ, WQQW, WNHC and WPS Cable Access (Channel 19). Announcements may commence on these stations as early as 5:30 a.m., and they will be routinely repeated for two or three hours as the situation may require. The normal operational time for this school is 7:30 a.m. to 1:55 p.m. However, please note the following changes for late opening and early dismissal schedules:

- Delayed opening of school: 90 minutes – 9:00 a.m.-1:55 p.m.
- Delayed opening of school: Two-Hours –9:30 a.m.-1:55 p.m.
- Early dismissal: 2 Hour-11:55 a.m. / 1 Hour-12:55 p.m.

Please make alternative plans with your children if you are a working parent and will not be home if school is suddenly cancelled. Please do NOT call the bus company or the Board of Education office as this can cause a major tie-up and restrict the efficiency of the facilities.
ADVISORY
Students are assigned to an advisory where information is provided and issues can be addressed in a more personalized setting throughout their high school career. During these biweekly, thirty minute meetings, students are encouraged to take part in meaningful and relevant conversations on topics like goal setting, academic success, responsibility, anti-bullying, and overall school climate.

OFFICE 45
Biweekly, students will have 45 minutes of unstructured time built into the daily schedule to meet with teachers to receive extra help, make up work, and/or meet with other students to complete group work, receive peer tutoring, etc. Additionally, school counselors and/or the college and career specialist, and the athletic director are available during this time. Students can visit the library and the cafeteria and while a pass is not needed to travel throughout the building, some teachers may request that you see them during this time and it is recommended that you plan your time with the individual(s) you want to see during Office 45.

STUDENT PARKING
The privilege of parking on school grounds is extended to those students who fully adhere to all vehicular traffic laws and school rules/regulations. Any student found in violation of safety or parking regulations will be denied vehicular access to school grounds and will be subject to other disciplinary actions. All students bringing automobiles to school must obtain identification tags from the main office and park in designated areas. Students are not permitted to park in areas/spaces reserved for staff. Parking in places along the back of the building stretching along E wing, in the front of the building directly across from the main entrance and to the side of the building outside the Art/Music/LMC/IT area are also off-limits for students. Students are not allowed to park in a numbered space and should park behind the white line in the parking lot. Improperly parked cars may be towed at the owner’s expense. Students are not allowed to visit their cars during school hours. In case of an emergency, they will be escorted to their cars by an administrator or his/her designee. To improve safety and security at Sheehan, the parking lot is now designated as one-way driving with directional arrows and signs promoting the proper flow of traffic. Students found violating these traffic rules will face appropriate school discipline including possible loss of driving/parking privileges and/or suspension.

VISITOR PARKING & BUILDING ENTRY
All vehicles coming into or leaving the high school grounds are subject to the regulations of the school. Relatives and friends planning to drop off or pick up students should wait in the student parking lot, not the driveways. They must not use the front of the building where students are getting on and off buses. In order to ensure proper safety, it is necessary that everyone comply with all traffic rules. Any violation of proper automobile use may result in the suspension of parking privileges. Note that visitor parking is available directly in front of the school’s main entrance and entry may only be achieved there or at the senior court entrance during the school day. After the school day is complete, entry is allowed through the senior court entrance only.
ACADEMICS

ATHLETIC ELIGIBILITY
Students who participate in interscholastic varsity or junior varsity athletics must maintain an average of "C-" or better and have no failing grades in any courses. During the school year, quarterly course averages as reported on report cards will be used to determine eligibility. To be eligible for fall sports a student must have earned final course grades of "C-" or better with no failures for the prior year. (Credit earned in an approved summer school program may be used for the purpose of eligibility). All other CIAC requirements are also in effect. A physical examination is required of all students who participate in interscholastic athletics. A student is ineligible 1) If the student is not taking at least four (4) Carnegie Units of work; 2) if the student is nineteen (19) years of age before July 1; 3) if the student has changed schools without a change of residence; 4) if the student has played the same sport for more than three (3) seasons in Grades 10, 11, 12; 5) if the student plays or practices with an outside team in the same sport while a member of the school team; 6) if the student receives payment under an assumed name on an outside team; 7) if the student receives payment for participation in any athletic activity.

CLASS RANK & VARSITY SCHOLAR
The ranking of students is the process of determining the relative academic standing of students within a class. For members of the Class of 2017 and 2018, final class rank is based on the cumulative GPA of eight semesters. Beginning with the Class of 2019 and subsequent classes, final class rank will be based on the cumulative GPA of six semesters (calculated at the conclusion of junior year). Class rank is recorded on the student’s transcript, which is part of the permanent record. Grades earned through online coursework and independent studies are not used in the calculation of class rank. Pass/fail grades are also not included in this determination.

Students who transfer to a Wallingford high school may be co-ranked as follows:

- Students who enter a Wallingford high school as members of the Class of 2017 and 2018 after ninth grade are co-ranked.
- Students who enter a Wallingford high school as members of the Class of 2019 or subsequent classes after the completion of the first semester of sophomore year are co-ranked.

For students who transfer to a Wallingford high school from a school within the United States or Department of Defense school, their transferred grades are included in the calculation of the student’s cumulative GPA in the same manner as calculated for Wallingford students. For students who transfer from a school outside of the United States (foreign school system), their transferred grades are not included in the calculation of the student’s cumulative GPA.

VARSITY SCHOLAR
Cumulative GPA is also used to determine varsity scholar status. For members of the Class of 2017, nomination as a varsity scholar is based on a cumulative GPA of 3.7 or higher at the completion of seven semesters. However, additional scholars are recognized at graduation if they meet the cumulative GPA requirement at the end of eight semesters. For the Class of 2018 and subsequent
classes, a student must have earned a cumulative GPA of 3.9 or higher based on completed coursework through the end of the first semester of senior year to be recognized as a varsity scholar. Additional scholars will be acknowledged at graduation if they meet the cumulative GPA requirement at the end of eight semesters.

COMMUNITY SERVICE
All students must complete thirty hours of voluntary community service in order to qualify for graduation. These hours may be attained through service to a variety of non-profit groups, community organizations, and/or school activities. To be considered for community service hours, activities must in no way be related to assignments in any credit bearing courses. In addition, students will not be able to use volunteer hours that are required by an outside organization.

The school must review and approve all community service activities to determine if the experience meets the criteria of the graduation requirement. Students are asked to complete a community service form (see link given below) and have it signed by a member of the school counseling department or the administration before participating in a community service activity. Once the activity is completed, the student must have the community service form signed by an appropriate official of the sponsoring group or activity, who must in no way be related to the student. Students are also required to write a brief narrative (one paragraph) stating what they have learned from their specific volunteer experience. Completed forms are to be submitted to the school counseling office.

The thirty hours of community service may be accrued any time after graduation from eighth grade. Community service hours must be completed by the end of grade 12 to meet this graduation requirement. Students transferring to Sheehan High School will have the amount of community service hours pro-rated. For example, a student entering Sheehan in grade 11 would only have to complete fifteen hours of volunteer time, instead of thirty.

EXAMINATIONS
All students, including seniors, are required to take both mid-year and final exams. Students who miss mid-year examinations for a reason acceptable to the administration are required to make up exams by an agreed upon date or they will receive an “F.” Students who miss final exams for a reason acceptable to the administration are required to make up exams by a determined date or they will receive an “F.” In the case of extenuating circumstances, as determined by the administration, which prevent students from making up exams within this time period, arrangements for make-up exams at another time may be made through the school administration. Under no circumstances will students be allowed to take any exams in advance of the date for which they are scheduled. Seniors who maintain an “A” average may elect to be exempt from final exams. Exceptions may be dictated by course requirements.

GRADUATION REQUIREMENTS/STANDARDS OF MASTERY
The Wallingford Board of Education shall approve all graduation requirements. Any student who has fulfilled the Board of Education approved graduation requirements and has satisfied all financial obligations shall be granted a diploma. Transfer credits toward requirements for graduation shall be granted upon
approval of the Principal or designee as follows:

1. Credits earned at a public high school prior to registration in Wallingford Public Schools.
2. Credits earned prior to registration at Wallingford Public Schools at a private school approved by the Connecticut State Department of Education or the Department of Education or the Department of Education in the school’s home state.
3. Credits for courses receiving prior approval from the high school Principal when taken at a secondary school or institution of higher learning.
4. Credits for courses passed during participation in an overseas program.

A diploma from Wallingford Public Schools shall not be granted to a student unless the student is enrolled at the time of graduation.

For the classes graduating in 2015-2019, the following 25 credits are required:

A. English – 4 credits
B. Mathematics – 3 credits including (1) credit in algebraic concepts
C. Science – 3 credits in laboratory courses
D. Social Studies – 3 credits including at least .5 credit in Civics/U.S. Government & Politics and 1 credit in US History
E. Physical Education – 2 credits
   (Note: A student who presents written documentation from a doctor stating that participation in physical education is not advisable shall be excused from the physical education requirement; however, another subject must be substituted.)
F. Health – .5 credit
G. Arts/Vocational Education – 1 credit
H. Community Service Hours – 30 hours beginning in the summer following grade 8 and to be completed by the end of grade 12
I. The district shall assess each student’s competency in the basic skills necessary for graduation by considering performance standards which include, but do not exclusively rely on, the student’s results on the state mastery examination taken in grade ten or eleven.

Note: Beginning with the class of 2018, students who successfully complete a world language at one of the Wallingford Public Schools will be awarded one (1.0) credit towards graduation on entering a Wallingford Public High School in ninth grade.

Beginning with the class of 2019, students who successfully complete Algebra at one of the Wallingford Public Middle Schools and continue their study of mathematics with Geometry will be awarded one (1.0) credit towards mathematics graduation requirements on entering a Wallingford Public High School in ninth grade.

For students who have not successfully completed the assessment criteria to reach a satisfactory level of competency prior to graduation the district shall identify a plan of action in order to assist those students in achieving a satisfactory level of competence prior to graduation.

Policy Adopted: 02/24/14       Policy Revised 01/23/17
GRADING PRACTICES & REPORT CARDS
Sheehan High School issues four report cards each year, in November, February, April, and June. (See School Calendar: Marking Schedule). Parents and students are encouraged to access student grades on the PowerSchool parent portal. Parents are also urged to call the school to arrange for conferences with guidance counselors, teachers, or administrators to discuss concerns or have questions answered.

Please note that individual teachers establish marking period grading policies within their own classes. These policies are posted and visible in the Parent Portal of PowerSchool. However, final course grades are calculated according to an established formula in which the marking period grades count twice and mid-term or final exams count once each. Semester averages are not used to calculate final grade and serve only as a trend indicator. A very small minority of courses does not require mid-term or final exams, and seniors with an average of an A- or better may be exempted from final exams.

HABITS OF WORK
In many traditional grading systems, class participation or the ability to complete homework are factored into marking period grades alongside tests and projects. This practice can obscure academic progress, making it difficult to determine what students are excelling at or struggling with. In a mastery-based learning system, a student’s content knowledge and skills are reported separately from the student's habits of work (HOW). This provides a much better picture of the student. Wallingford has developed a set of HOW standards that teachers assess each month in every course using a common rubric, which can be found on the school website. The “habits” focus on a student’s preparation for learning, engagement with learning, and interaction with peers and the teacher — behaviors that are essential to academic success. The HOW scores (1—4) are recorded in PowerSchool, but have no bearing on the student’s marking period average.

HOMEWORK POLICY
As a district we are making a distinction between homework that reflects student learning and homework that reflects student compliance. Assigned homework in which students are asked to demonstrate what they know and can do, should be assessed and scored with feedback. Such an assignment could/should be included in the calculation of a student’s grade. Homework should be an extension of clearly defined classroom learning objectives and activities and should be appropriate to the age and ability of the students.

Purpose: The major purposes of homework are to:
- Help students become self-directed, self-disciplined, responsible, independent learners who can manage time.
- Reinforce the learning that has taken place in the classroom by providing practice and application.
- Strengthen basic skills and critical thinking skills.
- Encourage students to think and search for new ideas.
- Provide enrichment opportunities that take students beyond what has been covered in the classroom.
- Help students increase their knowledge base in a learning area.

Teachers’ Role
- Give specific assignments so students know what is expected of them.
• Provide the purpose of each homework assignment and its relation to classroom instruction.
• Develop a clearly understood method of evaluation and feedback
• Assign homework early enough in a class to assure that all students have time to record the assignment and to ask for clarification before the class is completed.
• Communicate with parents of children who are falling behind in completing homework assignments and/or struggling with the content that is being covered.

Students’ Role: Each student has the responsibility to develop good work and study habits by:
• Clarifying with the teacher any questions pertaining to the assignment prior to leaving class.
• Taking home the necessary materials and information to complete the assignment on time.
• Making up any work missed due to an excused absence from class.
• Attend extra help sessions when they do not understand an assignment/concept.

Parents’ Role: Parents can encourage students by showing interest and exhibiting helpful attitudes toward homework by:
• Supporting their child’s efforts but not completing the work for the student.
• Developing an effective routine and place for completing homework and ongoing study.
• Communicate specific problems concerning their child’s homework with the teacher or guidance counselor.
• Encouraging their child to seek help and ask questions of the teacher when struggling with an assignment or concept.

Assignments Over Scheduled School Vacations: Assignments should not be given that require completion during regularly scheduled school vacations. Assignments during the summer break will be permitted. Long-term assignments may span regularly scheduled school vacations; however, such assignments should not be due immediately following such a vacation.

The full text of this and all Wallingford Board of Education policies is available at http://www.wallingford.k12.ct.us/board-of-education/district-policies

HONOR ROLL STATUS
There are two levels of honor roll at the high school. To achieve high honors a student must earn a grade point average of 3.6 or better and have no grade on the report card for the marking period below a “C-.” To achieve honors a student must earn a grade point average of 3.2 or better and have no grade on the report card for the marking period below a “C-.” Students who have an incomplete are ineligible for the honor roll. Only marking period grades are used to calculate the grade point average used to determine honor roll status (i.e., midterm and final exams do not count in the calculation of the marking period grade point average).

PHYSICAL EDUCATION PROGRAM
Our physical education program provides opportunities for each student to develop at a rate proportionate to his/her ability. Encouragement and evaluation are two
important motivational devices employed by the department. A balance of team and individual activities is planned. Careful consideration is given to the development of skills, social values, and habits, which can be used in later life for living happily and successfully, as well as for recreation and maintenance of good health.

All students, except those who present written authorization from a physician, are obligated to attend, participate, and complete all requirements in physical education in a manner as prescribed by the physical education teacher. Each instructor will take into account individual limitations of students. A physician must verify long-term disabling limitations of any nature prohibiting physical participation in writing by a physician.

All students assigned to physical education classes shall be required to wear prescribed gym suits in accordance with school regulations. Their respective instructors will explain exactly what is/is not permissible as gym attire to students. The following guidelines serve as a general description.

1) Option 1- the traditional Sheehan gray shirt and burgundy shorts.
2) Option 2- A plain, generic gray shirt and burgundy shorts.
3) Option 3- Sheehan related apparel that is similar in color to the above combination.
4) Students may wear sweat pants outdoors but are still responsible for their base uniform.

No student is allowed in the locker room while class is being conducted in the gymnasium or on the field unless the instructor gives specific approval. Five minutes will be allowed for dressing and preparation for a class. Eight minutes will be allowed for showering and dressing after class.

Each student is responsible for his/her own equipment and is hereby advised to lock his/her locker to protect his/her own belongings. The school cannot accept responsibility for lost or stolen items. The office and physical education instructors will cooperate in storing temporarily items of special value. Each student is issued a combination lock, which must be returned at the end of the course. Students must pay for lost locks loaned to them.

Students who wear glasses other than safety glasses are obligated to wear eye guards in the gym. The school provides the guards. Students are required to report to the instructor immediately all injuries sustained.

PROMOTION AND RETENTION POLICY
The minimum number of credits required to be promoted each year from grades 9 – 12 is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>9</td>
<td>5</td>
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<tr>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>12</td>
<td>25</td>
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</tbody>
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SRBI TEAM
The Scientific Research Based Intervention Team at Sheehan High School consists of the school psychologist, school social worker, school nurse,
administrators, teachers, and guidance counselors. The team is committed to the early identification and management of students who are struggling academically, socially or behaviorally. Teachers may refer any student about whom they are concerned, grades 9-12, and if accepted, parents will be notified that their son/daughter is working with the intervention team. The team discusses the referral and brainstorms possible solutions to the problem. Frequently the student is invited to a meeting and given the opportunity to discuss his/her view of the problem. Parents are invited to meet with the team if that is deemed appropriate and/or necessary. A plan of action is developed and implemented over a specified time period. The team meets again after a prescribed interval to review the plan’s success or failure and to make new recommendations if necessary.

ATTENDANCE

ATTENDANCE: ABSENCES AND TARDIES 5113

I. Absences:
Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen.

In order for students to develop to their full potential, the Board of Education deems it essential that students attend school on a regular basis. The 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.

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

III. Tardiness:
Students who arrive later than the scheduled beginning of school or class period will be considered tardy. Tardiness may be explained by a parent or guardian but any absence from class will be considered as an accumulated absence and the student may lose credit on the high school level. Students tardy to school are responsible for work done in classes missed as well as assignments due.

IV. Dismissals
The Board of Education recognizes the need for students to be in school for the full instructional day. It is encouraged that early dismissal should be requested only in emergency or unusual situations. Request for a release of a student during the school day originating outside the schools must be handled by the administration to ensure maximum provisions for the safety and welfare of the student. When students need to be dismissed early from school, they are to bring a
written note signed by a parent or guardian to the main office prior to the start of school. The office staff will verify the authenticity of the note by contacting the parent or guardian by phone and will issue the student a dismissal pass. Students who are dismissed from school before the end of the school day at the request of their parent or guardian will not be permitted to return to school on that same day unless the dismissal is for a medical or dental appointment or a court appearance and such appointment is validated in writing by the doctor/dentist or a court official. Students who become ill during the school day may be excused by the school nurse and are not permitted to return to school until the following day.

V. Truancy
Connecticut General Statutes define a truant as a child who fails to attend school from age five (5) to eighteen (18) inclusive. The school administration will make a concerted effort to prevent and remedy truancy in its early stages for students who are found to be truant. These efforts will include holding a meeting with appropriate school staff and parent or guardian after the student’s fourth (4th) unexcused absence (truancy) within a month or tenth (10th) unexcused absence (truancy) in a school year. The Superintendent is required to bring a truant student’s case to the Superior Court under the Family with Service Needs Law (FWSN) if the parent(s) or guardian(s) fail to attend the required meeting with school personnel or fail to cooperate with the school administration in trying to solve the child’s truancy problem. After June 2017, districts cannot file a FWSN for attendance.

Prior to a written complaint to Superior Court, a referral will be made to the school’s student assistance team to determine whether or not an educational evaluation is appropriate. To assist the parent or guardian and others in meeting this responsibility, the Board of Education has developed the following procedures regarding students ages five (5) to eighteen (18) inclusive.

1. Annually notify the parent or guardian of each child enrolled, ages five (5) to eighteen (18), inclusive in writing of the obligations of the parent or guardian pursuant to student attendance (C.G.S. 10-184).
2. Obtain from each parent or guardian of an enrolled child a telephone number or other means of contacting such parent or guardian during the school day.
3. Establish a system for monitoring a student’s individual absences/tardies.
4. Notify, by telephone, email or other written message the parent or guardian whenever a child fails to report to school on a regularly scheduled school day and no indication has been received by school personnel that the child’s parent or guardian is aware of the student’s absence. The required notice shall always include a warning that two unexcused absences from school in one month or five unexcused absences in as school year may result in a complaint filed the Superior Court alleging the belief that the acts or omissions of the child are such that the child’s family is a family with service needs.
5. Identify a student as “truant” when the student has four (4) unexcused absences in any one month or ten (10) unexcused absences in any school year.
6. Hold a meeting with appropriate staff and the parent or guardian of the child identified as a “truant” within ten (10) days of such designation to review the reasons for the truant behavior and to evaluate the situation.

7. Referral will be made to the Planning and Placement Team (PPT) to determine whether or not an educational evaluation is appropriate, prior to filing a written complaint with the Superior Court.

8. File a written complaint, by the Superintendent with the Superior Court alleging that the acts or omissions of any child identified as a “truant” are such that the student’s family is a “family with service needs” if the parent(s) or guardian(s) of the child identified as “truant” fails:
   a. to attend the required meeting to evaluate why the child’s truant or
   b. to cooperate with the school in trying to solve the truancy problem.
   c. Such filing shall occur not later than fifteen (15) calendar days after such failure to attend the required meeting or such failure to cooperate with the school in trying to solve the truancy problem.
   d. After June 2017, districts cannot file a FWSN for attendance.

9. Provide for the coordination of services and refer enrolled students who are truants or to community agencies providing child and family services. A student who is identified as a “truant” may be subject to the following consequences:
   a. Promotion to the next grade may be contingent upon the student successfully completing a summer school program.
   b. The student may be retained in the same grade in order to acquire the skills necessary for promotion to the next grade level.

Persons who in good faith give or fail to give notice pursuant to subdivision (4) above, shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have immunity with respect to any judicial proceeding which results from such notice or failure to give notice.

01/23/17

**EXCUSED VERSUS UNEXCUSED ABSENCES STUDENTS 5113a**

**Attendance, Absences, Tardiness/Dismissals and Truancy**

To achieve college and career readiness, all students must be in attendance and punctual every day throughout their school years. To that end, the administration has established an attendance regulation which reflects that time lost from class is essentially irretrievable in terms of opportunity for instructional exchange; that excessive absences rob teachers and students of teaching time that could be better spent on programs and activities; and that a student has an obligation to give, as well as receive, in the context of the classroom setting.

**I. EXCUSED VERSUS UNEXCUSED ABSENCES**

**A. Definitions**

Excused and Unexcused: A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip),
for at least half of the regular school day. An absence due to an out-of-school suspension or expulsion should always be considered an excused absence.

For absences one through nine, an absence shall be considered “excused” when a child does not attend school and appropriate documentation has been submitted within ten school days of the student’s return to school by the student’s parent or guardian approving the absence, due to:

1. Illness or injury,
2. Death in the family or other emergency beyond the control of the student’s family,
3. Observance of religious holiday,
4. Mandated Court appearances,
5. School sponsored activity,
6. Lack of transportation that is normally provided by a district other than the one the student attends (This reason does not require documentation.)
7. Extraordinary educational opportunities pre-approved by a district administrator and in accordance with State Department of Education guidelines. Written excuse for such absences should be submitted to school officials by the child’s parent or guardian. All other absences with or without written explanation shall be considered unexcused.
8. Suspension, (This reason does not require documentation.)

For the tenth absence and all others thereafter, the same reasons cited above shall still constitute “excused” absences; however, documentation by a medical professional is now required for illness, regardless of the length of the absence. All absences will be recorded as “unexcused” unless documentation is submitted within ten days of the date of the absence and satisfies the definition of “excused” absence.

Class Cut:

If a student misses a class and is in school, such absence will be considered a “class cut”, unless such class absence has been authorized by a school official.

1. When a student is truant, he/she will receive a “class cut” in each class that is missed on the day the truancy occurred.
2. On the high school level, students who arrive to school after 8:10 a.m. shall be assigned a cut in their period 1A/1B class. Further, students who arrive 25 minutes or later to class (period) without a pass are given a cut.
3. A “class cut” will be considered an “unexcused absence” and will count toward the potential loss of credit at the high school level.
4. Excessive unexcused absences may result in court action under the truancy law (see Policy 5113 – Attendance, Absences, Tardiness/Dismissals and Truancy).

III. LOSS OF CREDIT AT THE HIGH SCHOOL LEVEL DUE TO ATTENDANCE PROBLEMS

1. Absences (Excused and/or Unexcused): Students at the high school level who are absent more than six times in a 0.5 credit course (i.e., a half year course), more than twelve times in a 1.0 credit course (i.e., a full year course), more than 16 times in a 1.5 credit course, or more than 18 times in a course that meets daily for the entire school year will lose credit for that course. Absences due to suspension from
school, participation in an authorized school activity, observance of religious holidays or as a result of the failure of sending towns to provide transportation for nonresident students enrolled in Wallingford schools shall not be counted toward the loss of credit.

Similarly, absences necessitated as a result of a chronic medical condition or absences resulting from a major-medical procedure will not be counted toward the loss of credit limit provided that a written excuse from a physician or a dentist is received. Such excuses should be received within ten school days after the student returns to school.

2. High School Class Cuts: Students will lose credit in a course upon the fourth “class cut” in a full year course or the third “class cut” in a half-year course.

3. Warnings of Loss of Credit: The parent or guardian will be informed in writing when their son/daughter’s attendance is such that it suggests that he/she might be in danger of losing credit. Such notification will occur upon the sixth absence and upon each “class cut” in a full year course. For half-year courses, the notification shall be made upon the third absence and each “class cut”.

4. Credit Review: The building administration will conduct a credit review for each student who might lose credit in a course as a result of excessive absence. Such review shall occur before the credit is removed.

Appeals: A student who has lost credit due to violations of the attendance policy may appeal this decision using the procedure below.

A. The appeal must be made in writing and presented to the assistant principal assigned to the student within five school days after being notified in writing of the loss of credit. Such appeals will be conducted at the end of the semester in which the course is completed.

B. Appeals must be based on unusual mitigating circumstances. If the mitigating circumstances are of a medical nature, the student must provide a written explanation of the circumstances from a physician.

C. The appeals board will consist of one administrator, a school counselor, and a teacher. The administrator shall notify the student and the student’s parent or guardian of the date of the appeal meeting.

D. The decision of the appeals board shall be rendered in writing within three school days of the appeal meeting.

E. The decision of the appeals board may be appealed to the building principal. The appeal shall be made in writing and shall explain the unusual mitigating circumstances that the student believes justify the reinstatement of the credit. The decision of the principal shall be final.

IV. IMPACT OF LOSS OF CREDIT

1. Grades earned by students in courses for which they lose credit due to excessive absence will be recorded on their high school transcript.

2. Grades earned by students in courses for which they lose credit due to excessive absence will not be included in the calculation of the quality point average.

V. ABSENCES AND PARTICIPATION IN SCHOOL ACTIVITIES

Students who are absent from school will not be permitted to participate in interscholastic athletic contests, athletic practices, extracurricular activities, or other school-sponsored activities on the day of the absence. However, building
principals may make exceptions to this regulation due to extraordinary, mitigating circumstances, and such exceptions must be in writing.

Regulation Approved: 06/17/13

MAKE-UP WORK
Students who have been absent from school are encouraged to consult with their teachers about missed work. Students will be allowed to make up work missed as a result of ANY excused absences from class and should arrange to meet with a teacher for extra-help and make-up after the close of school. Note: it is the student’s responsibility to consult with teachers concerning assignments required and due dates. Students will receive a failing grade for all work that is not made up.

SUMMER SCHOOL TO MAKE UP WITHHELD CREDIT
Any student having credit withheld because of Attendance Rule JBDC-4 may earn withheld credit by attendance at the Wallingford Summer School or at another summer school approved by the school principal. Having passed summer school requirements, the student will have the credit awarded in that course from which it was withheld only in that September which follows the school year in which credit was withheld. It should be noted that a student’s letter grade and quality point average are not changed or affected even though credit has been withheld because of excessive absence.

DISCIPLINE

Behavioral Expectations

<table>
<thead>
<tr>
<th>TITAN PBIS Advisory Matrix</th>
<th>Classrooms, Auditorium, Media Center, Guidance</th>
</tr>
</thead>
</table>
| **Personal Responsibility** | ● Arrive on time  
| (Account for your decisions)  | ● Be prepared to learn  
| || ● Actively listen  
| **Respect** | ● Demonstrate common courtesy  
| (Show consideration) | ● Be mindful of others’ space and personal property  
| | ● Demonstrate care for school and personal property  
| **Integrity** | ● Own your work  
| (Be honest, demonstrate strong moral character) | ● Be honest  
| | ● Honor diversity  
| **Dedication** | ● Fulfill your responsibilities  
| (Commit to the purpose) | ● Demonstrate pride in the Sheehan community  
| | ● Be an active member of the Sheehan community  

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Engagement
(Participate and contribute)

- Actively participate
- Focus

DETENTION
A student may be detained outside of school hours on one or more days for violation of the code of conduct. Teachers may keep students after school immediately on the day of an offense, without giving prior notice, but must allow students to contact their parents to arrange transportation.

DISCIPLINE GUIDELINES FOR STUDENTS
Students are expected to behave in a mature and responsible manner at all times when in school to help foster an atmosphere that is welcoming and conducive to high quality teaching and learning. When student behavior is inappropriate, the following statements will serve as discipline guidelines:

Problems related to the classroom (e.g. tardiness, conduct, quality or quantity of work), will be handled by the individual classroom teacher and parents/guardians may be contacted. Should the problem become one of more than usual importance and/or a repetitive issue, the teacher will inform and confer with other support staff in the building such as the guidance counselor, school nurse, and/or administration to determine the next course of action.

Note that inappropriate behavior can result in the loss of privileges. Consequences could include but are not limited to: suspension from extracurricular activities, not attending lunch in a cafeteria, loss of parking on campus, no access to the library during study hall, loss of late arrival/early dismissal, etc.

Below are expectations for student behavior to ensure a positive school environment for students and staff.

1. All students are expected to be in attendance to school at 7:30 a.m. or whenever school starts, except juniors or seniors with approved late arrival privileges.

2. Tardiness: Students are to arrive to class on time and prepared to work. Failure to do so will result in loss of valuable instructional time. If a student arrives late to class without a pass, the consequences listed below will be imposed. For those students who are sporadically tardy, teachers may exercise their professional judgement in how the consequences are applied.

   On the high school level, students who arrive to school after 8:10 a.m. shall be assigned a cut in their period 1A/1B class. Further, students who arrive 25 minutes or more late to class (period) without a pass are given a cut. (BOE Policy 5113a)

   The administration will make the final determination as to whether the absence will be determined to be a class cut.

   Period 1
   If a student is tardy to period 1 before 7:40 a.m., the teacher is to impose the following consequences:
   - Tardy 1: Warning and Parent Notification
   - Tardy 2 and After: Referral to Office

   Students who arrive to school at 7:40 a.m. or later are to report to the Main Office. The administration will address those students.
Periods 2 - 4*
For all other classes (periods 2-4), teachers are to impose the following consequences:

- Tardy 1: Warning
- Tardy 2: Teacher Assigned Detention and Parent Notification
- Tardy 3: Referred to Office for Disciplinary Action and Office Detention
- Tardy 4: Referred to Office for Disciplinary Action, 2 Office Detentions, and Parent Conference

*Students with late arrival privilege who are repeatedly tardy to period 2 risk loss of privilege.

3. Students must attend all assigned classes, study halls included. Students who do not attend one or more classes and who do not have a school employee to vouch for their whereabouts will be determined to have left school grounds without permission and will face appropriate disciplinary action.

4. Students must be in their assigned classes at the designated time. Unexcused tardiness of 25 minutes or more by students who are already in attendance for the day will be considered a class cut.

5. Students are expected to be respectfully quiet during morning announcements.

6. Food/Drink: Students should not have food in the classroom except as related to a class activity. Drinks in screw-top bottles, reusable drink bottles, and travel mugs are acceptable. No open containers or containers with plastic lids are permissible in the classroom.

7. Students using the buses are to adhere to the established guidelines provided by the Board of Education.

8. Dress Code: Students shall dress and govern themselves at all times in keeping with good taste. Extremes in dress or grooming which may be disruptive to the school’s operation, the educational process, and or the safety, health and welfare of students shall be avoided. Specifically, clothing which is overly revealing (i.e., showing the midriff or buttocks) or which promotes messages of drug/alcohol use or violence are not permitted. Tube tops and halter tops for girls are also not permitted.

9. Students must not loiter in corridors. Loitering impedes traffic and, therefore, is prohibited. Also, kissing, hugging, etc. are considered inappropriate school behavior.

10. Students must be on their best behavior in the cafeteria. Please discard trash and disposable trays in the appropriate receptacles. Be sure to recycle all bottles/cans. Food and beverage may be brought out to the exterior courtyard through the exterior doors in Café A only, if weather permits.

11. Students will only be dismissed from school by virtue of a confirmed written or telephone excuse from a parent or guardian and with authorization of the administration for the following reasons:
   
   a. Illness
   b. Family emergencies
   c. Medical and dental appointments
   d. Such other reasons as approved by the administration

Students who are dismissed from school before the end of the school day will not be permitted to return to school on that same day unless the dismissal is for a medical or dental appointment or a court appearance and such appointment is validated in writing by the doctor/dentist or a court official.
12. The above students and those dismissed by the school nurse must sign out of the office before leaving school.
13. Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration.
14. Use of Electronic Devices (Cellular Telephones, IPods/MP3 Other Media/Gaming Devices, etc.)

Classroom Time
Cell phones are only allowed during class time when approved by the teacher for educational purposes.
1st offense: Teacher warning -- Student told to put phone away.
2nd offense: Confiscated and handed back by teacher.
3rd offense: Confiscated and parent contacted; teacher detention recommended
4th offense: Confiscated, turned into main office, office detention, and parent contacted
5th offense: Parent conference

Non-Classroom Time
Students may use cell phones before and after the school day and during their assigned lunch wave. Cell phones may also be used during the passing between periods; however, all students need to remove earphones/earbuds. In order to maintain a safe environment, it is important that each student be able to hear emergency announcements.

Teachers are to address inappropriate student behavior by asking students to put their earbuds/headphones away. Repeat offenders are to be referred to the office.

Students are expected to follow the directions of the adults supervising them. At no time can the possession of any electronic device be allowed to disrupt the educational process: behavior contributing toward this problem is to be reported to the office.

INSUBORDINATION/DISRESPECT – At Sheehan, students are expected to follow the directions of the adults supervising them. Students who refuse to give an electronic device to a staff member confiscating it or who are disrespectful or aggressive in their manner when responding to those staff requests can expect additional disciplinary consequences up to and including out of school suspension and loss of other school privileges. Additionally, the school is not responsible for the loss or theft of such devices.

As noted earlier in this handbook, students are expected to understand their personal responsibility in contributing to a democratic society. Among other things, this means they need to understand how their behavior affects others in the community. In particular, students need to understand that spreading gossip or telling tales about the alleged actions or statements of others or engaging in bullying or harassing behavior or watching amused as others do so is likely to lead to disharmony and conflict. With this in mind, students are warned that engaging in any behavior that helps to cause or promote conflict among students will not be tolerated, and students may be disciplined for such behavior, as is appropriate for the circumstances.
Electronic Information Resources (Internet & Intranet) in LMC & Computer Labs as well as Chromebooks

Students are expected to use the Internet and district provided electronic resources in a responsible, efficient, ethical, and legal manner. All users of the computer systems must restrict themselves to appropriate district-related educational and business purposes. It is important for all users of these computer systems to understand that the Board of Education, as the owner of the computer systems, reserves the right to monitor the use of the computer systems to ensure that they are being used in accordance with these regulations.

Inappropriate use of district computer systems is expressly prohibited, including, but not limited to, the following:

1. Sending any form of solicitation not directly related to the business of the Board of Education or approved by the Superintendent;
2. Sending any form of slanderous, harassing, threatening, or intimidating message, at any time, to any person (such communications may also be a crime);
3. Gaining or seeking to gain unauthorized access to computer systems;
4. Downloading or modifying computer software of the district in violation of the district's licensure agreement(s) and/or without authorization from a teacher or administrator;
5. Sending any message that breaches the Board of Education's confidentiality requirements, including the confidentiality rights of students;
6. Sending any copyrighted material over the system;
7. Sending messages for any purpose prohibited by law;
8. Transmission or receipt of inappropriate e-mail communications or accessing inappropriate information on the Internet, including vulgar, lewd or obscene words or pictures;
9. Using computer systems for any personal purposes, or in any manner, other than those permitted under these regulations that interfere with the district's educational programs;
10. Accessing or attempting to access any material that is obscene, contains child pornography, or is harmful to minors, as defined below;
11. Using social networking sites such as Facebook, Twitter, Instagram and LinkedIn in a manner that (i) interferes with the work of the school district without a legitimate educational purpose; (ii) harasses or cyber-bullies other students, school personnel, or other members of the school community; (iii) breaches the district's confidentiality requirements, or the confidentiality of students; (iv) disrupts the work of the school district; (v) harms the goodwill and reputation of the school district in the community or (vi) otherwise violates the law, Board of Education policies and/or other school rules and regulations.
12. Students are expected to use professional conduct in any form of electronic communication, including texting and social media posts, using the district's electronic resources.

Disciplinary Action

Misuse of these computer systems will not be tolerated and may result in loss of access to computer systems as well as disciplinary action, up to and including, suspension and/or expulsion, depending on the specific conduct. If you or another student receives any harassing, threatening, intimidating or other improper message through the computer systems, report it immediately. The Superintendent reserves the right to eliminate use of the district's computer systems by any or all students at any time.
IN-SCHOOL SUSPENSION

When necessary, students are assigned In-school Suspension (ISS) as a consequence for unacceptable behavior. Incurring ISS is a serious matter, and students are expected to use this time to reflect on their behavior and to complete school work. The following list details the expectations and rules regarding ISS. Students who violate these expectations and rules will be subject to additional disciplinary action, including additional in or out of school suspension.

1. Students must collect work from each of their teachers on the approved form, have their teachers sign the form, and bring it to their first day of ISS. Students who fail to get work assignments in advance or who show up to ISS unprepared to work will have their ISS rescheduled for the next day, an additional day of in-school suspension may be added to the original consequence, and staff will obtain the needed assignments.

2. Students are required to clearly label any work they do in ISS with their name and the name of the teacher for whom the work is being completed. They are then required to give that work to the supervising staff member at the end of the day who will place the work in the teachers’ mailboxes.

3. Students are not permitted to have any electronic devices of any kind in ISS, except that a computer may be provided to allow students to complete school work if needed. Such devices will be temporarily confiscated each morning and returned at the end of the day. Students who refuse to turn in their devices or who are found to be in possession or use of them during ISS will face additional disciplinary action.

4. Students are not permitted to eat or drink in ISS except that students may have water in a water bottle.

5. Students are permitted to use a bathroom once during the day and once during their assigned lunch break. No other bathroom visits are permitted without the express permission of a school administrator.

6. Late arrival and early dismissal privileges are suspended for any student in ISS. Students must report by 7:35 AM at the latest and must stay the entire day.

7. The first task of any student assigned to ISS will be to complete a reflection sheet prompting students to consider the behavior that got them in trouble and determine an alternative course of action that can guide future choices. This will be collected and given to the student’s assistant principal. It may be required of students to meet with their school counselor or other designated staff to assist them in reflecting on how they may make better choices in the future. The refusal to follow this procedure will result in additional disciplinary action up to and including out of school suspension.

8. Students are to remain alert, productive, and cooperative at all times in ISS. Students are not permitted to sleep, put their head down, or to sit idly without working or reading.

9. ISS is silent study time. Students are not permitted to socialize, either with other students assigned to ISS or to students who might try to “visit”. Students who do “visit” ISS and therefore disrupt this disciplinary setting may be assigned ISS themselves.
10. Students assigned to ISS are not permitted to eat lunch with their friends but instead will have lunch between lunch waves from 11:05 a.m. to 11:25 a.m., including passing time.

Suspension and Expulsion
I. Removal of Student from Class by School Personnel
   A. Cause for Removal: The Board of Education authorizes teachers to remove any student who deliberately causes a serious disruption of the educational process within the classroom.
   B. Duration of Removal: Such removal may not exceed ninety minutes and the pupil so removed must be sent to a designated area. No pupil is to be removed from class more than twice in one week or six times in one year unless such pupil is referred to the building principal or his/her designee for an informal hearing.
   C. Notification to Administrator: Any teacher who removes a student from class is to immediately notify the administration of his/her action and the reasons therefore.
   D. Notification to Parents: Parents of students who are removed from class will be notified by phone and letter.

II. Suspension of Student
   A. Conduct Leading to Suspension: An authorized member of the administrative staff may suspend from school privileges any student whose conduct on school grounds or at a school-sponsored activity:
      1. Endangers persons or property, or
      2. Is seriously disruptive of the educational process, or
      3. Violates a publicized policy of the Board of Education.
   Further, an authorized member of the administrative staff may suspend from school privileges any student whose conduct off school grounds is violative of such policy and is so seriously disruptive of the educational process.
   The suspension may be in the form of in-school suspension or out-of-school suspension. Effective July 1, 2009, suspensions pursuant to this policy shall be in-school suspensions, unless during the informal hearing the administration determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the pupil shall be excluded from school during the period of suspension. An in-school suspension may be served in the school that the pupil attends, or in any school building under the jurisdiction of the Board of Education, as determined by the administration.
   B. Length of Suspension: An in-school suspension means an exclusion from regular classroom activity (but not exclusion from school) for no more than 5 consecutive school days (effective July 1, 2009 10 consecutive school days), provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No pupil shall be placed in in-school suspension more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.
   An out-of-school suspension means an exclusion from school privileges for no more than ten consecutive days for any one incident and such suspension which is not completed by the end of a school year may not be carried over into the next school year. No student shall be placed in
out-of-school suspension more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless the student is granted a formal hearing.

C. **Grounds for Suspension:** If occurring on or off school property, on school transportation, or at any school-sponsored activity shall include, but not limited to one or more of the following types of conduct:

1. Intentionally causing or attempting to cause damage to school or private property.
2. Stealing or attempting to steal school or private property.
3. Intentionally causing or attempting to cause physical injury to another person except in self-defense.
4. Unauthorized possession, distribution, sale, or consumption of any alcoholic beverages, drugs, drug paraphernalia, hallucinogens, stimulants, depressants, painkillers, or controlled substance of any kind, including but not limited to, marijuana, cocaine, all narcotic substances, or dangerous drugs, including controlled substances as defined in Connecticut General Statutes section 21a-240.
5. Violating the Board's use of tobacco policy.
6. Intentionally or repeatedly defying the valid authority of supervisors, teachers, or administrators.
7. Using obscene or profane language or gestures.
8. Participating in any unauthorized walk out from or sit-in within a classroom or school building.
9. Blackmailing, harassing, striking, assaulting, bullying, threatening, or intimidating school staff or other students, or any other persons.
10. Being absent from school and/or class when such absence is unauthorized.
11. Knowingly using or copying the academic work of another and presenting it as his/her own without proper attribution.
12. Falsification of school records.
13. Violating the acceptable uses of the Internet and the district's Intranet as delineated in the regulations (IHAJA-R) for the Board policy on “Electronic Information Resources.”
14. Exhibiting any conduct deemed detrimental to the health, safety, and welfare of the students and/or staff as determined by the Board of Education.
15. Actions which require the evacuation of the building, such as a false alarm or bomb threat.
16. Possession of any kind of weapon such as a pistol, knife, blackjack, etc., or weapon facsimile.
17. Making or using audio, video, digital or any other recordings of school activities to mock, harass, embarrass, defame or humiliate others. This prohibition includes but is not restricted to recording devices such as cameras, cell phones, audio and video equipment, electromagnetic, photo electronic, photo optical or other comparable systems.
18. Violation of any other Board policy or administrative rule or regulation dealing with student conduct, and violation of any federal or state law which would indicate that the violation presents a danger to any person in the school community or to school
D. **Modification of Suspension:** For any student who is suspended for the first time pursuant to this policy and who has never been expelled pursuant to Connecticut General Statutes Section 10-233d, the administration may shorten the length of or waive the suspension period if the pupil successfully completes an administration specified program and meets any other conditions required by the administration. Such administration specified program shall not require the pupil or the parent or guardian of the pupil to pay for participation in the program.

E. **Record of Suspension:** Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative education record. Such notice shall be expunged from the record if the student graduates from high school or in the case of a suspension of a pupil for which the length of the suspension period is shortened or the suspension period is waived pursuant to subsection D. above, such notice shall be expunged from the cumulative educational record (1) if the student graduates from high school, or (2) if the administration chooses, at the time the student completes the administration specified program and meets any other conditions required by the administration pursuant to said subsection D, whichever is earlier.

F. **Referral to Planning and Placement Team:** For children who experience multiple in-school or out-of-school suspensions, a referral will be made to the Planning and Placement Team (PPT) to consider whether evaluations should be conducted to determine the child’s eligibility for special education.

## III. EXPULSION OF STUDENT

A. **Conduct Leading to Expulsion:** The Board of Education may expel for up to one calendar year any student whose conduct on school property, on school transportation vehicles, or at any school-sponsored activity:

   1. Endangers persons or property, or
   2. Is seriously disruptive of the educational process, or
   3. Violates a publicized policy of the Board of Education.

The Board also may expel a student for up to one calendar year for conduct off school property if such conduct is seriously disruptive of the education process and is violative of a publicized Board policy.

B. **Mandatory Expulsion**

   1. **Weapons On School Grounds:** It shall be a policy of the Board of Education to expel for one calendar year any student found to be in possession of any of the following while on school property, on school transportation vehicles, or at any school-sponsored activity:

      a. A firearm means, (1) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, (3) a muffler or silencer, or (4) any destructive device (which means any explosive, incendiary, poisonous gas, bomb, rocket, missile, mine, grenade, or similar device, or any weapon, other than a shotgun or shotgun shell particularly suited for sporting purposes, that will or may be converted to expel a projectile by explosive or other propellant having a barrel with a bore
more than ½ inches in diameter. (See, 18 USC 921.)

b. Martial arts weapons. (See Connecticut General Statutes §53a-3.)

c. A deadly weapon which according to state statute means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. (See Connecticut General Statutes §53a-3.)

d. A dangerous instrument, which according to state statute means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a vehicle. (See Connecticut General Statutes §53a-3.)

However, the Board of Education or the hearing board may modify the period of expulsion for a pupil on a case by case basis and as provided for in subsection H. below of this section.

2. Weapons off School Grounds: It shall be a policy of the Board of Education to expel for one calendar year a student found to be in either of the following:

   a. In possession of a firearm off school grounds for which the student does not have a permit to carry said firearm. (See Connecticut General Statutes §29-35.)

   b. Off school grounds, having possessed and used a firearm, martial arts weapon, deadly weapon, or dangerous instrument in the commission of a crime. (See Connecticut General Statutes §952.)

However, the Board of Education may modify the period of expulsion for a pupil on a case by case basis and as provided for in subsection H. below of this section.

3. Selling or Distributing a Controlled Substance, On or Off School Grounds: It shall be a policy of the Board of Education to expel for one calendar year a student who sells or distributes a controlled substance while on school grounds or off school grounds if the manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering, or administering of the controlled substance is subject to criminal penalties under section 21a-277 and 21a-278 of the Connecticut General Statutes. A controlled substance is defined in section 21a-240(a) of the Connecticut General Statutes and includes drugs, substances, or immediate precursors listed in schedules I to V, inclusive of the Connecticut controlled substance scheduling regulations.

However, the Board of Education may modify the period of expulsion for a pupil on a case by case basis and as provided for in subsection H. below of this section.

C. Other Grounds for Expulsion: If occurring on or off school property, on school transportation vehicles, or at any school-sponsored activities, the Board may consider, but is not limited to, the following conduct as grounds for expulsion:

1. Intentionally causing or attempting to cause damage to school or private property.

2. Stealing or attempting to steal school or private property.
3. Intentionally causing or attempting to cause physical injury to another person except in self-defense.
4. Unauthorized possession, distribution, sale, or consumption of any alcoholic beverages, drugs, drug paraphernalia, hallucinogens, stimulants, depressants, painkillers, or controlled substance of any kind, including but not limited to, marijuana, cocaine, all narcotic substances, or dangerous drugs, or a facsimile of any such drugs, including controlled substances as defined in Connecticut General Statutes section 21a-240.
5. Repeatedly or intentionally defying the valid authority of teachers, administrators, or other adult supervisors.
6. Using obscene or profane language or gestures.
7. Participating in any unauthorized walk - out from or a sit - in within a classroom or school building.
8. Blackmailing, harassing, striking, assaulting, bullying, threatening, or intimidating school staff or other students, or any other person.
9. Exhibiting any conduct deemed detrimental to the health, safety and welfare of the students and/or staff as determined by the Board of Education.
10. Intentionally disrupting the district computer network or intentionally introducing viruses into a school computer and/or the network.
11. Knowingly using or copying the academic work of another and presenting it as his/her own without proper attribution.
12. Falsification of school records.
13. Violating the acceptable uses of the Internet and the district’s Intranet as delineated in the regulations (IHAJA-R) for the Board policy on “Electronic Information Resources.”
14. Actions which require the evacuation of the building, such as a fire alarm or a bomb threat.
15. Possession of any kind of weapon such as a pistol, knife, blackjack, etc. or weapon facsimile.
16. Making or using audio, video, digital or any other recordings of school activities to mock, harass, embarrass, defame or humiliate others. This prohibition includes but is not restricted to recording devices such as cameras, cell phones, audio and video equipment, electromagnetic, photo electronic, photo optical or other comparable systems.
17. Violation of any other Board policy or administrative rule or regulation dealing with student conduct, and violation of any federal or state law which would indicate that the violation presents a danger to any person in the school community or to school property.

D. Special Education Students: Any student who is identified as eligible for services under the IDEA or for accommodations under Section 504 of the Rehabilitation Act of 1973 who is found to have engaged in conduct that is grounds for expulsion must be referred to a planning and placement team to determine whether the disabling or handicapping condition was a cause of the conduct. If such is the case, the planning and placement team will modify the individualized education plan or the 504 plan of the student in order to prevent reoccurrence of such behavior and to ensure the safety of other children in the school. If such is not the case, the normal procedures governing expulsion shall apply. Any special education student or 504 students expelled for a misconduct not caused by the
student’s disability must be offered an alternative educational opportunity consistent with the student’s needs during the period of expulsion.

E. Alternative Educational Opportunity

1. Students Under Age 16: Any student under sixteen years of age who is expelled shall be offered an alternative educational opportunity during the period of expulsion according to the terms of the law. The parent(s) or guardian(s) of such student has the legal right to reject such a program without being subject to the state truancy law.

2. Students Between the Ages of 16 and 18: Any student between the ages of 16 and 18, not previously expelled, who wishes to continue his/her education shall be offered an alternative educational opportunity if he/she complies with conditions established by the Board. Students age 16 or older may be placed in an adult education program as an alternative educational opportunity. Notwithstanding, if a student has been expelled for conduct endangering persons which includes (a) carrying on or introducing on to school property, on school transportation, or at a school-sponsored activity a firearm, martial arts weapon, deadly weapon, or dangerous instrument, (b) offering for sale or distribution on school property, on school transportation or at a school sponsored activity a controlled substance as defined in the Connecticut General Statutes Section 21a-240(9), the Board is not obligated to provide an alternative educational opportunity.

F. Meeting to Consider Expulsion: A student may be expelled after a hearing at which three or more members of the Board of Education are present provided that at least a majority of those present at the expulsion hearing vote for expulsion and provided that at least three affirmative votes for expulsion are cast.

G. Expulsion in an Emergency Situation: A student may be expelled by the superintendent before a formal hearing is conducted by the Board of Education provided that an emergency exists, but in this case the hearing shall be held as soon after the expulsion as possible.

H. Modification of Expulsion: For any student expelled for the first time pursuant to this policy and who has never been suspended pursuant to Connecticut General Statutes Section 10-233c, the Board of Education may shorten the length of or waive the expulsion period if the pupil successfully completes a Board specified program and meets any other conditions required by the Board of Education. Such Board specified program shall not require the pupil or the parent or guardian of the pupil to pay for participation in the program.

I. Record of Expulsion: Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative education record. Such notice shall be expunged from the record if the student graduates from high school, except in the case of a student for which the length of the expulsion period is shortened or the expulsion period is waived pursuant to subsection H. above, in which case such notice shall be expunged from the cumulative educational record (A) if the student graduates from high school, or (B) if the Board of Education so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board of Education pursuant to subsection H., whichever is earlier. Notwithstanding, if a student is expelled for possession of a firearm or
deadly weapon, the notice of expulsion will remain on the student's record permanently.

J. **Expulsion Decisions from Other Districts:** The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such board of education held a hearing pursuant to C.G.S. 10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of the Wallingford Board of Education. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with the provisions of this policy.

K. **Withdrawal from School:** Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, notice of the pending expulsion hearing shall be included on the student's cumulative educational record and the Board shall complete the expulsion hearing and render a decision.

IV. **SUSPENSION OR EXPULSION FOR OUT OF SCHOOL CONDUCT:**
Students may be suspended or expelled for conduct occurring off school property and/or during non-school time provided that the conduct is disruptive of the educational process and is a violation of a publicized policy. Further, the administration may suspend or recommend expulsion for a student if there is likelihood that after the occurrence of an out of school misconduct, the return to school of the student guilty of the misconduct would contribute to a disruptive effect on the educational process, interrupting or impeding the day-to-day operation of the school.

A. **Conduct Disruptive of the Educational Process:** Conduct may be considered disruptive of the educational process if it interrupts or severely impedes the day-to-day operations of a school by threatening:
   1. The school's orderly operations.
   2. The safety of the school property.
   3. The welfare of the persons who work or study there.

B. **Considerations for Determining Conduct Disruptive of the Educational Process:**
In making the determination that out of school conduct is disruptive of the educational process, the administration and Board of Education may consider, but such consideration is not limited to, the following:
   1. Whether the incident occurred within close proximity of a school.
   2. Whether other students from the school were involved or whether there was any gang involvement.
   3. Whether the conduct involved violence, threats of violence, or the unlawful use of a weapon (as defined in section 29-38 of the Connecticut General Statutes), and whether any injuries occurred.
   4. Whether the conduct involved the possession, use, sale or distribution of illegal drugs or alcohol.

V. **APPLICATION FOR READMISSION**
An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education and the Board may condition such readmission on specified criteria. The Board, however, is not obligated to consider an application for readmission.

VI. **ANNUAL NOTIFICATION**
Students and parents/guardians shall be informed of this policy annually.

VII. IMPARTIAL HEARING BOARD
The Board may delegate its responsibilities under this policy and the relevant state statutes to an impartial hearing Board, in accordance with C.G.S. 233d (b).

Policy Approved: 04/08/85
Policy Revised: 11/21/94, 11/27/95, 04/15/96, 07/28/97, 01/20/98, 05/18/99, 10/18/99, 12/18/00, 07/21/08 and 02/25/09

Suspension and Expulsion—Regulations JGD-R

I. PROCEDURES GOVERNING SUSPENSION

A. Informal Hearing: Unless an emergency situation requiring the pupil's immediate removal exists, no student shall be suspended prior to having an informal hearing before the administrator at which the student is informed as to the charges and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.

B. Parent Notification: The administrator shall make every attempt to notify the parent or guardian of the student about the suspension and state the cause(s) leading to the suspension and offer to discuss the suspension. The administrator shall make every attempt to make this initial notification by telephone. Whether or not telephone contact is made with the parent or guardian, the administrator shall forward a letter to such parent or guardian to the last address reported on school records (or to a newer address if known) within one school day of the suspension action and offer the parent or guardian an opportunity for a conference to discuss same.

C. Notification to Superintendent: Notice of the original suspension shall be transmitted by the administrator to the superintendent of schools not later than twenty-four hours after the commencement of the suspension.

D. Notification to Students 18 Years Old or Older: If a student is eighteen years of age or older, any notice required by this policy shall be given to the student.

E. Completion of Missed School Work: Textbooks and homework are to be provided each pupil for the duration of the suspension period and the student shall be allowed to complete any class work, including examinations, without penalty, which he/she missed while under suspension.

F. Limitation of Suspension: In cases where the student has already been, or such suspension will result in the student's being suspended more than ten times or fifty days in a school year, or in circumstances under which the student will be prevented from completing a normal course of study as a result of the suspension, the student shall, prior to suspension, be granted a formal hearing before the Board of Education as provided in the "Procedures Governing Expulsion" which follow.

II. PROCEDURES GOVERNING EXPULSION

A. Request for Expulsion
   1. A principal may request expulsion of a student in a case where the principal has cause to believe the student's conduct merits expulsion under this policy.
2. Requests for expulsion are to be directed to the Board of Education through the Superintendent of Schools.

B. **Superintendent's Inquiry:** Upon receipt of an expulsion request, the superintendent shall commence an inquiry as soon as possible. If, after the inquiry, the superintendent or his/her designee determines that a student ought to be expelled, he/she shall forward such request to the Board of Education promptly upon completion of the inquiry.

C. **Board of Education Hearing:** Except in an emergency situation requiring the student's immediate removal, the Board of Education shall, prior to expelling the student, conduct a hearing to be governed by the following procedures:

1. The student and his/her parent(s) or guardian(s) must be given reasonable notice prior to the date of the hearing.
2. The notice shall contain:
   a. The date, time, and place of the scheduled hearing.
   b. A short and plain statement of the basis for the recommendation that the student be expelled.
   c. A copy of the Board of Education's policies and regulations applicable to the issues in the hearing.
   d. A statement that the Board is not required to offer an alternative educational opportunity to any student between 16 and 18 years of age who has been expelled previously or who is expelled for conduct endangering persons which involved (a) carrying on or introducing on to school property, on school transportation, or at a school-sponsored activity, a firearm, deadly weapon, a martial arts weapon, or a dangerous instrument or (b) offering for sale or distribution on school property or at a school-sponsored activity a controlled substance, as defined in the Connecticut General Statutes.
   e. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services.
3. At the hearing, the student shall have the right to testify and produce witnesses and other evidence in his/her defense. The student shall have the right to demand that any witnesses against him/her appear in person to answer his/her questions. In exceptional circumstances, the Board may refuse to allow a witness against the suspended student to appear when the Board believes that fear on the part of the witness would prevent the giving of accurate testimony. In such cases, a verbatim statement of the witness's testimony must be given to the student. A witness's unsubstantiated desire to remain anonymous is not such an exceptional circumstance as to justify dispensing with confrontation and questioning by the student.
4. A student may be represented by any third party of his/her choice, including an attorney.
5. A student is entitled to the services of a translator, to be provided by the Board of Education, whenever the student or his/her parent(s) or guardian(s) do(es) not speak the English language.
6. The Board shall keep a verbatim record of the hearing, and the student or such student's parent or guardian shall be entitled to a copy of that record at his/her own expense.
7. The Board shall, within a reasonable amount of time, report its final decision in writing to the student, stating the reasons on which the decision is based, and the penalty to be imposed. Said decision shall be based solely on evidence derived at the hearing.

8. Except under unusual circumstances, within twenty - four hours after its decision, the Board shall notify the parent(s) or guardian(s) of any minor pupil of such action.

9. The Board of Education shall mail a copy of its decision to the State Board of Education within five (5) days of the effective date of such action and submit such other information on expulsion decisions as required by law.

10. Whenever an emergency exists, the hearing provided for above shall be held as soon as possible after the expulsion.

11. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the Wallingford Police Department.

D. Rehabilitation Program: If the Board expels a student for the sale or distribution of a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention, or job training, or any combination thereof, and shall inform the agency of its action. The Board shall give the name of the student and a summary of the Board’s action in referring a student to the Commissioner of Education within thirty days after the student is expelled.

Regulation Approved: 04/08/85
Regulation Revised: 11/21/94, 7/21/08

LENGTH OF SUSPENSION OR EXPULSION
Please note that whenever school personnel discuss the length of a suspension or expulsion, the number of days always refers to school days. Therefore, a five-day suspension beginning on a typical Monday would span seven calendar days before the student would return to school on the following Monday. In addition, any cancellation of school will delay a student’s return one day for each cancelled day.

DISTRICT/SCHOOL INFORMATION & POLICIES

ACCIDENTS, ILLNESS, INSURANCE AND HEALTH
Students who become ill or are injured in school are to report to their teacher who will in turn send the student to the nurse or to the office. If the nurse is not in the health room, the student is to go directly to the office. Students may go to the nurse between classes only in an emergency. They should not attempt to treat themselves, go to a lavatory, or leave school without permission. Students who claim illness as a reason for missing a class but who do not report to the nurse’s office will be issued a class cut and face appropriate disciplinary action.

Accident insurance is available to all students on a group fee basis. Information regarding specific coverage is published in September. As a service to parents and students, the school nurse will supply claim forms and directions for completing these forms for students who are insured. However, all business pertaining to claims must be conducted directly with the insurance agent as indicated on the claim form and other materials received by the student and/or parent. This group
insurance is not compulsory for all students, but parents are urged to obtain the protection offered in order to avoid the risk of paying medical expenses incurred by an accident.

It is the policy of the Wallingford Board of Education, in compliance with the State of Connecticut regulations, that each child must have a complete physical examination including hematocrit, urinalysis, vision, and hearing screening, scoliosis screening, height and weight, pulse and blood pressure, in the period June 1, 2017 to June 30, 2018 of their 10th grade year. If you cannot afford an exam by a private physician, you may request one by the School Medical Advisor. The request must be in writing and received by the school principal no later than April 1st.

ADD/DROP POLICY
Students will be allowed to change their schedules prior to the beginning of the school year as long as by doing so they do not drop below the minimum credit requirements. Students will be allowed to change their second semester schedules during the first semester as long as the change does not require a change in a full year course placement. Courses are not normally dropped once they have started.

ADMINISTRATION OF MEDICINES TO STUDENTS
In accordance with Connecticut General Statute Section 10-212a, the Wallingford Board of Education authorizes school nurses or, in their absence, any other nurse licensed pursuant to the provisions of Chapter 378, the principal or trained teacher of a school to administer (under the general supervision of a qualified school nurse) medicinal preparations, including such controlled drugs as the Commissioner of Health Services may, by regulation, designate to any student at such school pursuant to the written order of a physician, dentist, advanced practice registered nurse (APRN), or physician assistant (PA) licensed to practice in this or another state and the written authorization of a parent or guardian of such child. This shall include the administration of oral, topical, or inhalant medications.

Inhalant medications prescribed by a physician, APRN, or PA which are used for the treatment of asthmatic conditions may be self-administered by students provided that written authorization from the student's physician and parent/guardian has been received and reviewed by the authorized school nurse. Injectable medications may be administered only by a school nurse, a principal, or a certified teacher who has received training in giving injections.

Injectable medications may be administered only by a school nurse, a principal, or a certified teacher who has received training in giving injections.

Students may self-administer only those injectable medications contained in "epi-pens" to ward against immediate threat posed by insect bites or severe food allergies provided such medications are prescribed by the student's physician, APRN, or PA and that authorization for self-medication has been provided by the physician and parent/guardian and has been received and reviewed by the school nurse.

The administration of aspirin, ibuprofen, or an aspirin substitute containing acetaminophen shall be administered to students pursuant to the conditions outlined above for the administration of medicinal preparations including controlled drugs.
No such nurse, principal, or teacher shall be liable to such student, parent or guardian of such student for civil damages for any personal injuries which result from acts or omissions of such nurse, principal, or teacher in administering such preparations which may constitute ordinary negligence. This immunity shall not apply to acts or omissions constituting gross, willful, or wanton negligence.

While members of the school staff are authorized to administer medicinal preparations as described, parents/guardians and physicians, APRN’s, and PA’s are urged to make every effort to arrange the schedule for administering such medications at times other than during school hours. Trained staff members of the Wallingford public schools shall be called upon to administer medicinal preparations only for emergency situations and for treatment of chronic illness. It should be noted that Wallingford employs school nurses as defined in Connecticut General Statutes, Section 10-212. Licensed Practical Nurses will not be employed.

The Wallingford Board of Education does not sanction self-medication of students except as noted above.

Policy Approved: 06/20/94
Policy Revised: 02/27/95, 04/24/95
Policy Reviewed: 06/02/97, 06/07/99, 05/07/01, and 02/03/03

A Medication Authorization Form is required each time any medication is to be administered in school. This form is required by the State of Connecticut and the Wallingford Board of Education, should your child require medication for the upcoming year.

- The Form:
  - Must be signed by the authorized prescriber who orders the medication.
  - Must be signed by the parent.

- The Medication:
  - State law requires that medication MUST be brought in by a parent or other responsible adult over the age of 18, and given directly to the nurse.
  - This person must remain to count the medication and to sign the Medication Administration Sheet verifying the medication count.
  - The medication must be in a pharmacy bottle, properly labeled if it is a prescription.
  - Samples must be labeled by the authorized prescriber who orders the medication.
  - If it is an over-the-counter medication (i.e. Tylenol, Tums, cough drops, etc.) the medication must be brought in the original unopened container.
  - Any medication remaining must be picked up by a parent or other responsible adult by the last day of school or within one week when a medication is discontinued
  - Students are permitted to carry on their person and self-medicate asthma inhalers and Epi-pens provided the appropriate medication
authorization forms are on file in the nurse’s office and the student has demonstrated the ability to self-medicate correctly.

- Students may self-administer insulin through injection or insulin pump provided the appropriate medication authorization forms are on file in the nurse’s office.

**ALTERNATE METHODS FOR EARNING CREDIT**

Students who would like to explore alternate methods for earning credit are asked to see their guidance counselor. Opportunities are offered in the following programs:

- Education Center for the Arts
- Independent Study
- Occupational Experience for Vocational students
- University of Connecticut
- Credit Recovery (Approved on a case by case basis).

**DEAR PARENTS:**

The Wallingford Public Schools will not tolerate instances in which students are harassed for any reason. We detest, in particular, harassment that is based on gender, race, ethnic origin, or religious belief. The school system's administration will always act rapidly and appropriately when it has evidence that such harassment has occurred.

I hope that your children will never experience harassment in our schools. Nevertheless, if your children experience harassment, I ask you to have them report it to one of their teachers or to the administration of the school. All allegations of harassment will be investigated quickly and thoroughly and if, as a result of such an investigation, the administration concludes that any allegations are sustained by the available evidence, the administration will take action immediately.

We cannot address incidents of harassment unless we know about them. We need to know about such incidents because we want to take corrective action when they occur. The vast majority of our students would never harass anyone. Those few, however, who might exhibit this type of behavior, need to be identified and corrected. Please help us know about instances in which harassment takes place. Thank you.

Sincerely,

Dr. Salvatore Menzo, Superintendent of Schools
Compliance Representative: Ms. Rosemary Duthie, 203-294-5905

**BULLYING (5131.911)**

The Board of Education (Board) promotes a secure and happy school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. Therefore, it shall be the policy of the Board that bullying of a student by another student is prohibited. The Board believes that a school environment in which students feel safe, supported, engaged and helpfully challenged is optimal for learning and
healthy development. The Board seeks an environment in which students and adults feel socially, emotionally, intellectually and physically safe; an environment that is free of harassment, intimidation and bullying.

**Definitions**

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

A. causes physical or emotional harm to such student or damage to such student's property,

B. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,

C. creates a hostile environment at school for such student, infringes on the rights of such student at school, or

D. substantially disrupts the education process or the orderly operation of a school.

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

“Cyber Bullying” means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

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

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

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

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

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

“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults. (and reflects norms, values, interpersonal relationships, teaching and learning practices and organizational structures.)

Examples of bullying include, but are not limited to:

1. physical violence and attacks,
2. verbal taunts, name-calling and put-downs including ethnically-based or gender-based verbal put-downs,
3. threats and intimidation,
4. extortion or stealing of money and/or possessions,
5. exclusion from peer groups within the school,
6. the misuse of electronic communications for the purpose of bullying, harassing, or sexually harassing other students within school or out of school (“cyber bulling”),
7. targeting of a student based on the student’s actual or perceived “differentiating” characteristics such as race; color; religion; ancestry; national origin; gender; sexual orientation; gender identity or expression; socioeconomic or academic status; physical appearance; or mental, physical, developmental, or sensory disability.

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or outside of the school setting if such bullying:

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

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

The District’s program: (Also outlined in the section pertaining to the “Safe School Climate Plan.”)

1. Requires the development and implementation of a safe school climate plan by the Board of Education to address the existence of bullying in its schools;
2. Permits anonymous reports of bullying by students to school employees and written reports of suspected bullying by parents or guardians;
3. Requires school employees who witness acts of bullying or receive reports of bullying to orally notify the safe school
climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such an oral report;

4. Requires the safe school climate specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written report;

5. Requires the safe school climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

6. Requires each school to have a prevention and intervention strategy, as defined by statute, as amended, for school employees to deal with bullying, including language about bullying in student codes of conduct and in all student handbooks;

7. Provides for the inclusion of language in student codes of conduct concerning bullying;

8. Requires each school to notify parents or guardians of all students involved in a verified act of bullying not later than forty-eight hours after the completion of the investigation. The notice shall be simultaneously mailed to the parent/guardian with whom the student primarily resides and to the other parent/guardian if requested. The notice must describe the school's response and any consequences that may result from further acts of bullying;

9. Requires each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;

10. Establishes a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and make such list publicly available; and report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;

11. Requires the development of case-by-case interventions for addressing reported incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

12. Prohibits discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

13. Requires the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such students against further acts of bullying;

14. Requires the principal of a school or the principal's designee, to notify the appropriate local law enforcement agency when such principal or the principal's designee believes that any acts of
bullying constitute criminal conduct;

15. Prohibits bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

16. Requires, at the beginning of each school year, for each school to provide all school employees with a written or electronic copy of the school district’s safe school climate plan, and

17. Requires all school employees to annually complete the training required by C.G.S. 10-220a, as amended. Such training shall include identifying and responding to bullying and preventing and responding to youth suicide;

Note: Certified employees are required to complete annual training on the prevention and identification of bullying and response to bullying and the prevention and response to youth suicide.

The State Department of Education, within available appropriations, is required to provide annual training to non-certified school employees.

18. Requires students and the parents/guardians of students to be notified annually of the process by which they may make reports of bullying;

19. As required, but not later than January 1, 2017, the Board of Education shall approve the safe school climate plan developed pursuant to statute and submit such plan to the Department of Education for its review, analysis, and cooperative assistance; and

20. Requires that not later than thirty calendar days after approval by the Board, the safe school climate plan shall be made available on the Board’s and each individual school in the District’s Internet website and such plan is to be included in the District’s publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

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

In addition, the norms that are established by adults through consistent enforcement of all policies pertaining to conduct and modeling appropriate behavior at school and at home will reduce the instances and damage of bullying. It is necessary for students to promote the concept that caring for others is a valued quality, one that is accepted and encouraged.

Policy Adopted: 01/21/03
Policy Revised: 08/21/06, 07/21/0/, 12/12/11
Wallingford Public Schools  
Title IX, Title VI, and 504 Coordinators and Safe School Climate Specialists  

Title IX Coordinator:  
Cindy G. Lavalette  
Assistant Superintendent of Personnel  
100 S. Turnpike Road  
Wallingford, CT 06492  
203-949-6508  

Board of Education Compliance Officer for Title VI  
Melissa Iles  
Guidance Coordinator  
100 S. Turnpike Road  
Wallingford, CT 06492  
203-284-6925  

504 Coordinator and Safe School Climate Coordinator:  
Vacancy  
Pupil Personnel Services Director  
415 Church St.  
Wallingford, CT 06492  
203-294-5946  

Safe School Climate Specialists:  

Mark T. Sheehan High School:  
Rosemary Duthie, Principal  
203-294-5905  

Lyman Hall High School:  
Joseph Corso, Principal  
203-294-5352  

Moran Middle School:  
Daniel Bolagna,  
Assistant Principal  
203-741-2900  

Dag Hammarskjold Middle School:  
Todd Snyder, Principal  
203-294-3700  

Cook Hill Elementary School:  
Kristine Friend, Principal  
203-284-5400  

EC Stevens Elementary School:  
Kristina Kiely, Principal  
203-294-3750  

Highland Elementary School:  
Victoria Reed, Principal  
203-294-3970  

Moses Y. Beach Elementary School:  
Robert Arciero, Principal  
203-294-3940  

Parker Farms Elementary School:  
Christina Sagnella, Principal  
203-294-6200  

Pond Hill Elementary School:  
Danielle Bellizzi, Principal  
203-294-6230  

Rock Hill Elementary School:  
Anthony DiGennaro, Principal  
203-294-6260  

Yalesville Elementary School:  
Mary Poisson, Principal  
203-284-6900  

ARTS Academy:  
John Goodison, Special Education Coordinator  
203-284-5969  
PPS Director Vacancy,  
Title VI Coordinator  
203-294-5946
Harvest Park:
PPS Director, Title VI Coordinator 203-294-5946

Integrated Preschool:
Donna Curtis, Special Education Coordinator 203-284-5949
PPS Director Vacancy, Title VI Coordinator

Adult Education:
Sashi Govin, Director 203-294-3905

Education Enhancement Program:
Doreen Dressel, Lead teacher 203-294-3932

UPDATED: 7-20-17

Bullying Prevention and Intervention Strategy
The District shall implement, as required by C.G.S. 10-222d, as amended, a prevention and intervention strategy which may include, but is not limited to:

1. Implementation of positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education.
2. School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
3. Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.
4. Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school.
5. Individual interventions with the bully, parents and school employees and interventions with the bullied child, parents, and school employees.
6. School wide training related to safe school climate.
7. Student peer training, education and support.
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.

District Safe School Climate Coordinator
For the school year commencing July 1, 2012, and each school year thereafter, the Superintendent of Schools shall appoint, from among existing District staff, a District Safe School Climate Coordinator.
The Coordinator shall:

1. Implement the District's safe school climate plan;
2. Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
3. Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
4. Meet with the safe school climate specialists at least twice during the
school year to discuss bullying issues in the District and make recommended changes to the District’s safe school climate plan.

**Safe School Climate Specialist**
For the school year commencing July 1, 2012, and each school year thereafter, each school Principal shall serve, or designate someone to serve, as the Safe School Climate Specialist for the school.
The Specialist in each school shall:

1. Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District’s Safe School Climate Plan;
2. Collect and maintain records of reports and investigations of bullying in the school; and
3. Act as the primary school official responsible for preventing, identifying and responding to bullying reports in the school.

**Safe School Climate Committee**
For the school year commencing July 1, 2012, and each school year thereafter, the Principal of each District school shall establish a new committee or designate at least one existing committee that is responsible for developing and fostering a safe school climate and addressing issues related to bullying in the school. The committee must include at least one parent/guardian of a student enrolled in the school, appointed by the Principal.
The Safe School Climate Committee shall:

1. Receive copies of completed reports following investigations of bullying;
2. Identify and address patterns of bullying among students in the school;
3. Review and amend school policies relating to bullying;
4. Review and make recommendation to the District Safe School Climate Coordinator regarding the District’s Safe Climate Plan based on issues and experiences specific to the school;
5. Educate students, school employees and parents and guardians of students on issues relating to bullying;
6. Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
7. Perform any other duties as determined by the School Principal that are related to the prevention, identification and response to school bullying for the school.

Parent members of the Safe School Climate Committee are excluded from activities #1 and #2 above and from any other committee activities that may compromise student confidentiality.

**Safe School Climate Plan**
The Board of Education shall develop and implement a Safe School Climate Plan to address the existence of bullying in its schools. Such plan shall:

1. Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which they may make such reports;
2. Enable the parents or guardians of students to file written reports of suspected bullying;
3. Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;

4. Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;

5. Require the Safe School Climate specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

6. Include a prevention and intervention strategy for school employees to deal with bullying;

7. Provide for the inclusion of language in student codes of conduct concerning bullying;

8. Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation. The required notification and invitation shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying;

9. Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed, to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the student's safety and to prevent further acts of bullying;

10. Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education;

11. Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;

12. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;

13. Direct the development of student safety support plans for students against whom an act of bullying was directed that addresses safety measures the school will take to protect such student against further acts of bullying;

14. Require the Principal of a school, or the Principal's designee, to
notify the appropriate local law enforcement agency when such Principal, or the Principal's designee, believes that any acts of bullying constitute criminal conduct;

15. Prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;

16. Require, at the beginning of each school year, each school to provide all employees with a written or electronic copy of the school district's Safe School Climate Plan; and

17. Require that all school employees annually complete the training described in C.G.S. 10-220a, as amended.

Safe School Climate Assessment
The Board requires each school in the District, on and after July 1, 2012, and biennially thereafter, to complete an assessment using school climate assessment instruments, including surveys, approved and disseminated by the Department of Education pursuant to C.G.S. 10-222h, as amended by PA 11-232. The Board will collect the school climate assessments of each District school and submit them to the Department of Education.

Note: The Department of Education, within available appropriations, is required by the amended C.G.S. 10-222h, to approve in collaboration with the Connecticut Association of Schools (CAS), and disseminate to all public schools grade-level appropriate school climate assessment instruments, including surveys, to be used by Boards of Education for the purpose of collecting information pertaining to a district's "prevention and intervention strategy" in order to enable the Department to monitor bullying efforts over time and to compare each district's progress to state trends.

A safe school climate resource network is to be established by the Department of Education, in consultation with the State Education Resource Center, the Governor's Prevention Partnership and the Commission on Children, within available appropriations, for the identification, prevention, and education of school bullying in the state. This network will make available to all schools information, training opportunities and resource materials to improve school climate to diminish bullying.

The Superintendent shall develop rules and procedures, which carry out the provisions of this policy. [In designing administrative regulations, the Superintendent should consult with the greater school community, including students.] In addition, the Superintendent shall provide that students and parents of students are notified of this prohibition against bullying and the penalties for violating the prohibition by ensuring the posting of such information at each school and by ensuring inclusion of such information in student and parent handbooks. [Alternate language: this policy shall be included in all student and faculty handbooks and shall be disseminated to the public in a manner to be determined by the Superintendent.]
This policy shall not be interpreted to prohibit a reasonable and civil exchange of opinions, or debate that is protected by state or federal law.
(c.f. 0521 Nondiscrimination)
(c.f. 4131 Staff Development)
(c.f. 5114 – Suspension and Expulsion/Due Process)
(c.f. 5131 – Conduct)
(c.f. 5131.21 – Violent and Aggressive Behavior)
(c.f. 5131.8 – Out-of-School Misconduct)
(c.f. 5131.912 – Aggressive Behavior) (c.f. 5131.913 – Cyber bullying)
(c.f. 5131.91 – Hazing)
(c.f. 5144 – Discipline/Punishment) (c.f. 5145.4 – Nondiscrimination)
(c.f. 5145.5 – Sexual Harassment)
(c.f. 5145.51 – Peer Sexual Harassment)
(c.f. 6121 – Nondiscrimination)
(c.f. 5145.1 – Equal Educational Opportunity)

Regulation Adopted: 01/21/03
Regulation Revised: 08/21/06, 07/21/08 and 12/12/11

REPORTS OF SUSPECTED ABUSE OR NEGLECT OF CHILDREN
Conn. Gen. Stat. Section 17a-101 et seq. requires school employees who have reasonable cause to suspect or believe that a child has been abused or neglected to report such abuse and/or neglect. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, in accordance with the procedures set forth below.

1. **Scope of Policy**
   This policy applies not only to school employees who are required by law to report suspected child abuse and/or neglect, but to ALL EMPLOYEES of the Board of Education.

2. **Definitions**
   For the purposes of this policy:
   "Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.
   "Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his well-being, or (d) has been abused.
   "School employee" (A) A teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or who is working in a Board elementary, middle or high school; or (B) any other person who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in the Wallingford Public Schools, pursuant to a contract with the Board.
The term "statutory mandated reporter" includes all school employees, as defined above.

3. **What Must Be Reported**
   A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that a child under the age of eighteen:
   a) Has been abused or neglected;
   b) Has had no accidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her; or
   c) Is placed at imminent risk of serious harm.

To review the entire Board of Education policy, visit the Wallingford Public School’s website:


**DISTRICT MISSION STATEMENT AND INSTRUCTIONAL GOALS**

**I) District Mission Statement**
   The Wallingford Public Schools, in partnership with families and community, provide challenging educational opportunities in a caring, respectful, visionary environment that empowers all students to demonstrate high achievement and to lead meaningful lives in a diverse society.

**II) Instructional Goals**

   **A) Partnership** - The Wallingford Public Schools will:
   1) Foster dialogue and activities between families, schools and community.
   2) Collaborate with businesses, governmental agencies, civic groups and community services.

   **B) Environment** - The Wallingford Public Schools will:
   1) Foster a learning environment for all students that develop good character, high standards of conduct, and respect for all individuals.
   2) Provide equitable learning opportunities to challenge the interests, needs and abilities of all students.
   3) Develop effective learning habits and strong motivation for lifelong learning within our students.

   **C) Achievement** - The Wallingford Public Schools will:
   1) Implement a comprehensive curriculum that allows students to acquire and integrate the essential content, skills and concepts in mathematics, language arts, natural sciences and the arts.
   2) Provide a strong program that develops students’ problem solving and decision making skills.
   3) Promote the use of technology as a communications and research tool.
   4) Promote and recognize high student achievement.

   **D) Society** - The Wallingford Public Schools will:
   1) Prepare our students to lead productive lives as citizens, family members, parents, workers and consumers in our global society.
   2) Provide for the social and physical development of all students.

Promote understanding of the rights and responsibilities of citizens relative to each other, society as a whole and the environment.
EQUAL OPPORTUNITY IN EMPLOYMENT

I) Informal Level
   A) Any student, parent/guardian, staff member, or applicant served by the Wallingford Public Schools who feels that he/she has been discriminated against on the basis of race, color, national origin, sex, or handicap shall contact the designated Compliance Representative within 30 days of the alleged occurrence to discuss the nature of the complaint. The Compliance Representative shall maintain a written record, which shall contain the following:
   1) Full name and address of complainant.
   2) Full name and position of person(s) who allegedly discriminated against the complainant.
   3) A concise statement of the facts constituting the alleged discrimination.
   4) Dates of the alleged discrimination
   B) At the time the alleged discrimination complaint is filed, the Compliance Representative shall review and explain the grievance procedure with the complainant and answer any questions. The Compliance Representative shall begin investigating the complaint as soon as practical, but in no case, more than ten (10) working days from the time the complaint was received. Within this time limit the Compliance Representative shall meet informally with the complainant and the individual(s) against whom the complaint was lodged, and shall provide confidential counseling where advisable, and shall finally seek an informal agreement between the parties concerned. Every attempt shall be made to seek a solution and resolve the alleged discrimination complaint at this level.

II) Formal State:
   A) Any complaint from or on behalf of any person employed or served by the Wallingford Public Schools must be presented in written form within five school days or five working days within a school year to the Compliance Representative (five days after the last day of school if the grievance occurs on the last day).
   B) The Compliance Representative must investigate and respond in writing within ten (10) working days.
   C) If the complainant is not satisfied at this level, an appeal in writing may be made within five days to the superintendent of schools.
   D) Response in writing, by the superintendent of schools, must be given within five working days.
   E) If the complainant is not satisfied at this level, an appeal in writing may be made within five days to the Board of Education, which will hear the complaint within fifteen calendar days. This may be at a regular or special board meeting. The complainant may ask for a closed or open hearing.
   F) A notice shall be sent to the complainant regarding the Board hearing. With good cause, either party may extend the time period, not to exceed fifteen additional calendar days. The Board of Education must vote and respond in writing within five days.
   G) An appeal from the Board of Education decision may be brought to the Federal Office of Civil Rights.

    The Wallingford Board of Education does not discriminate on the basis of race, sex, color, religion, age, disability, national origin, or ancestry, in any of its
education programs, activities, or employment policies. The Wallingford Board of Education is an equal opportunity agency.
Compliance Representative Sheehan:
Ms. Rosemary Duthie, 203-294-5905

FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT (FERPA)

Dear Parents:

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.

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

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

Parents or eligible students who wish to ask the District to amend a record should write the school principal, clearly identify the part of the record the parents or eligible student want changed, and specify why it should be changed.

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

(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.

One exception that permits disclosure without consent is disclosure to a school official with legitimate interests. A school official is a person employed by the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the District has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official
in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(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 agency that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Directory Information

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student, without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

Directory Information includes, but is not limited to the parent’s name, address and/or e-mail address, the student’s name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to educational records or data.

Directory information does not include a student’s social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a PIN or password.

The school district may disclose directory information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection.
An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student’s name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

The written objection to the disclosure of directory information shall be good for only one school year. School districts are legally obligated to provide military recruiters and institutions of higher learning, upon request, with the names, addresses and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection shall be in writing and shall be effective for one school year. In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district’s obligations under both state and federal law.

Sincerely,

Salvatore F. Menzo, Ed. D.
Superintendent of Schools

Queridos Padres:

La Ley de los Derechos Educativos y la Privacidad Familiar (FERPA), 20 U.S.C. § 1232g, et seq., permite a los padres y a estudiantes elegibles (por ejemplo, los estudiantes mayores de 18 años, los menores de edad emancipados y aquellos asistiendo a instituciones de educación superior) ciertos derechos con respecto a los registros educativos del estudiante. Estos son:

1. El derecho a inspeccionar y revisar los registros educativos de un estudiante dentro de cuarenta y cinco (45) días del calendario de la fecha en que el Distrito recibe una solicitud para acceso.

   Los padres o estudiantes elegibles deben enviar al director de la escuela una solicitud por escrito que identifica el registro(s) que desea inspeccionar. El director hará los arreglos para el acceso y notificará a los padres o al estudiante elegible la hora y el lugar donde los registros pueden ser inspeccionados.

2. El derecho a solicitar la enmienda de los registros educativos del estudiante que los padres o el estudiante elegible crean que son inexactos o erróneos, o de otra forma violan los derechos de privacidad del estudiante.

   Los padres o estudiantes elegibles que deseen pedir al Distrito la enmienda de un registro deben escribir al director de la escuela, identificando claramente la parte del registro que los padres o el
estudiante elegible quieren cambiar, y especificar por qué debería ser cambiado.

Si el Distrito decide no enmendar el registro como fue solicitado por los padres o el estudiante elegible, el Distrito notificará a los padres o al estudiante elegible la decisión y les informará de su derecho a una audiencia con respecto a la solicitud de enmienda. Más información sobre los procedimientos de la audiencia serán proporcionados a los padres o al estudiante elegible al momento de ser notificados del derecho a una audiencia.

(3) El derecho a la privacidad de la información de identificación personal en los registros educativos del estudiante, salvo en el caso que FERPA autorice la divulgación sin consentimiento.

Una excepción que permite la divulgación sin consentimiento es la divulgación a funcionarios escolares con intereses legítimos. Un funcionario escolar es una persona empleada por el Distrito como administrador, supervisor, instructor o personal de apoyo (incluyendo personal de salud y médico y personal de la policía); una persona sirviendo en el Consejo de Educación; una persona o compañía con quien el Distrito ha subcontratado servicios o funciones que de otra forma usaría sus propios empleados para desempeñar (como abogado, auditor, consultor médico, o terapeuta); o un padre o estudiante sirviendo en un comité oficial, como un comité disciplinario o de reclamaciones; o un padre, estudiante, u otro voluntario ayudando a otro funcionario escolar en el desempeño de sus tareas. Un funcionario escolar tiene un legítimo interés educativo si el funcionario necesita revisar un registro de educación a fin de cumplir con su responsabilidad profesional.

A solicitud, el Distrito hace público el registro educativo de un estudiante sin consentimiento para funcionarios de otras escuelas, incluyendo otras escuelas públicas, escuelas autónomas, e instituciones de educación superior, en las cuales el estudiante busca o intenta inscribirse, o ya está inscrito si la divulgación es para propósitos de la inscripción o transferencia del alumno.

(4) El derecho a levantar una queja ante el Departamento de Educación de los Estados Unidos de América con relación a supuestas fallas del Distrito para cumplir con los requerimientos de FERPA. El nombre y la dirección de la agencia que administra FERPA es:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

Información del Directorio

A menos que sea notificado por escrito por un padre o un estudiante elegible, de lo contrario dentro de dos semanas de la fecha de esta notificación, se permitirá
al distrito escolar divulgar la “Información del Directorio” con relación a un estudiante, sin el consentimiento de un padre o estudiante elegible. La información del Directorio incluye información contenida en un registro educativo de un estudiante que no sería considerada generalmente como perjudicial o una invasión a la privacidad si fuera divulgada.

La información del Directorio incluye, pero no está limitada a, los nombres de los padres, la dirección y/o el correo electrónico, el nombre del estudiante, la dirección, el número de teléfono, el correo electrónico, imágenes fotográficas, de computadora o video, fecha y lugar de nacimiento, el área principal de estudio, el grado, el tipo de inscripción (tiempo completo o parcial), la participación en las actividades patrocinadas por la escuela o atléticas, el peso y la estatura (si el estudiante es miembro del equipo de atletismo), fechas de asistencia, títulos, condecoraciones y premios recibidos, la escuela previa más reciente a la que asistió y los números de identificación del estudiante para los propósitos limitados de mostrar una tarjeta de identificación del estudiante. El número de identificación del estudiante, sin embargo, no será la única forma de identificación usada cuando se obtenga acceso a los registros o a la información educativa.

La información del Directorio no incluye el número de seguridad social del estudiante, el número de identificación del estudiante u otra forma única de identificación personal usada por el estudiante para propósitos de acceso o comunicación en sistemas electrónicos a menos que el identificador no pueda ser usado para obtener acceso a los registros educativos, excepto cuando es usado en conjunción con uno o más factores que autentifiquen la identidad del estudiante, como un PIN (Número de Identificación Personal) o contraseña.

El distrito escolar puede divulgar la información del directorio de un estudiante después que ellos ya no están inscritos en el distrito escolar. No obstante lo anterior, el distrito continuará cumpliendo con una objeción válida para la publicación de la información del directorio hecha mientras que el estudiante estaba asistiendo a menos que el estudiante rescinda de la objeción.

Una objeción a la divulgación de la información del directorio no impedirá al distrito escolar divulgar o solicitar a un estudiante revelar el nombre del estudiante, la dirección de correo electrónico identificada o institucional en una clase en la cual el estudiante está inscrito. Los padres y/o estudiantes elegibles no pueden usar el derecho a optar por no revelar información de directorio para prohibir al distrito escolar exigir a los estudiantes usar o exhibir una tarjeta de identificación del estudiante.

La objeción por escrito para la publicación de información del directorio deberá ser válida solamente por un año escolar. Los distritos escolares están legalmente obligados a proporcionar a reclutadores militares e instituciones educativas a nivel superior, que lo soliciten, los nombres, las direcciones y los números de teléfono de estudiantes de escuelas preparatorias, a menos que el estudiante de escuela preparatoria o el padre del estudiante se oponga a dicha divulgación por escrito. Dicha objeción deberá ser por escrito y estará efectiva por un año escolar. En otras circunstancias, la información designada como información del directorio no será revelada cuando sea solicitada por una tercera persona a menos que la administración determine que la divulgación de dicha información es de interés.
educativo del distrito escolar y está en consonancia con las obligaciones bajo tanto de las leyes federales como estatales.

Atentamente,

Salvatore F. Menzo, Ed. D.
Superintendente de las Escuelas

HOMELESS STUDENTS
The Board of Education shall make reasonable efforts to identify homeless children within the district, encourage their enrollment in school, and eliminate existing barriers to their education, which may exist in district policies or practices, in compliance with all applicable federal and state laws. Further, it is the policy of the Board of Education that no child or youth shall be discriminated against or stigmatized in this school district because of homelessness. Homeless students, as defined by federal and state statutes, residing within the district or residing in temporary shelters in the district are entitled to all school privileges provided other students in the district. The full text of this and all Wallingford Board of Education policies is available at http://www.wallingford.k12.ct.us/board-of-education/district-policies

MARRIED STUDENTS
Married students (or those who marry during the school year) must report their status to the office as soon as possible so that the office can update records with appropriate names.

MIGRANT STUDENTS
The Superintendent will develop and implement a program to address the needs of migrant children in the District.
This program will include a means to:
1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians and opportunity for meaningful participation in the program.

The full text of this and all Wallingford Board of Education policies is available at http://www.wallingford.k12.ct.us/board-of-education/district-policies

REQUESTS FOR INTERDISTRICT TRANSFERS
1. FAMILY MOVES: Whenever the family of a student moves from one attendance district to another within the community, the student may request to continue at his/her original school until the completion of the current school year. Similarly, if a family moves from one of our high school districts to the other during a student’s junior or senior year, the student may be allowed to complete his/her high school program at the original school. Such requests
must be made in writing to the Superintendent of Schools. In all instances, no transportation will be provided by the school district.

2. PROGRAM OPTIONS: A student may transfer to a high school in the district that offers a program not found at his/her present high school. Following completion of or withdrawal from the program by the student in any year other than his/her senior, the student must return to his attendance district high school. Transportation is provided at district expense for such program transfers.

3. SPECIAL REQUESTS: Individual student requests to transfer to another school in the district will be considered by the principals of the schools involved and the school superintendent. No transportation will be provided at district expense under such circumstances. Procedures for making special requests are explained below.

4. SPECIAL EXEMPTION: A student whose residence is in the Dag Hammarskjold Middle School attendance district but the Mark T. Sheehan High School attendance district will have the option of attending Lyman Hall High School if that option is exercised at the beginning of the student’s ninth grade year.

Special Requests

1. CRITERIA: A request for a transfer to another school in the district for any reason other than a family move or a program option will be considered only if the parent/guardian of the student can clearly establish such a transfer is in the best interest of the student’s welfare, e.g., safety, physical health, or psychological well-being.

2. REQUEST PROCESS:
   a. The parent of the student who desires a transfer must make such request in writing to the superintendent of schools.
   b. The letter must include clear and strong evidence that extenuating circumstances would make this transfer in the best interest of the student’s welfare.

3. DECISION:
   a. The superintendent will confer with the principal of the school the student would normally be attending and the principal of the school to which the student wishes to transfer.
   b. The decision as to whether the request for transfer shall be granted shall lie with the superintendent. The superintendent shall inform the parents of the student making the request of his decision in writing.

The full text of this and all Wallingford Board of Education policies is available at http://www.wallingford.k12.ct.us/board-of-education/district-policies

SAFETY REGULATIONS/SAFETY GLASSES

Fire and emergency lockdown drills are held regularly to develop safety practices that will help students to move quickly and orderly to pre-designated safety areas during an emergency. Rules of safety are reviewed regularly and posted in each classroom. Bus safety drills will also be held during the school year.

Prescribed safety glasses shall be provided for and worn by all students enrolled in chemistry and wood courses. In other courses where eye safety is a factor, eye protection devices will be made available and worn by students.
EXPLOITATION / SEXUAL HARASSMENT

Sexual harassment is prohibited in the school system. Sexual harassment may consist of, but is not limited to:

1. Submission to, or rejection of, conduct as the basis of academic decisions affecting the individual.
2. Sexual conduct having a negative purpose or affect upon an individual’s academic performance, or of creating an intimidating, hostile, or offensive educational environment.
3. Suggestive or obscene letters, notes, invitations, derogatory comments, slurs, jokes, epithets, assault, touching, impeding or blocking movement, leering, gestures, display of sexually suggestive objects, pictures, or cartoons.
4. Continuing to express sexual interest after being informed that the interest is unwelcome.
5. Coercive sexual behavior used to control, influence, or affect the educational opportunities, grades, and/or learning environment of a student, including promises or threats regarding grades, course admission performance evaluations, or recommendations; enhancement or limitation of student benefits, or services (e.g. scholarships, financial aid, work study job).
6. Inappropriate attention of a sexual nature from peer(s), i.e. student to student, employee to employee.

Complaint Procedure

1. If a student believes that he/she is being or has been harassed, that person should immediately inform the harasser that his/her behavior is unwelcome, offensive, in poor taste, unprofessional, or highly inappropriate.
2. As soon as a student feels that he or she has been subjected to sexual harassment, he or she should make a written complaint to the appropriate school personnel, or the Principal or his/her designee. The student will be provided a copy of this policy and regulation and made aware of his or her rights.
3. The complaint should state the:
   (a) Name of complainant;
   (b) Date of complaint;
   (c) Date of alleged harassment;
   (d) Name or names of alleged harasser or harassers;
   (e) Location where such alleged harassment occurred;
   (f) Detailed statement of the circumstances constituting the alleged harassment.
4. Any student who makes an oral complaint of harassment to any of the above mentioned personnel will be provided a copy of this regulation and requested to make a written complaint as outlined above.
5. All complaints are to be forwarded immediately to the Principal or designee – unless that individual is the subject of the complaint in which case the complaint should be forwarded directly to the Superintendent or designee.
6. If possible, within five (5) working days of receipt of the complaint, the staff member assigned to investigate the complaint shall commence an effective, thorough, objective and complete investigation. The investigator shall consult with individuals reasonably believed to have relevant
information, including the student and the alleged harasser, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality as possible while still conducting an effective and thorough investigation. Throughout the investigative process, due process rights of the alleged harasser will be protected.

7. The investigator shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies of the complainant, the alleged harasser, and, as appropriate, to others directly concerned.

8. If the student complainant is dissatisfied with results of an investigation, he or she may file a written appeal to the Superintendent or designee who shall review the investigator’s written report, information collected by the investigator together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes harassment. The Superintendent or designee may also conduct a reasonable investigation, including interviewing the complainant and alleged harasser and any witnesses with relevant information. After completing this review, the Superintendent shall respond as soon as possible in writing to the complainant.

If after a thorough investigation, there is reasonable cause to believe that sexual harassment has occurred, the district shall take reasonable actions to ensure the harassment ceases and will not recur. Actions taken in response to findings of harassment may include reassignment, transfer, or disciplinary action, or warnings that appropriate action shall be taken if further acts of harassment or retaliation occur.

Copies of this regulation will be distributed to all elementary, middle and high school students.

Legal References:

The Title IX Coordinator for the Wallingford Board of Education is: Ms. Cindy Lavalette, whose office is located at 100 S. Turnpike Road and whose telephone number is 203-949-6508.

STUDENT SUBSTANCE ABUSE AND DEPENDENCY

I. Definitions

A. Controlled Drugs: Drugs which contain any quantity of a substance which has been designated as subject to federal narcotics laws or which has been designated as a depressant or stimulant drug pursuant to federal drug laws, or which has been designated pursuant to section 21a-243 of the Connecticut General Statutes as
having a stimulant, depressant, or hallucinogenic effect upon the high function of
the central nervous system and as having a tendency to promote abuse, addiction,
and/or psychological dependence.

B. **Drug Paraphernalia**: Any object or device used, intended for use, or
designated for use in ingesting, inhaling, injecting, or otherwise introducing
controlled or restricted substances into the human body or any object or container
used, intended for use, or designed for use in storing, concealing, or distributing
controlled substances.

C. **Professional Communication**: Any communication made privately and in
confidence by a student to a professional employee (i.e., certificated staff member
or school nurse) of such student's school in the course of the employee's
employment.

**II. PROCEDURES FOR HANDLING SUBSTANCE ABUSE PROBLEMS**

A. **Voluntary Disclosure**

1. If a student voluntarily tells a staff member of a drug, alcohol, or other substance
abuse problem, the staff member must make every effort to guide the student to
appropriate professional help.

2. If the student will allow disclosure of the problem, the staff member will share
the information received with the principal and the school's student assistance
team and/or social worker.

3. The student assistance team and/or social worker will arrange a conference
with the parent(s)/guardian(s) of the student. Professional assistance to help the
student overcome the problem will be discussed and encouraged.

4. The student assistance team and/or social worker will maintain contact with the
student and the family regarding the problem.

B. **Suspicion of Substance Use**

1. The principal or designee, upon reasonable evidence that a student is involved
in substance abuse, shall discuss the matter with the student's teacher(s) and/or
counselor and the student.

2. The principal or the designee will contact such student's parent(s) or guardian(s)
for a conference to provide them with information concerning such use and to
advise them.

**Student Substance Abuse and Dependency**
The Board of Education prohibits the possession, use, and/or distribution of any
alcoholic beverage, controlled drug including anabolic steroids, or drug
paraphernalia, or being under the influence of alcohol or any controlled drug on
school property, at school sponsored events, on school transportation, and en
route to and from school or school sponsored events by any means of travel.
Students may carry a controlled drug that is legally prescribed for them by a
medical professional under the conditions delineated in policy JHCD,
Administration of Medicines to Students. Recognizing the potential of each student
and that drug or alcohol abuse and dependency can seriously impair a student's
ability to learn, the schools will take positive actions to prevent such abuse and
dependency. These actions will include substance abuse prevention education,
early intervention, parental involvement, medical and/or assessment referral, and
police referral in the handling of incidents in the schools involving the possession,
sale, and/or use of behavior-affecting substances. Disciplinary procedures for
violation of this policy will be detailed in the accompanying regulations. Since
Connecticut statutes are explicit regarding possession and use of illegal
substances, it becomes the administrator's responsibility to insure that the statutes
are enforced. That includes informing students about the illegal aspects of
substance use; rights of students, teachers, and law enforcement agencies; rules on the control over school property; and disciplinary action for violations of the substance abuse policy.

The full text of this and all Wallingford Board of Education policies is available at http://www.wallingford.k12.ct.us/board-of-education/district-policies

**TRANSPORTATION**

I. Privilege of Transportation

Transportation of children to and from school is a privilege which is extended to students conditional upon their satisfactory behavior on the bus. Good behavior on a school bus is important particularly from a safety standpoint.

A student, on a school bus or while awaiting transportation who violates the regulations for student behavior or any Board policy or who endangers persons or property, may be subject to suspension or expulsion from transportation privileges and may be subject to further discipline according to the provisions of Board policy.

Bus drivers are required to enforce all rules and regulations adopted by school authorities for the conduct of the pupils who ride the bus. Students should be informed of bus policy annually.

The Board of Education recognizes the district’s responsibility to maintain order, discipline, safety and security on school buses. The Board of Education also desires to afford students privacy with respect to the records maintained by the district. The Board of Education recognizes the value of electronic surveillance systems in monitoring activity on school buses to protect the health, welfare and safety of its students. The students and staff of the district recognize that their security and safety depends upon the district to maintain discipline and that a certain amount of restraint upon the activities of students is assumed and expected.

The Board of Education having carefully weighed and balanced the rights of privacy of students against the district’s duty to maintain order, discipline, safety and security finds that it is appropriate to provide for the use of video camera surveillance in its school buses as follows:

1. The district shall notify its students and staff that video surveillance will occur on any school bus. The district shall incorporate said notice in the student handbook;
2. The use of video surveillance equipment in school buses shall be supervised by the Superintendent of Schools or designee;
3. The use of video recordings from surveillance equipment shall be subject to the other policies of the district including policies concerning the confidentiality of student records;
4. Video surveillance shall only be used to promote the order, safety and security of students and property.

II. Bus Regulations

1. All bus students will be picked up and dropped off only at officially designated stops.
2. Students shall board buses promptly.
3. Buses will not wait for tardy students who are not at their designated stops at required times.
4. Bus passes must be carried by students to be presented to the driver upon request.
5. Pupils must take their seats when they enter the bus and remain seated while the bus is in motion.
6. Pupils should get on and off the bus only when the bus is fully stopped.
7. Upon entering and leaving the bus, pupils shall avoid crowding or in any way disturbing others.
8. No pupil shall leave or board the bus without permission of the driver or proper school authorities. Buses will stop only at designated stops.
9. Windows will not be opened except with the permission of the bus driver.
10. Students who are required to cross a street when boarding or leaving the bus shall cross only in front of the bus after all vehicles traveling the street have come to a full stop.
11. The rear door of the bus shall not be used except in an emergency and only when the bus has completely stopped. The signal in an emergency for use of the rear door must be given by the driver.
12. Students may not eat or drink on the bus.
13. Students will not push or trip another student and may not fight.
14. Students will not engage in loud and boisterous conduct.
15. Students will not use profanity.
16. Throwing articles in or around the bus or out windows of the bus is prohibited.
17. Smoking is prohibited.

**STUDENT RIGHTS & RESPONSIBILITIES**

**ATHLETIC CONTEST REGULATIONS**
Wallingford high school students have the reputation of being true sportsmen and have traditionally exhibited good behavior. In order to continue in this fashion, students are urged to adhere to the following game regulations:
1. Give our school our full support by attending and cheering. Show sportsmanship by never booing, no matter how much you may dislike the actions of a visiting player or the decision made by an official.
2. Noisemakers are forbidden at all games, whether home or away.
3. Students are urged to show good taste in dress. School clothing is acceptable for dress at games.
4. Smoking is not permitted in the building or on school grounds at any time.
5. Alcoholic beverages are not allowed at any school related function. Any student in possession or under the influence will be removed from the event and suspended from school.
6. All spectators are expected to remain in the stands until the game is over. There should be NO leaving of seats during the last few minutes of play.
7. Failure to comply with the above regulations will result in loss of the privilege to attend future games.

**DANCE REGULATIONS**
Each person attending a dance must be registered in advance. Tickets are not sold at the door. Students are required to be in school on the day of a dance. The following represent other important regulations.
1. Once students leave a dance, they may not return. Students not participating in the dance will be put off the grounds by the police officer on duty.
2. Students may not go to the parking lot and return to the dance unless a faculty member accompanies them.
3. Students should inform their parents of the time the dance ends so that parents can pick them up promptly.
4. A high school student may bring only one guest to a dance. The guest must come and leave the dance at the same time as the host, who is responsible for the behavior of the guest.
5. Regular school dress is acceptable except for proms and semi-formal dances. Male students attending proms may remove their vests and coats but are not allowed to remove their shirts regardless of whether they are wearing an undershirt. Students who fail to comply may be removed from the dance and face additional discipline for insubordination. Footwear is required at all times.
6. The site of the dance must remain at least partially illuminated during all dances.
7. Any type of dance, which in the judgment of the advisor is not acceptable, will be prohibited.

EARLY DISMISSAL/LATE ARRIVAL
Seniors may take advantage of the late arrival/early dismissal privilege providing the following criteria are met:
   a. Their last period/first period assignment is a study
   b. They have parental permission on file in the office
   c. Those who park on campus have registered their vehicle with the main office
Seniors must leave the school building and grounds at the beginning of the last period. Repeated failure to do so will result in the loss of the privilege, and the student shall be reassigned to a classroom study.
Juniors may take advantage of the late arrival privilege only providing the following criteria are met:
   a. Their first period assignment is a study.
   b. They have parental permission on file in the office
   c. Those who park on campus have registered their vehicle with the main office

Please note the following three additional guidelines:
   a. Schedules will not be adjusted solely to provide a late arrival or early dismissal opportunity.
   b. For late arrival only, both seniors and juniors must be in good academic standing as verified each marking period by the administration. Students must have earned a minimum of a 2.6 marking period GPA during the most recent completed marking period to enjoy a valid late arrival privileges. Note that this rule does not apply to senior early dismissal privileges or to privileges during the first marking period of the year.
   c. Late arrival/early dismissal privileges are not in force until a new list is published each semester by the administration. Until that time, both juniors and seniors are to report to their study hall as scheduled.

FIELD TRIP ELIGIBILITY
In order to become eligible for a school-sponsored field trip, the student must submit, on the acceptable school form, written permission from a parent or guardian. Students must also be in good academic standing to participate in the field trip. The approval of each teacher whose class may be missed and of the administration is also required. Students who have presented significant
disciplinary concerns may be banned from a field trip if their past behavior suggests their presence may in some way disrupt the trip.

FREEDOM OF SPEECH/EXPRESSION
I. Right to Free Expression: The school district shall recognize and protect the rights of student expression. It will balance these rights with the interests of an orderly and efficient educational process and of a school environment suitable for healthy growth and development of all students.

II. District’s Responsibility: The school district shall assume no responsibility for the contents of material produced, posted, circulated, or otherwise distributed in accordance with this policy.

III. Approval for Posting Circulating, or Distributing Material: A building administrator must grant permission for the posting, circulating, or distributing of material on school property to assure that such material is consistent with the requirements and limitations delineated in this policy.

IV. Requirements for Posting, Circulating, or Distributing Material
1. Material to be posted, circulated, or distributed on school district property shall be non-commercial.
2. Such material shall bear the names of at least two students principally involved in the promotion of this material, and, when applicable, the name of the sponsoring student organization or group.
3. Distributors of materials will be held responsible for cleaning up litter caused by such distribution.

V. Limitations on Distribution of Material: Material to be posted, circulated, or distributed on school district property shall not:
1. Contain libelous or obscene language.
2. Advocate illegal actions.
3. Contain false statements or innuendoes that would subject any person to hatred, ridicule, contempt, or injury to reputation.
4. Threaten disruption of the school's educational process.
5. Advocate actions which would endanger the health or safety of students or staff.
6. Invade the lawful rights of others.
7. Solicit funds or donations except for causes duly sanctioned by the school.

Policy Adopted: 5/19/97

LATE BUSSES
Late busses are available to transport students home subsequent to after school activities or extra-help sessions with teachers on Tuesdays and Thursdays at 3:45 p.m. Late busses for Open Choice students coming to school from New Haven can be arranged for approved purposes by contacting Assistant Principal a day in advance.

LIBRARY MEDIA CENTER
Within the context of your coursework, the Library Media Center provides you the opportunity to develop research process skills that will enable you to become lifelong learners and experience academic success. The Library Media Specialist collaborates with classroom teachers to create research/resource based tasks. Through these assured experiences, you will learn:

• To effectively, efficiently, and ethically search for, locate, analyze, and evaluate many types and formats of information in order to:
Draw valid conclusions, communicate effectively for a variety of purposes, think and respond logically, develop life and employment skills, recognize healthy choices, engage in the democratic process.

You have access to a number of tools to assist you in finding the information you need in completing your assignments and in achieving your academic goals.

- The patron catalog is automated and available from any computer in the school.
- Resources include a School-to-Career center, current magazines and newspapers, 40 computers with Internet access, Microsoft Office and other helpful software.
- We house a print collection of approximately 13,000 volumes, a growing collection of videos that support the curriculum, and we provide networked access, both from school and from home, to magazines and newspapers online and other research subscription databases.
- You may use AV equipment in the LMC, and, with teacher authorization, sign out portable items (i.e. tape recorders, etc.) overnight.
- Handouts are available to help with INTERNET and database searching and with MLA citation style.
- The Library Media Center has its own webpage that serves as an online resource, suggesting links that support your assignments and/or are assignment specific.

Availability:
The Library Media Center is open daily from 7:15 a.m. until 3:00 p.m. (later by arrangement). The library media center is closed certain half-periods throughout the week:

- Monday – 1st half Block 100 (Period 1A or 1B)
- Tuesday – 1st half Block 200 (Period 2A or 2B)
- Wednesday – 1st half Block 300 (Period 3A or 3B)
- Thursday – 1st half Block 400 (Period 4A or 4B)
- Friday – 2nd half Block 400 (Period 4A or 4B)

Visits by individuals from study hall:
- During a study hall period, a student is welcome to use the resources and services of the library media for the completion of their academic requirements and responsibilities. Acceptance is determined by student’s adherence to the acceptable use policy, appropriate behavior, and availability of the facility.
- The student will obtain a library pass BEFORE the beginning of study hall, from the teacher giving the assignment that requires the resources of the LMC to complete.
- Students who want to use the LMC for “quiet study” must obtain a pass from the library media staff BEFORE school.
- Each student will report to the study hall for attendance purposes.
- The student will have his/her pass timed and signed by the study hall teacher in order to be accepted into the library media center.
- The student must report to the library media center from study hall in a timely manner – a student later than 10 minutes beyond the “leaving time” will be reported to the study hall teacher. That student’s library privileges will be re-assessed.
• Once a student signs into the library, s/he is not able to return to study hall but must remain in the library for the period.
• **No student should leave study hall or the LMC without a timed and signed pass.**

Guidelines for your behavior

• Treat all persons, equipment, and resources with respect.
• Focus on your work. Allow others to complete their assignments without interference.
• Ask for help if you need it.
• Follow acceptable use guidelines for computer usage. Absolutely NO GAMES!
• Adhere to procedures established by the LMC to use of the computers.
• Remember to log out of your account to prevent others from accessing your files.

The Library Media Center staff reserves the right and has the obligation to oversee students’ use of computers and respond to inappropriate use in accordance with school rules and Board policy. Failure to comply may result in loss of LMC privileges, loss of computer privileges, referral, notification of parents and/or other disciplinary action as deemed appropriate.

LOCKERS

Students are assigned lockers with individual combinations at the beginning of each school year. It is important that students not share combinations and/or lockers. The school district is not responsible for valuables lost or stolen from student lockers anywhere in the building. The school administration reserves the right to inspect a student’s locker in order to maintain the integrity and security of the school environment.

LOST OR STOLEN ITEMS

The school can in no instance assume the responsibility for lost or stolen items. Lockers, book racks and shelves are provided as a convenience for students who may use them at their own risk. Furthermore, textbooks and other items belonging to the school and loaned to a student must be protected from loss or damage, and restitution for either is the responsibility of the student or his/her parents. Items of special value may be checked in to the office for safekeeping in the vault; however, these items are checked at the student’s own risk. Items that are lost or stolen should be reported in writing to the office where students may check for their possible return or recovery.

NATIONAL HONOR SOCIETY

Membership is open to students who meet the required standards of scholarship, character, leadership, and service. Students are selected for membership in the National Honor Society by the Faculty Council, which bestows this honor upon qualified students on behalf of the Sheehan faculty. Students who have earned a cumulative GPA of 3.5 through the end of the first semester of their junior or senior year are academically eligible for membership. They must also have completed a minimum of fifty (50) hours of community service.

Those students who meet the academic criterion are invited to submit information regarding their leadership experiences and participation in-school or community service to the Faculty Council. To evaluate a candidate’s character, disciplinary records are reviewed and members of the faculty are solicited for input regarding
their professional reflections on a candidate’s character. All information is carefully evaluated by the Faculty Council to determine membership. Candidates are notified regarding selection. Following notification, a formal induction ceremony is held at the school to recognize all newly selected members. Once selected, members have the responsibility to continue to demonstrate the qualities of scholarship, character, leadership, and service. Students or parents who have questions regarding the selection process or membership obligations can contact the chapter advisor, Mr. Nicholas Ives.

**TRI-M HONOR SOCIETY**
The Tri-M Honor Society recognizes secondary music students for their musical abilities, academic excellence, school involvement and community service. Membership is open to students who meet the required standards of scholarship character, leadership and service. Specifically, students must participate in a school musical ensemble, earn a B+ or better in music courses, maintain a 3.2 overall GPA with no failures and show continued character strength that demonstrates service, leadership and cooperation. Candidates are notified regarding selection. Following notification, a formal induction ceremony is held at the school to recognize all newly selected members. Once selected, members have the responsibility to continue to demonstrate the qualities required for membership. Students or parents who have questions regarding the selection process or membership obligations can contact the chapter advisor, Ms. Paige Sperry.

**NONDISCRIMINATION 5145.3a**
It is the policy of the Board of Education that any form of discrimination or harassment on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression is forbidden, whether by students, Board employees or third parties subject to the control of the Board. Students, Board employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students.
It is also the policy of the Board to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression.
If the complaint involves an allegation of discrimination or harassment against a student based on disability or sex, the complainant should be referred to the Board’s student policies and procedures related to Section 504 of the Rehabilitation Act/Americans with Disabilities Act (ADA) (Policy: 5145.4 for claims of discrimination and/or harassment based on disability); and Title IX/Sex Discrimination/Sexual Harassment (Policy: 5145.5 for claims of discrimination and/or harassment based on sex).
All other complaints by a student or parents/guardians alleging discrimination against a student on the basis of the other protected characteristics listed herein should file a written complaint with the building principal or school counselor for the student’s school.
Preferably, complaints should be filed within thirty (30) days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints. The district will investigate such complaints promptly and equitably, and will take corrective action when allegations are verified.
The district will not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of harassment or discrimination on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression. Any such reprisals or retaliation will result in disciplinary action against the retaliator, and other corrective actions as appropriate.

The school district will periodically provide staff development for district administrators and periodically distribute this Policy and the implementing Administrative Regulations to staff and students in an effort to maintain an environment free of harassment and discrimination.

I. Complaint Procedure: As soon as a student feels that he or she has been subjected to discrimination or harassment on the basis of race, color, religion, age, sex, sexual orientation, marital status, national origin, disability (including pregnancy), or gender identity or expression, he/she should make a written complaint to the school counselor or to the building principal for the student’s school, or his/her designee. The student and any respondent (if applicable) will be provided a copy of the Board’s policy and regulation and made aware of his or her rights.

The complaint should state the:

A. Name of the complainant,
B. Date of complaint,
C. Date(s) of the alleged harassment/discrimination,
D. Name(s) of the harasser(s) or discriminator(s),
E. Location where such harassment/discrimination occurred,
F. Names of any witness(es) to the harassment/discrimination,
G. Detailed statement of the circumstances constituting the alleged harassment/discrimination,
H. Proposed remedy.

Any student who makes an oral complaint of harassment or discrimination to any of the above-mentioned personnel will be provided a copy of this regulation and will be requested to make a written complaint pursuant to the above procedure. If a student (or individual acting on behalf of the student) is unable to make a written complaint, the administrator receiving the oral complaint will either reduce the complaint to writing or assist the student (individual acting on behalf of the student) in completing the written complaint form.

All complaints are to be forwarded immediately to the Superintendent or his/her designee. Upon receipt of a complaint alleging harassment or discrimination under this complaint procedure, the Superintendent shall designate a district or school administrator to promptly investigate the complaint. During the course of the investigation, the investigator shall interview or consult with all individuals reasonably believed to have relevant information, including the complainant, the alleged harasser/discriminator (“respondent”) and any witnesses to the conduct. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information and other extenuating circumstances. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, as determined by the investigator.

Upon receipt of a written complaint of discrimination, the investigator should:
1. offer to meet with the complainant and respondent (if applicable) within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant believes has relevant information, and obtain any relevant documents the complainant may have;

2. provide the complainant and respondent (if applicable) with a copy of the Board’s non-discrimination policy and accompanying regulations;

3. investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;

4. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis for the complaint, including conducting interviews with individuals with information and review of documents relevant to the complaint;

5. maintain confidentiality to the extent practicable throughout the investigative process, in accordance with state and federal law;

6. communicate the outcome of the investigation in writing to the complainant and respondent (if any) (to the extent permitted by state and federal confidentiality requirements), within thirty (30) school days from the date the complaint was received by the Superintendent’s office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and respondent (if any) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the district will remedy the discrimination or harassment, adhering to the requirements of state and federal law;

7. if a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent (if any) will receive notice and interim measures may be implemented (see sub-paragraph 6);

8. whenever allegations are verified, ensure that appropriate corrective action is taken (including, but not limited to, disciplinary action) aimed at preventing the recurrence of the harassment or discrimination. Corrective action should include steps to avoid continuing discrimination;

9. if either party to the complaint is not satisfied with the findings and conclusions of the investigation, the complainant may present the complaint and written outcome to the Superintendent within thirty (30) calendar days of receiving the findings. Upon review of a written request from the party requesting an appeal, the Superintendent shall review the investigative results of the investigator and determine if further action and/or investigation is warranted. Such action may include consultation with the investigator, complainant, and respondent (if any) and meeting with appropriate individuals to attempt to resolve the complaint, or a decision affirming or overruling the investigator’s conclusions or findings. The Superintendent shall provide written notice to the complainant and respondent (if any) of the proposed actions within fifteen (15) school days following the receipt of the written request for review.

At any time, a complainant alleging race, color or national origin discrimination or harassment has the right to file a formal complaint with the Boston Office, Office
for Civil Rights, U.S. Department of Education:
Office for Civil Rights, Boston Office U.S. Department of Education 8th Floor 5
Post Office Square Boston, MA 02109- 3921 (617) 289-0111
http://www2.ed.gov/about/offices/list/ocr/docs/howto.html
A complainant may also file a complaint with the Connecticut Commission on
Human Rights and Opportunities: Connecticut Commission on Human Rights and
Opportunities 450 Columbus Blvd. Hartford, CT 06103-1835 (800-477-5737).
Regulation Adopted: 06/19/17
The Board of Education Compliance Officer for Title IX is Cindy Lavalette,
Assistant Superintendent for Personnel. Ms. Lavalette’s phone contact
information is: 203-949-6508. Her mailing address is 100 South Turnpike Road,
Wallingford, CT 06492.

The Board of Education Compliance Officer for Title VI and for 504 is Melissa
Iles, District School Counseling Coordinator. Ms. Iles’ phone contact information
is: 203-284-6925. Her mailing address is 100 South Turnpike Road, Wallingford,
CT 06492.

PASSES
Students are to be in their assigned classes or study hall at all times unless they
have been temporarily released to go elsewhere by a teacher who has provided a
school pass. Students are to go directly to the destination designated on the pass
and are obligated to return to the classroom, with the pass, before that period
has ended. All students who wish to have a pass honored by a teacher must sign
out and in on the sign-out sheet provided by the teacher. Only one name may be
placed on a pass, and no alternatives are to be made by any student. Any violation
of the above may result in the loss of pass privileges indefinitely.

SCHOOL PROPERTY
All textbooks/Chromebooks are the property of the Wallingford Board of Education.
Each student is responsible for his/her assigned books, instructional material(s),
district electronic devices, etc., and is provided with a locker for the storage of
books, coats, instructional materials, etc. The student must pay for lost or damaged
textbooks/Chromebooks or other school property.

SEARCH AND SEIZURE
I. LOCKERS AND DESKS
School administrators are charged with the responsibility of operating the schools
in a manner which will safeguard the health, welfare, and safety of students and
school personnel. Thus, the school administration may search a locker or desk if
the administrator has reasonable grounds to suspect that a search will turn up
evidence that a student has violated or is violating either the law or the rules of the
school.
School lockers and desks are the property of the schools and are provided to
students for their convenience. Students are therefore warned not to store items in
lockers which they do not want to bring to the attention of school authorities.
Students cannot expect their lockers or desks to be free from inspection if the
administration considers a search necessary to maintain the integrity of the school
environment and to protect other students. The exercise of the right to inspect also
requires protection of each student's personal privacy and protection from
coercion.
An authorized school administrator may search a student's locker or desk under the following conditions:

1. There is reason to believe that a student has violated or is violating either the law or the rules of the school and that the student's desk or locker may contain weapons, contraband material, or evidence of the commission of a crime.

2. The probable presence of contraband material poses a serious threat to the maintenance of discipline, order, safety, or health in the school.

3. The student has been notified in advance that school board policy allows desks and lockers to be inspected if the administration has reason to believe that a student has violated or is violating either the law or the rules of the school and that the student's desk or locker may contain weapons, contraband material, or evidence of the commission of a crime.

4. The scope of the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the nature of the infraction.

A search may be made by a police officer with a valid warrant or in connection with a valid arrest. If police are involved, parents should be notified and the principal or other school officials should be present at the time of the search.

**STUDENT SEARCH**
School authorities are authorized to conduct searches of students or their property when reasonable suspicion indicates that a particular student is in possession of an item or a substance that is prohibited by school board regulations or by law. Student property shall include, but not be limited to, purses, book bags, gym bags, and cars.

The scope of the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

**III. NOTIFICATION**
Students shall be informed annually that board policy allows student search and school desk and/or locker searches.

**SELLING, DISTRIBUTING, AND RULES FOR POSTING MATERIALS**
The approval of the school administration is needed in advance of selling or distributing any goods, literature, etc. Fundraisers are to be scheduled by the class/club advisor or team coach with Mr. Dirkson well in advance of the planned sales time. The posting of signs, pictures, photos, etc. also requires administrative approval in advance.

Please note the following required procedures:

1. Posters advertising club meetings or team tryouts must contain the following information:
   a. Name of club or team.
   b. Meeting time and date.
   c. Meeting location.
   d. Meeting topic.
   e. Contact information (list two student officers or coach's name if tryouts).

2. Posters advertising events must contain the following information:
   a. Event name.
   b. Event time and date.
c. Event location.
d. Admission price (when applicable)/how/when/where tickets may be purchased.
e. Contact information (list two student names and or advisor's/coach's/athletic director's name.

3. General procedures
   a. Advisors/coaches should screen all potential postings for appropriateness and adherence to the procedures listed above. Once they have approved the poster, it must be submitted to the administration for approval prior to being posted. Mr. Dirkson is the administrator currently charged with this duty.
   b. Posters are to be hung with masking tape only.
   c. All posters are to be removed by the club/team that posted them once the applicable meeting or event has been held. Groups not cleaning up after themselves may be denied the right to future postings.

Any questions regarding such sales, distributions or postings must be referred to the school administration.

SOCIAL MEDIA FOR STUDENTS
The Board of Education (the “Board”) recognizes the importance of social media for its students and acknowledges that its students have certain rights under the First Amendment. However, these rights must be balanced against the school's need to maintain order at school and to prevent disruption of the educational process. Accordingly, the Board will regulate students’ use of social media on school property or at a school sponsored event, when:

1. School officials reasonably forecast that such use shall interfere or disrupt the effective operation of the school district or school sponsored activities/events; or
2. Such use is used to engage in libelous, defamatory, obscene, profane, vulgar or similarly inappropriate communications or bullying; or
3. Such use advocates or encourages illegal activity or endangers health or safety of students, staff or others; or
4. Such use infringes upon the rights of others; or
5. Such use violates the law, board policies and/or other school rules or regulations.

The Board may also regulate students’ use of social media off school grounds when such use meets the criteria described above and is seriously disruptive of the educational process. Students who violate this policy will be subject to school discipline up to and including expulsion according to Wallingford Public Schools Board policy JGD—Suspension and Expulsion and consistent with state and federal law.

Policy Adopted: 01/22/13
The full text of this and all Wallingford Board of Education policies is available at: http://www.wallingford.k12.ct.us/board-of-education/district-policies

STUDENT COURSE CREDIT RESPONSIBILITIES
It is the student's responsibility to review his/her academic status in reference to course requirements for graduation on a regular basis. Students must be sure that they are enrolled in appropriate courses needed for graduation. The Counseling
Department’s staff responsibility is to assist students with this process by pointing out course requirements and helping to build a program of studies that will meet the student’s academic and career goals.

STUDENT RECORDS: ACCESS AND RETENTION
Parents, guardians, and students have the right to review the student’s permanent record in the presence of a school official. Everyone who reviews a student’s record will be required to complete the Record of Access form as part of the process for reviewing a permanent record. Parents, guardians, and students who request a review of the permanent record are asked to give the school 24 hours’ notice. Individuals seeking information regarding the retention of students’ school are advised to refer to the Wallingford Public Schools website. The full text of this and all Wallingford Board of Education policies is available at: http://www.wallingford.k12.ct.us/board-of-educatino/district-policies

STUDENT PRESS AND/OR PUBLICATIONS
School sponsored publications may report the news and editorialize, guided by rules governing responsible journalism. Non-school newspapers and/or publications shall not be prohibited as long as they also adhere to the rules of responsible journalism and good taste. Distribution of such publications shall be limited to a time and place on school premises as designated by the school principal. A copy of each different publication is to be presented to the principal for review in advance of distribution. Students who use school publications in an attempt to embarrass, harass, or otherwise harm other students or who publish illicit message, such as but not limited to those which promote drug or alcohol use or violence or harassment of others will face school discipline commensurate with the circumstances, up to and including possible out of school suspension or expulsion.

SURVEY OF STUDENTS
Surveys can be a valuable resource for schools and communities in determining student needs for educational services. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey. Administrators, teachers, other staff members and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for assessing student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related, to a specific subject or units. These are examples of surveys and not intended to be an all-inclusive listing. The Superintendent’s approval is required for surveys. Responses will not be used in any identifying manner.

The complete policy regarding surveys can be found at the following address: http://www.wallingford.k12.ct.us/uploaded/Policies/IGDM__Surveys.pdf

USE OF TOBACCO/SUBSTITUTE DEVICES
The Board of Education is concerned with maintaining a safe and healthy learning environment for all students and because medical research has established that smoking and using other tobacco products are hazardous to one’s health; therefore smoking or using other tobacco products or substitute devices (e.g.,
smokeless tobacco, electronic cigarettes) or processing cigarettes or other tobacco products is prohibited as follows:

- In school buildings and on school grounds at all times.
- On transportation provided by the Board of Education.
- During the course of any trip sponsored by the board or under the supervision of the board.

Students violating this policy will be subject to suspension as outlined in board policy JGD.

**Policy Approved: 10/28/13**

**VIDEO SURVEILLANCE**
The Board of Education recognizes the district’s responsibility to maintain order and discipline on school property and in school vehicles. The Board also desires to afford students and staff privacy in respect to the records maintained by the district. The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in furtherance of protecting the health, welfare and safety of its students and staff. The students and staff of the district recognize that their security and safety depends upon the capacity of the district to maintain discipline and that a certain amount of restraint upon the activities of students is assumed and expected.

The Board of Education having carefully weighed and balanced the rights of privacy of students and staff against the district’s duty to maintain order and discipline, finds that it is appropriate to provide for the use of video camera surveillance in its transportation vehicles and on school grounds as follows:

1. The district shall notify its students and staff that video surveillance may occur on any school property or on any transportation vehicle. The district shall incorporate said notice in the student handbook;
2. The use of video surveillance equipment on transportation vehicles shall be supervised by the district transportation supervisor. The use of video surveillance equipment on school grounds and on other district property shall be supervised and controlled by the building administrator or other responsible administrator;
3. The use of video recordings from surveillance equipment shall be subject to the other policies of the district including policies concerning the confidentiality of student and personnel records;
4. Video surveillance shall only be used to promote the order, safety and security of students, staff and property.

**WORKING PAPERS**
Students 16 and 17 years of age, who desire part-time employment, must have working papers. These are issued in the guidance office. When a student applies for working papers, he/she must have a Birth Certificate and a statement from the potential employer – Promise of Employment – that he/she will be given a job after receiving the working papers. Student must appear in person.
LETTER TO PARENTS
Dear Parents:

The Wallingford Public Schools will not tolerate instances in which students are harassed for any reason. We detest, in particular, harassment that is based on gender, race, ethnic origin, or religious belief. The school system’s administration will always act rapidly and appropriately when it has evidence that such harassment has occurred.

I hope that your children will never experience harassment in our schools. Nevertheless, if your children experience harassment, I ask you to have them report it to one of their teachers or to the administration of the school, which the children attend. All allegations of harassment will be investigated quickly and thoroughly and if, as a result of such an investigation, the administration concludes that the available evidence sustains any allegations, the administration will take action immediately.

We cannot address incidents of harassment unless we know about them. We need to know about such incidents because we want to take corrective action when they occur.

The vast majority of our students would never harass anyone. Those few, however, who might exhibit this type of behavior, need to be identified and corrected. Please help us know about instances in which harassment takes place. Thank you.
Sincerely,
Dr. Salvatore Menzo
Superintendent of Schools

Queridos padres:

El Departamento de Escuelas Publicas de Wallingford no tolerara instancias en la que estudiantes sean hostigados por ninguna razón. Nosotros, en particular, detestamos hostigacion que sea basada en género, raza, origen étnico, o creencias religiosas. La administración actuará rápida y apropiadamente siempre y cuando tenga evidencia a que dicha hostigacion ha ocurrido.

Yo espero que sus niños nunca pasen por la experiencia de hostigacion en nuestro sistema escolar. No obstante, si ellos sufrieran una experiencia de hostigacion, deben de reportarlo a uno de los maestros o al administrador del plantel. Todas alegaciones de hostigacion serán prontas y debidamente investigadas y si los resultados de la investigación sostienen la evidencia, acción será tomada.

Nosotros no podemos dirigirnos a incidentes de hostigacion a menos que tengamos conocimiento de estos. Necesitamos tener conocimiento de cada ejemplo de hostigacion porque queremos tomar acción correctiva cuando esos hechos ocurran.

La Vasta mayoria de nuestros estudiantes no se atreveria a hostigar a nadie, pero aquellos pocos que podrian entregarse a este tipo de comportamiento, no obstante, necesitan ser identificados y corregidos. Por favor ayudenos dandonos a conocer cualquier instancia de hostigacion.

Muchas gracias.
Sinceramente,
Dr. Salvatore Menzo
Superintendente de Escuelas
CONCLUSION
The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time-to-time without notice.

This booklet is written for our students and their parents. It contains required and useful information. Because it cannot be as personal a communication as we would like, we address students not directly as "you" but rather as "the student," "students," or "children." Likewise, the term "the student's parent" may refer to the parent, legal guardian, or other person who has agreed to assume responsibility for the student. Both students and parents need to be familiar with the District's Student Code of Conduct which is intended to promote school safety and an atmosphere conducive for learning.

The Student Handbook is designed to be in harmony with Board policy. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. The changes in policy that affect portions of this handbook will be made available to students and parents through newsletters, web pages, and other communications.

CONTACTING THE SCHOOL
Main Office .................. 203-294-5900
Main Office Fax ............. 203-294-5980
Principal .................... 203-294-5905
Assistant Principals ...... 203-294-5904
Guidance ..................... 203-294-5915
Athletic Director.......... 203-294-5924
Nurse's Office ............... 203-294-5920

Email: All staff members are available via email. Email addresses consist of the first initial and last name followed by the same address. For example: Tom Smith would be tsmith@wallingfordschools.org
### WHO TO SEE WITH QUESTIONS OR CONCERNS

<table>
<thead>
<tr>
<th>Concern</th>
<th>Contact (in order)</th>
</tr>
</thead>
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<tr>
<td>Student Performance</td>
<td>Teacher</td>
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<tr>
<td>Curriculum/Instruction/Grading</td>
<td>Teacher / Department Chairperson / Assistant Principal</td>
</tr>
<tr>
<td>Homework Requests</td>
<td>Guidance Secretary or Teacher (if only one class’s assignments are needed)</td>
</tr>
<tr>
<td>Personal/Family Problems, Counseling</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline Issues</td>
<td>Teacher (if teacher discipline), Assistant Principal (if administrative discipline)</td>
</tr>
<tr>
<td>Attendance</td>
<td>Attendance Clerk (to report absences), Assistant Principal (to address concerns)</td>
</tr>
<tr>
<td>Medical Issues</td>
<td>School Nurse</td>
</tr>
<tr>
<td>Clubs</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>Athletics</td>
<td>Athletic Director</td>
</tr>
<tr>
<td>School Staff</td>
<td>Assistant Principal/Principal</td>
</tr>
<tr>
<td>Locker Problems</td>
<td>Attendance Clerk (to complete a locker repair request)</td>
</tr>
</tbody>
</table>

**Note:** Students whose last names begin with the letters A-K are assigned to Mr. Marciano; students whose last names begin with the letters L-Z are assigned to Mr. Dirkson.

**Note:** Teachers are often best reached by email, as they cannot be interrupted in class to take a phone call. All teacher email addresses, with limited exceptions, are as follows: the first initial of the first name followed by the last name, followed by @wallingfordschools.org. For example, to contact Tom Teacher, email TTeacher@wallingfordschools.org. If you would like to speak to a teacher directly, you are encouraged to leave a message in the main office requesting a call back. Please allow 24-48 hours for a response, longer if the school is on vacation or for snow days, etc.
BE ORGANIZED:
USE YOUR STUDENT PLANNER.

1) Plan ahead
- Record assignments and due dates
- Cross off completed assignments
- Long-term assignments: record assigned date, due date, and weekly reminders
- Record dates and times of meetings, practices, games, and other obligations
- Prioritize your assignments and use your time wisely

2. Manage your time
- Arrive on time to every class
- Use unassigned time to complete assignments
- Establish a routine for completing assignments
- Avoid distractions such as television or phone calls

3) Keys to Success
- Be prepared: bring books, notebooks, pencils, etc.
- Participate in class
- Listen for what is important such as “This is important” or “This will be on the test”
- Ask for help if you are having difficulty
- Take notes
- Treat everyone with respect
- Get notes if you are absent

4) Test taking strategies
- Come prepared with everything you will need
- Listen carefully to teacher directions
- Skip and come back to questions you are not sure of
- Identify key words in each question
- Check your answers
- Study early – review the night before

5) Where and how to study
- Find a quiet place
- Set a time and place as “study” time every day
- Get to work right away
- Take a ten minute break every hour
- Spend more time on those subjects which you find difficult
- Check on completed assignments in your planner
- Keep appropriate resource materials nearby
<table>
<thead>
<tr>
<th>August 2017</th>
<th>September 2017</th>
<th>October 2017</th>
<th>November 2017</th>
<th>December 2017</th>
<th>January 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 28</td>
<td>September 4</td>
<td>October 3</td>
<td>November 3</td>
<td>December 2 &amp; 3</td>
<td>January 1</td>
</tr>
<tr>
<td>First Day of School</td>
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<td>Capstone Presentations at LH, 6:00 p.m.</td>
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<td>Music Department-Madrigal Dinner</td>
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<td>September 13 &amp; 14</td>
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<td>October 4</td>
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<td>December 5</td>
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</tr>
<tr>
<td>Yearbook Photos</td>
<td>Ninth Grade Parents Meeting, 7:00 p.m.</td>
<td>Capstone Presentations at MTS, 6:00 p.m.</td>
<td>Fall Drama Production, 7pm</td>
<td>Fall Sports Awards, 7:00 p.m. (snow date Dec. 6, 7 pm)</td>
<td>Professional Development Day</td>
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<tr>
<td>September 19</td>
<td>September 19</td>
<td>October 5</td>
<td>November 10</td>
<td>December 6</td>
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<tr>
<td>Half Day for Professional Development</td>
<td>Club Recruitment Day (Lunch Waves)</td>
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<td>Veteran’s Day, School Closed</td>
<td>Second Interim</td>
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<td>October 6</td>
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<tr>
<td>Marching Titan Showcase, 4:00 p.m.</td>
<td>Open House, 6:30 p.m.</td>
<td>Blood Drive</td>
<td>Community Leaf Raking 8 a.m.</td>
<td>PTAC, 6:30 p.m. to 8:00 p.m., LMC</td>
<td>Marking Period 2 Ends</td>
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<tr>
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<td>First Interim</td>
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<td>National Honor Society Induction, 7pm</td>
<td>Half Day for Professional Development</td>
<td>Marking Period 2 Ends</td>
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<tr>
<td>Evening Conferences</td>
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<td>Homecoming Dance, 6:30 p.m. - 10:30p.m.</td>
<td>Marking Period 2 Ends</td>
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<tr>
<td>Open House for Prospective Families@ 7 pm</td>
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<td>Homecoming Dance, 6:30 p.m. - 10:30p.m.</td>
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<td>Blood Drive</td>
<td>Marking Period 2 Ends</td>
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<td>October 19</td>
<td>November 22</td>
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<td>December 19</td>
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<tr>
<td>College &amp; Financial Aid Process, 6:00-8 @ LH</td>
<td>Half Day for Professional Development</td>
<td>Half Day Early Dismissal, Pep Rally</td>
<td>Canned Food Drive</td>
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<td>Marking Period 2 Ends</td>
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<td>October 24</td>
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<td>November 22</td>
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<tr>
<td>College and Career Fair @ Oakdale 6:30-8</td>
<td>Red Ribbon Week</td>
<td>Half Day Early Dismissal, Pep Rally</td>
<td>Carini Bowl, 10:30 a.m. @ Sheehan</td>
<td>Half Day-Early Dismissal</td>
<td>Marking Period 2 Ends</td>
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<tr>
<td>October 30</td>
<td>November 25</td>
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<tr>
<td>Marking Period 1 Ends</td>
<td>Marching Band Banquet</td>
<td>School Closed</td>
<td>School Closed</td>
<td>School Closed</td>
<td>MLK Day, School Closed</td>
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<td>November 2</td>
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<tr>
<td>Fall Drama Production, 7pm</td>
<td>No School -- Professional Development</td>
<td>Veteran’s Day, School Closed</td>
<td>Community Leaf Raking 8 a.m.</td>
<td>Half Day for Professional Development</td>
<td>Marking Period 2 Ends</td>
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<tr>
<td>November 4</td>
<td>November 10</td>
<td>November 10</td>
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<td>December 14</td>
<td>January 17 - 22</td>
</tr>
<tr>
<td>SAT Test @ Sheehan</td>
<td>Community Leaf Raking 8 a.m.</td>
<td>National Honor Society Induction, 7pm</td>
<td>National Honor Society Induction, 7pm</td>
<td>Half Day for Professional Development</td>
<td>Projected Midterm Exams</td>
</tr>
<tr>
<td>November 7</td>
<td>November 14</td>
<td>November 18</td>
<td>November 18</td>
<td>December 14</td>
<td>January 24</td>
</tr>
<tr>
<td>No School -- Professional Development</td>
<td>Homecoming Dance, 6:30 p.m. - 10:30p.m.</td>
<td>Homecoming Dance, 6:30 p.m. - 10:30p.m.</td>
<td>Homecoming Dance, 6:30 p.m. - 10:30p.m.</td>
<td>Evening Conferences (snow date Dec. 18)</td>
<td>Planning for Your Future 101, 6:00 - 8:00 p.m., Sheehan (snow date 1/25)</td>
</tr>
<tr>
<td>November 10</td>
<td>November 14</td>
<td>December 6</td>
<td>December 14</td>
<td>December 15</td>
<td>January 31</td>
</tr>
<tr>
<td>Veteran’s Day, School Closed</td>
<td>Half Day for Professional Development</td>
<td>Blood Drive</td>
<td>Evening Conferences (snow date Dec. 18)</td>
<td>Blood Drive</td>
<td>Half Day for Professional Development</td>
</tr>
</tbody>
</table>

**Tentative dates. Dates will change if school is cancelled due to inclement weather.**
Wallingford Public Schools
2017-2018

FIRST DAY OF SCHOOL: AUG. 28

SCHOOL CALENDAR

AUG 24* Professional Development Day
AUG 25* Professional Development Day
AUG 28 FIRST DAY OF SCHOOL
SEPT 1* Professional Development Day
SEPT 4 Labor Day
SEPT 19# Student 2-hour early release
OCT 9 Columbus Day
OCT 19# Student 2-hour early release
NOV 7* Election Day/Prof. Dev. Day
NOV 10 Veterans Day
NOV 22 Early Dismissal
NOV 23-24 Thanksgiving Recess
DEC 14# Student 2-hour early release
DEC 22 Early Dismissal
DEC 25-1/2 Holiday Recess
JAN 2* Professional Development Day
JAN 15 Martin Luther King Day
JAN 31# Student 2-hour early release
FEB 16 Winter Break Early Release
FEB 19 Presidents' Day
FEB 22# Student 2-hour early release
MAR 13# Student 2-hour early release
MAR 30 Good Friday
APR 5 Early Dismissal - Conferences
APR 16-20 Spring Break
APR 26# Student 2-hour early release
MAY 15# Student 2-hour early release
MAY 28 Memorial Day
JUNE 11 Projected Last Day

Schools are Closed
() = First/Last Day for Students
* = In service days for teachers
# = Student 2 hour early release – Professional Development
# = Early Dismissal (11/22; 12/22; 2/16 and the last day of school)
# = Early Dismissal, afternoon conferences (4/5)

SCHOOL ENDS
The first 9 days lost to school closings will be made up at the end of the school year. Any days beyond 9 will be made up at the end of the spring vacation, starting with Friday, April 20. In the event of more than 14 days, the BOE determines the last day of school.