



**LYMAN HALL
HIGH SCHOOL
Student & Parent Planner
2018-2019**

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Wallingford, Connecticut 06492
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www.wallingford.k12.ct.us

At Lyman Hall High School, students enter a diverse community that encourages academic growth and challenges them to develop the personal integrity and creative thinking skills necessary for success in the 21st century.

BOARD OF EDUCATION

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Danielle Bellizzi, Asst. Superintendent for Personnel

LYMAN HALL HIGH SCHOOL ADMINISTRATION

Mr. Joseph Corso, Principal
Mr. Kenneth Daly, Assistant Principal
Mrs. Amy Holt, Assistant Principal

This Planner belongs to:

Name: _____

Address: _____

City: _____

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GENERAL INFORMATION

WALLINGFORD BOARD OF EDUCATION POLICIES:

- | | |
|----------------------------|-------------------------------|
| 1.) Attendance | 7.) Weapons |
| 2.) Suspension & Expulsion | 8.) Substance Abuse |
| 3.) Search & Seizure | 9.) Student Use of Cars |
| 4.) Tobacco | 10.) School Bus Conduct |
| 5.) Bullying | 11.) School Records Retention |
| 6.) Sexual Harassment | 12.) Computer Usage Policies |

Note: Additional Wallingford Board of Education Policies and Regulations can be found on our website: www.wallingford.k12.ct.us

Lyman Hall High School Mission Statement

At Lyman Hall High School, students enter a diverse community that encourages academic growth and challenges them to develop the personal integrity and creative thinking skills necessary for success in the 21st century.

Expectations for Student Learning

KNOWLEDGE

Performance Standard: The Lyman Hall High School student processes and applies information from a variety of areas to build a base of knowledge. The student uses this knowledge and strategies learned from multiple disciplines to solve problems and make sense of his/her world.

- Acquires, processes, and applies discipline-relevant knowledge within and across the disciplines.
- Applies fundamental, discipline-relevant knowledge to describe and analyze the world.

COMMUNICATION

Performance standard: The Lyman Hall High School student communicates effectively in a variety of ways. The student demonstrates skill in writing, speaking, and listening. The good communicator uses technology or artistic expression when appropriate to communicate his/her message.

- Communicates effectively in writing.
- Communicates effectively in speaking.
- Listens actively.
- Communicates effectively using various means of expression.

INFORMATION ANALYSIS

Performance Standard: The Lyman Hall High School student gathers information and analyzes concepts from a variety of content areas. The student interprets, synthesizes, and applies information to solve problems.

- Demonstrates skill in gathering information.
- Uses technology to access, process, and present information.
- Evaluates the quality of information as it relates to completing the task.
- Synthesizes information and applies it to solve problems.

CRITICAL THINKING SKILLS

Performance Standard: The Lyman Hall High School student uses critical thinking skills to solve problems and explore ideas. The student integrates information from multiple areas to shape his/her understanding and to make connections.

- Uses a variety of learning strategies to accomplish tasks.
- Integrates information from multiple areas.
- Makes meaningful connections to enhance understanding.

COMMUNITY CONTRIBUTOR

Performance Standard: The Lyman Hall High School student makes a positive contribution to his/her community (classroom, school, town, nation, or world).

He/she works well with students and staff from diverse backgrounds and shows respect for self and others.

- Exhibits behavior appropriate to social expectations.
- Recognizes needs within his/her community and takes positive action that is characteristic of good citizenship.
- Demonstrates respect for self and others.

SELF DIRECTION

Performance Standard: The Lyman Hall High School student accepts responsibility for himself/herself and his/her own learning. The student acts ethically and with integrity as he/she demonstrates independence and self-regulation.

- Sets goals and works toward their successful completion.
- Works independently.
- Conducts self ethically while learning.

COLLABORATION

Performance Standard: The Lyman Hall High School student works collaboratively with peers and with staff to accomplish tasks and achieve goals. The student contributes positively to the group dynamic while working toward project completion.

- Works cooperatively within a group self-assessing and monitoring own behavior.
- Demonstrates effective interpersonal skills while sharing ideas and accepting input from others
- Accepts and meets individual responsibilities thereby contributing to accomplishment of group goals.

P.R.I.D. E	Classrooms	Common Areas	Social Media	School Functions
Polite	Speak respectfully	Speak respectfully and at a reasonable volume	Use respectful language	Use respectful language
	Treat others the way you want to be treated	Wait in line patiently	Be kind	Be aware of others
	Use devices appropriately	Be appreciative		Say thank you
	Be friendly	Be aware of others and physical space		Respect the speaker or performer
Responsible	Arrive on time	Clean up after	Guard your privacy	Use good judgement
	Be prepared for class	Respect the space	Protect your reputation	Adhere to school policies
	Use your own ideas	Arrive on time	Report cyberbullying to adult	Respect decisions of game officials
	Clean up after yourself			Be a good sport
Independent	Have the correct materials	Clean up after yourself	Watch the clock and balance your life	Be aware of surroundings
	Know when you need to ask for help	Arrive early enough to get to class on time	Think before you post	Use good judgement
	Clean up after yourself	Use your time wisely		Adhere to school policies
	Use your time wisely			
Diligent	Engage in the learning environment	Clean up after yourself	Watch the clock and balance your life	Be an active listener/participant
	Work through frustration	Be on time for your bus		Honor commitments
	Take advantage of extra help			
Empathetic	Help others who are struggling	Ask others to join your group	Treat others as you would like to be treated	Be appreciative of chaperones/staff
	Be attentive, listen respectfully	Be appreciative		Respect the environment
	Give yourself permission to make mistakes	Speak respectfully and at a reasonable volume		Respect the speaker/performer
	Respect others' abilities and differences	Be friendly		

PRINCIPAL'S MESSAGE TO STUDENTS

Welcome to Lyman Hall High School. If you were with us last year, we are glad to welcome you back. If you are a new student, we look forward to meeting you and helping you grow and prosper. We are pleased to look forward to an exciting year that holds much promise. Please carry this planner with you at all times. Not only will it provide valuable information on school rules and procedures, it will also enable you to track academic, social, and co-curricular/athletic commitments. Write your learning objectives for each class in the book daily and record homework and project due dates as they are assigned. In this way, you can develop organizational skills that will serve you all your life.

The policy pages of this handbook have been prepared with you in mind. They include information you will need to understand major school requirements and services. Read these pages carefully and refer to them during the school year whenever questions arise. Please note that a variety of changes and additions to school and Board of Education policies deserve your attention.

Every school has rules and regulations instituted to assure a safe and orderly environment. Procedures have been established that are adhered to when individuals violate those rules and regulations. Education is a comprehensive process that takes place both inside and outside the classroom. It includes: the mastery of academics; the development of character; and the acquisition of habits, such as using a daily planner, that lead to responsible behavior. Please remember that the school's authority extends to areas near the school, activities at other schools, to school bus stops and buses, to school-sponsored events and activities, and to travel to and from schools or school activities. In sum, high standards of behavior are expected in and outside of school!

Should any questions regarding rules, policies, or discipline arise, you are invited to discuss these privately with a teacher at the end of the day. You will find teachers available in their rooms after school to help you with concerns, academic issues, and other matters. If your difficulties cannot be resolved with a teacher, you may discuss the problem with the department chairperson, your guidance counselor, or your assistant principal at a time that does not interfere with classroom instruction. *Remember that regular class time is not to be used to address matters related to rules, policies, or discipline.*

Again, welcome to school for the 2018-2019 year, we hope the school year is everything you want it to be and that you will find unique, positive ways to contribute to Lyman Hall. You can start by better understanding your school—its priorities, its operation, its rules, its successes, and yes, its problems. Join the teams, clubs, and service organizations that help make our school better. When you see any of us before or after class, during lunch, or between classes, stop, say hello, and introduce yourself.

Best wishes for a happy and successful school year.

Greetings from the Faculty

We, the faculty, would like to welcome each of you to another school year. We will do everything in our power to help make it a successful one, but we expect you to do your part. We are available before and after school when you need us. We also have planning times during which we meet with parents and students. Because we have high expectations for our students, we set high standards. Please do not be satisfied with less than your best work in every subject. Let's make a strong commitment to excellence this year! We believe that teachers, students, parents, staff, administrators, and other members of the Lyman Hall family must form a community of learning dedicated to preparing our students to meet the challenges of the future.

TO E-MAIL ANY STAFF MEMBERS, IN MOST CASES, USE THE FIRST LETTER OF THEIR FIRST NAME, FOLLOWED BY THEIR LAST NAME. A staff list is available on the website: www.wallingford.k12.ct.us

Example Email Address for Mr. John Doe=jdoe@wallingfordschools.org

Assistant Principal Student Assignments:

Mr. Kenneth Daly A-K

Mrs. Amy Holt L-Z

2018-2019 GUIDANCE COUNSELOR ASSIGNMENTS

Counselor	Class of '19'	Class of '20'	Class of '21'	Class of "22"
H. Kloiber	A - Do	A - C	A - De	A-C
S. Lorenzo	Dr - G	D - F	Di - F	D-F
K. Kopylec	H - Ma	G - Mal	G - Ma	G-L
J. Hollis	Mc - Roc	Mar - Roc	Mc - Ri	M-R
P. Kozloski	Rod - Z	Rod - Z	Ro - Z	S-Z

SCHOOL CALENDAR & HOLIDAYS

Staff Development for Teachers (No School)	08/23; 08/24; 08/31; 11/06; 01/02/18; 03/15/19
Opening Activities for Teachers	08/23/18 & 08/24/18
Opening Day of School for Students	08/27/18
Labor Day	09/03/18
Open House	09/26/18
Columbus Day	10/08/2018
Election Day	11/06/18
Veterans' Day	11/12/18
Thanksgiving	11/22/18 & 11/23/18
Winter Break	12/24/18 - 01/01/19
Martin Luther King Day	01/21/19
Presidents Day	02/18/1902/21
Spring Break	04/15/19 - 4/18/19
Good Friday	04/19/2019
Memorial Day	05/27/19
Last Day for Students & Teachers	06/10/19 (Without snow days)

Early Release (11:55am)

09/20/18, 10/18/18, 11/21/18, 12/13/18, 12/21/18, 01/31/19, 02/15/19, 02/21/19, 03/14/19, 03/14/19, 04/25/19, 05/15/19 & last 5 days of school (tentatively 06/04/19 - 06/10/19)

2018-2019 MARKING PERIOD SCHEDULES

Subject to change

FIRST SEMESTER	
Marking Period 1	
Start	08/27/18
Evening Conferences	10/09/18
End	10/30/18
Marking Period 2	
Start	10/31/18
Evening Conferences	TBD
Midterms	01/16/19 - 01/22/19
End	01/15/19
SECOND SEMESTER	
Marking Period 3	
Start	01/23/19
End	03/26/19
Marking Period 4	
Start	03/27/19
Afternoon Conferences	04/04/19
Final Exams (Seniors: 05/31- 6/05)	06/04-06/10 make up
End (Assuming no snow days)	06/10/19

NOTE: UNDER NO CIRCUMSTANCES may a student take a final exam early. Requests to make up a final exam must be submitted to the appropriate assistant principal in advance.

Regular School Day		
Warning Bell	7:25	
Period 1	7:30 - 8:55	85 min
Period 2	9:01 - 10:26	85 min
Period 3	10:32 - 12:24	
<i>Lunch 1</i>	10:32 - 10:57	84 min (class
<i>Lunch 2</i>	11:00 - 11:25	84 min (class
<i>Lunch 3</i>	11:57 - 12:24	85 min (class
Period 4	12:30 - 1:55	85 min
Buses Leave	2:05	
30 Minute - Advisory Day		
Warning Bell	7:25	
Period 1	7:30 - 8:46	76 min
Period 2	8:52 -	76 min
Advisory	10:14 -	30 min
Period 3	10:50 -	
<i>Lunch 1</i>	10:50 - 11:15	75 min (class
<i>Lunch 2</i>	11:18 - 11:43	75 min (class
<i>Lunch 3</i>	12:06 - 12:33	76 min (class
Period 4	12:39 -	76 min
Buses Leave	2:05	
45 Minute - Office Hours		
Warning Bell	7:25	
Period 1	7:30 - 8:42	72 min
Period 2	8:48 -	72 min
Office Hours	10:06 -	45 min
Period 3	10:57 -	
<i>Lunch 1</i>	10:57 - 11:22	72 min (class
<i>Lunch 2</i>	11:25 - 11:50	72 min (class
<i>Lunch 3</i>	12:10 - 12:37	73 min (class
Period 4	12:43 -	72 min
Buses Leave	2:05	

Assistance Information

The list below indicates some of the more frequent questions or problems of students and the place or person where help may be obtained:

Attendance	Attendance Line	203-294-5388
Athletic Eligibility	Athletic Director	203-294-5377
Change of Address Forms	Main Office	203-294-5350
Free/Reduced Lunch Status	Food Service Dept.	203-294-5395
Illness Nurse		203-294-5376
Late Arrival/Early Dismissal	Main Office	203-294-5350
Lockers	Main Office	203-294-5350
Lost & Found	Main Office	203-294-5350
Parking Permits	Main Office	203-294-5350
School Counseling Office		203-294-5360
Scheduling	School Counseling	203-294-5360
Supplemental Insurance	Main Office	203-294-5350
Transcripts	School Counseling	203-294-5360

SCHOOL & DISTRICT POLICIES AND PROCEDURES

ACADEMIC INFORMATION

Report Cards

Report cards are electronically mailed four times a year. This year they will be sent: 11/09/16, 01/31/17, 04/05/17, 06/15/17 (without snow days)

The following formulas explain the calculation of a raw score for a student's course grade with the final determination to be made by the teacher:

Semester Course Grade Calculation: .5 credit

$$\frac{MP1 + MP1 + MP2 + MP2 + \text{Final Exam}}{5} = \text{semester grade}$$

OR
$$\frac{MP3 + MP3 + MP4 + MP4 + \text{Final Exam}}{5} = \text{semester grade}$$

Full Year Course Grade: 1.0 credit

$$\frac{MP1 + MP1 + MP2 + MP2 + \text{Mid-Term Exam} + MP3 + MP3 + MP4 + MP4 + \text{Final Exam}}{10} = \text{yearly grade.}$$

Grade Equivalencies

A+	=	97-100	C-	=	70-72
A	=	93-96	D+	=	67-69
A-	=	90-92	D	=	63-66
B+	=	87-89	D-	=	60-62
B	=	83-86	F	=	59
B-	=	80-82	I	=	Incomplete
C+	=	77-79	W	=	Withdrawal
C	=	73-76	W/F	=	Withdrawal/Fail

Grade Point Averages

Grade points are granted according to the level of the course and the mark earned in it, except for those courses designated as Pass/Fail or unlevleled courses. Grade point averages are determined by dividing the grade points earned by the total credit value of the grade point courses taken.

MARK	A.P.	HONORS	ACADEMIC	GENERAL	BASIC
A+	4.8	4.4	4.0	3.6	3.2
A	4.6	4.2	3.8	3.4	3.0
A-	4.4	4.0	3.6	3.2	2.8
B+	4.2	3.8	3.4	3.0	2.6
B	4.0	3.6	3.2	2.8	2.4
B-	3.8	3.4	3.0	2.6	2.2
C+	3.6	3.2	2.8	2.4	2.0
C	3.4	3.0	2.6	2.2	1.8
C-	3.2	2.8	2.4	2.0	1.6
D+	3.0	2.6	2.2	1.8	1.4
D	2.8	2.4	2.0	1.6	1.2
D-	2.6	2.2	1.8	1.4	1.0
F	0.0	0.0	0.0	0.0	0.0

Honor Roll

The honor roll is prepared and published at the close of each grading period. Honor roll eligibility is based on a grade average in all subjects (excluding Physical Education and Pass/Fail courses). The following grade-point average determines honor roll status:

4.80 to 3.60 (with no grade lower than a C-) **High Honors 3.59 to**

3.20 (with no grade lower than a C-) **Honors**

Promotion & Retention Policy

The minimum number of credits required to be promoted each year from grades 9 - 12 is as follows:

Grade 9: 5 credits

Grade 10: 12 credits

Grade 11: 17 credits

Grade 12: 26 credits

Class Rank

The ranking of students is the process of determining the relative academic standing of students within a class. 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 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.

Admission to National Honor Society.

Selection to the Lyman Hall Chapter of the National Honor Society is predicated on meeting the required standards of scholarship, leadership, character, and service. To align the Wallingford Public School's National Honor Society requirements more closely with surrounding districts and to maintain high standards, students requesting consideration for membership must have met the criteria as outlined in the chart below. These students are invited to submit information outlining their leadership and service activities. Teachers also provide information regarding their perception of these students' character and leadership. The National Honor Society Faculty Council carefully evaluates all pertinent information as it determines membership. Student activity information sheets and faculty ratings are reviewed and students are judged on a pre-determined scoring scale. All candidates are notified in writing regarding selection. Once selected, members have the responsibility to continue to demonstrate the qualities of scholarship, leadership, character and service. Students or parents who have questions about the selection process or membership obligations should contact the Faculty Advisor.

National Honor Society Selection and Induction Criteria

Criterion	2018-2019	2019-2020	2020-2021
Cumulative GPA	3.5	3.5	3.5
Community Service Hours	50 Hours Community Service - completed by September 1 st of the previous school year		
Selection/Induction	Spring	Fall	Fall

Varsity Scholar Recognition

Nomination as a varsity scholar is based on a cumulative GPA of 3.9 or higher based on completed coursework through the end of the first semester of the senior year. Additional scholars will be acknowledged at graduation if they meet the cumulative GPA requirement at the end of eight semesters.

Graduation Requirements

Wallingford's graduation requirements, outlined in Policy & Regulation 6146/6146a, indicate that students must have a passing score on the state assessment (SAT) which is given in the spring of 11th grade. Your child will need to meet the state passing score on the SAT, 480 in English Language Arts and 530 in Mathematics, in order to fulfill district graduation requirements. If your child does not meet the passing score on the state assessment in English Language Arts and/or Math, he/she will need to demonstrate mastery in an alternative way. Listed below are the alternative ways in which your child can meet our district's graduation requirements. Students who transfer into the Wallingford Public Schools in their senior year will be exempted from the performance standards for graduation.

Alternative Methods for Meeting Standards and Fulfilling Graduation Requirements Literacy:

- Score 18 or better on the English, reading, or writing sections of the ACT
 - Final grade of 70 or better in American Literature (junior year)
- Score in the 50th percentile or higher on the STAR Reading Assessment
- Achieve Met on all Literacy IEP Goals and Objectives throughout his/her junior year
- Score of Proficient or higher in the Literacy Domain of LAS Links
- Satisfactory score on a district portfolio Mathematics:
 - Score 18 or better on the math section of the ACT
 - Final grade of 70 or better in Algebra 2 or course beyond Algebra 2
 - Score in the 50th percentile or higher on the STAR Mathematics Assessment
 - Achieve Met on all Numeracy IEP Goals and Objectives throughout his/her junior year
 - Satisfactory score on a district portfolio administered in the 2018-2019 school year

Graduation Credit Requirements

English 4.00 credits

- ❖ Literary Themes & Genres, World Literature, American Literature or AP Language & Composition, Senior English Seminar or AP Literature & Composition

Mathematics 3.00 credits

- ❖ One math course must cover algebraic concepts. Social Studies 3.00 credits .50 credit in United States Government & Politics and 1.00 credit in United States History

Science 3.00 credits

Physical Education 2.00 credits

Health .50 credit

Fine Arts Career Technology Education (CTE) 1.00 credit

Electives 8.50 credits

- ❖ Agricultural Science, art, business, dramatic arts, family and consumer sciences, introduction to theater, marketing, and technology education

TOTAL CREDITS: 25 minimum

A student who presents written documentation from a doctor stating that participation in physical education is not advisable because of the condition of the student, shall be excused from the physical education requirement, however another subject must be substituted.

*Legal References: Connecticut General Statutes 10221a - High School Graduation Requirements
Policy Adopted: 2/24/14*

DEMONSTRATION OF PERFORMANCE STANDARDS

A. Acceptable Means of Demonstrating Performance Standards: A student may demonstrate the standard in science by either of the following means:

1. Achieving at or above the proficient level on the Connecticut Academic Performance Test in the science
- or
2. Satisfactorily completing the district's assessment in the content area of science.

B. District Assessments:

1. Satisfactory completion of the graduation assessments will be determined by a committee of teachers. Each assessment will be reviewed independently by two teachers who must each accept as satisfactory the completed assessment from a student in order for the student's work to be considered as passing. If the two teachers disagree on the acceptability of the work, a third teacher will review it.
2. Assessments submitted by students which are judged to be not satisfactory will be kept on file until the student graduates, transfers or withdraws.

C. Science in the Senior Year:

Students who have not satisfactorily demonstrated the district's performance standard in science after the administration of the district assessment in the junior year will be required to enroll in a course in the deficient area during their senior year. Computer courses will not satisfy this requirement.

D. Notification:

1. **Teachers:** Teachers in areas with required performance assessments will be provided a list of all seniors who have not achieved at or above the proficient level on the C.A.P.T. in science. Teachers will be notified of the junior C.A.P.T. scores upon their receipt at the school.
2. **Students:** Juniors who have not achieved at or above the proficient level on the C.A.P.T. will be reminded in writing by the high schools of the requirements for graduation. The high schools will notify each senior in writing of his/her status relative to meeting the performance standards for graduation.
3. **Parents:** Parents of juniors who have not achieved at or above the proficient level on the C.A.P.T. in science will be reminded in writing by the high schools of the performance standard requirements for graduation. Parents of seniors who have not met the district performance standard for graduation in science, and must pass the assessment for graduation, will be notified in writing by the high schools.

E. Assistance in Meeting the Performance Standards: Seniors who have not met the performance requirement(s) in any subject(s) will be offered an opportunity for academic tutoring to assist them in meeting the requirement(s).

II. CREDITS EARNED IN PROGRAMS OUTSIDE THE DISTRICT

A. Requirements and Limitations: A student may earn up to three credits toward graduation requirements in programs affiliated with accredited schools or colleges outside the district within the limitations delineated in this section.

1. A student may earn a maximum of one-half of the credit distribution requirement in any subject area in such programs.
2. A senior who does not earn sufficient credits to graduate with his/her class and does not return to school to repeat the senior year may apply credits earned in programs outside the district toward satisfying the graduation requirements. However, the credits must be consistent with the requirements of this policy and must be earned within the school year following the year in which the student should have graduated.
3. A three-credit semester course at a college or university shall equate to one-half credit in the district. In all other circumstances, a credit shall require a minimum of 120 hours of school work.
4. Credit shall be granted only if the student earns a minimum grade of "C" or its equivalent in the program.
5. Grades earned in outside programs shall not be counted in the calculation of rank in class.
6. Students are not eligible to receive credits for participation in programs for which they received stipends for their participation.
7. Students must receive written permission from the building principal in advance to earn credit for participation in any such program.

B. Participation in the Educational Center for the Arts Program: Students who are accepted for participation in the Educational Center for the Arts (ECA) program may earn a maximum of two credits toward graduation per year of successful participation in the program. Quality points are assigned to credit earned for successful participation.

III. EXCEPTION FOR TRANSFERS FROM OTHER DISTRICTS

- a. If a student transfers into the Wallingford Public Schools after completing at least three years in a high school in a district which requires fewer than 26 credits for graduation and if the student has a minimum of 18 credits to transfer, the student will be eligible to receive a Wallingford Public Schools diploma based on the graduation credit requirements of the previous district provided that the student earns at least 8 credits in Wallingford. Such student will be exempted from Wallingford's performance standards requirement for graduation.
- b. The superintendent shall be authorized to grant other exceptions to the graduation requirements for students transferring into the district during the junior year if unusual, extenuating circumstances would make it impossible for the student to graduate with his/her class.

Legal References: Connecticut General Statutes

10-18. Courses in United States History, government and duties and responsibilities of citizenship.

10-19. Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome.

10-220. Duties of boards of education.

10-221a. High school graduation requirements.

10-223a. Promotion and graduation policies.

Regulation Approved: 02/24/14

Athletic Eligibility for Student -Athletes

Membership on an interscholastic athletic team is a privilege that comes with a great deal of responsibility. With that, there is an expectation that student-athletes will be able to handle the increased rigors that our district is placing in the classroom as it related to the common-core state standards.

The following regulations are in addition to the CIAC minimum standards which require passing grades in a minimum of four classes.

SEASON	Eligibility Requirements
Fall	Student Athletes must have earned a 70% average with <u>no final grade course</u> failures for the previous school year. <u>All ninth graders are eligible for fall sports</u> . To maintain eligibility during the fall season, student athletes must earn a 70% average with no course failures for the first marking period.
Winter	Student athletes must have earned a 70% average with no course failures for the first marking period. To maintain eligibility during the winter season, student athletes must earn a 70% average with no course failures for the second marking period.
Spring	Student athletes must have earned a 70% average with no course failures for the second marking period. To maintain eligibility during the spring season, student athletes must earn a 70% average with no course failures for the third marking period.
<p><u>In all cases, the grades that appear on the student athlete's report card will be those used in determining eligibility.</u> Again, eligibility for the fall season is determined by final course grades from the previous schoolyear. Eligibility for winter and spring seasons will be based on marking period grades.</p>	

A student is ineligible: 1) if you are not taking at least four Carnegie Units of work; 2) if you have not passed at least four quarter Carnegie Units at the end of each marking period except the final marking period (see eligibility for fall sports above); 3) if you have reached your 20th birthday during the sport season; 4) if you have changed schools without a change of residence; (there are exceptions) 5) if you have played the same sport for more than three seasons after entering grade 10. If you have played more than eight consecutive semesters or four consecutive years of the same sport after entering grade 9. 6) if you play or practice with an outside team in the same sport while a member of the school team; 7) if you receive payment under an assumed name on an outside team; 8) if you receive payment for participation in any athletic activity.

Accreditation

Lyman Hall High School is a member of the New England Association of Secondary Schools & Colleges. We retain membership in this association by conforming to the standards adopted for member schools. These guidelines cover such matters as facilities, equipment, media centers, teacher certification, and curriculum

ATTENDANCE POLICY & PROCEDURES

Students are expected to attend school regularly to derive maximum benefits from the instructional program. Since business, industry, and the professions expect and demand a high level of attendance and time on task, the education of students must reflect those expectations and responsibilities. Through the combined efforts of parents, students, and the school, the goals of punctuality, self-discipline, and responsibility can be developed as students are prepared for entry into the adult world.

Lyman Hall High School considers the development of good attendance habits as a vital and desirable undertaking for two essential reasons. First, it is difficult for young people to learn if they are not in class: the teaching-learning process builds upon itself. Second, research shows that educational achievement is directly related to attendance. A student who misses a day of school misses a day of education that cannot be retrieved in its entirety. So that all parties involved in the education of students can assist in the maintenance of excellent attendance and the development of self-discipline, the following policies and procedures are explained.

Attendance, Absences, Tardiness/Dismissals and Truancy

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.

Excused Absence

The Board believes a student should not be absent from school without the parents' knowledge and consent, therefore verification of an absence should be in writing by a parent or guardian. 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 a 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.

Unexcused Absence

Board of Education policy with respect to unexcused absences stresses prevention by requiring schools to make all reasonable efforts to keep parents and students informed as to attendance problems and to make reasonable efforts to help students improve their attendance when such improvement is warranted. Only when all local resources are exhausted is referral to legal authorities recommended.

A student’s absence from school shall be considered “unexcused” unless the absence meets the definitions, listed for an “excused” absence, including the documentation requirements; or if the absence is the result of school or district disciplinary action.

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.

Tardy Policy:

Students are expected to be in class and ready to work prior to the ringing of the bell signifying the start of class. Students who arrive to class after that bell are tardy and lose valuable instructional time. Consequences will result in the following:

Block 100:

Students who arrive at **7:30** a.m. or later are to report directly to the main office. The office staff will record student tardies and assign office detentions based on the number of tardies accrued. Students who arrive to school after 8:10 a.m. will be additionally be assigned a cut to their first period class and an office detention.

Block 200,300,400:

Students who arrive to classes late will be assigned a detention by their classroom teacher, who will also notify their parent/guardian. If a student is more than 25 minutes late to class, they will be charged with a cut and the classroom teacher will refer student to the office.

Future consistent tardiness will lead to further disciplinary action, which may include removal of late arrival privilege(juniors/seniors), early dismissal privilege(seniors), and exclusion from school functions. In such instances, a formalized plan will be put in place in conjunction with the teacher, administrator, parents and other approved parties. Cuts are unexcused absences and can result in loss of credit.

Truancy and 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 students.

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 a 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. Wallingford Public Schools Wallingford, Connecticut - 4 - STUDENTS 5113 Attendance, Absences, Tardiness/Dismissals and Truancy IV. TRUANCY (continued)

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. Legal Reference: Connecticut General Statutes 10-184. Duties of parents. (as amended by PA 98-243 and PA 00-157) 10-185. Penalty 10-198a. Policies and procedures concerning truants (as amended by PA 00-157 and PA 11-136) 10-199 through 10-202 Attendance, truancy in general. (Revised 1195- PA 95-304)

Policy Adopted: 06/17/13

Policy Revised: 01/23/17

Dismissals

When a student is going to be dismissed from school before 2:00 p.m., a parent must inform the Main Office of the dismissal. A parent may telephone the Main Office or write a note for the student to drop off at the Main Office. All notes are followed up by a parental telephone from the Main Office to ensure the dismissal’s accuracy. **If a student is aware of his/her dismissal, it is the student’s responsibility to report to the Main Office at the time of dismissal to pick up their pass. The Main Office DOES NOT INTERRUPT INSTRUCTIONAL CLASS TIME to call the student out of his/her class for dismissal. Each time a student is dismissed early from school, he must FIRST REPORT to the Main Office for his/her pass.** A student who becomes ill while at school is to report to the Nurse’s Office. If the School Nurse determines the student should go home, the School Nurse will contact the parent/guardian and make arrangements for the parent/guardian to pick up the student. Students who are dismissed by the nurse are not to return to school until the following day. The nurse will issue the student a dismissal pass. Students are not to make arrangements to leave school without parental, school nurse, or administrative permission.

Early Dismissal Requests:

Each school is responsible for the safety of students during the school day. No student shall leave the school grounds at any time other than the scheduled dismissal time without the permission of the parent or guardian and the authorization of the building principal. All requests for early dismissal must be in writing and signed by a parent or guardian except in the case of family emergency where a request by telephone may be accepted if validated.

Dismissal to Police or Court Official:

If a police, court, or state official requests dismissal of a student during school hours, the parent or legal guardian shall be notified as soon as possible, and such student shall not be dismissed until the parent is notified unless the dismissal is required by legal process.

Junior & Senior Privileges

- Seniors and juniors who have earned a 2.6 GPA may arrive to school after Period 100 if the student's first class is a study hall.
- Only seniors may leave after Period 300 if their Period 400 class is a study hall. (They do not need to have earned a 2.6 GPA.)
- Students may arrive only one class late or leave one class early even if they have two consecutive study halls.
- All students who wish to participate in this privilege must complete the necessary paperwork and have signed parental permission (form can be obtained from the greeter located in the front of the main office).
- Seniors with an A average in a course are exempt from taking the final exam (this includes full and half year courses).

These Privileges are dependent on student maintaining good standing in academics and attendance.

Attendance Appeals Process

If the student, parent/guardian, or school personnel feel that justifiable or extraordinary circumstances have contributed to the student exceeding his absences for a course, a written request for an Attendance Appeal Meeting must be filed with the Assistant Principal. An Appeal Meeting will be scheduled, at which the parent is required to present reasons and/or written evidence for absences. **The burden of proof rests with the student/parent.** Present at an Attendance Appeal Meeting is the student, parent/guardian, an Administrator, the student's Guidance counselor, a teacher, or a Special Education teacher (if the student is Special Ed.). Parents will be notified by Administration if the student's credit has been restored or the request has been denied. In certain circumstances, an attendance contract may be established in consultation with administration and relevant staff members. If the student adheres to the parameters of that contract, the student's credit will be restored as specified by the agreement.

Wallingford's High School Attendance Policy

Frequently Asked Questions

This informational sheet has been designed to help parents and students alike understand the critically important and sometimes complex policies that govern student attendance at the high school level. This has been revised in light of new mandated changes by the State Department of Education.

What should I do when my son/daughter is absent?

Please call the main office (203-294-5388) before 9:00 a.m. to notify us that your son/daughter will be out and to verify the cause of the absence. When parents do not call, every attempt is made to contact a parent to verify a student's absence. When reporting an absence caused by a chronic illness, please let the office staff know when you call that your son/daughter has a chronic medical condition for which documentation is on file. Please remember that such documentation must be submitted annually.

What is the difference between an excused absence and an unexcused absence?

The Board identifies a number of reasons why a student may legitimately miss school, such as illness, observance of religious holidays, a death in the family, and mandated court appointments provided that appropriate documentation has been submitted to the school. For absences 1-9, these types of absences shall be considered "excused" when a child does not attend school and appropriate documentation has been submitted within 10 days of the student's return to school. For the 10th absence and all others thereafter, documentation from a medical professional is required for **illness** regardless

of the length of absence. A student is charged with an **unexcused absence** whenever the reason for the absence is not sanctioned as part of the Board's list of excused absences, **regardless of whether the parent knew of the absence**. A student is also charged with an unexcused absence if written documentation is not submitted within ten days of the date of the absence. In addition, class cuts are considered unexcused absences and will count toward the loss of credit limit.

What absences contribute toward loss of credit?

Nearly all absences—including routine illnesses verified by a doctor (i.e. viral illness, strep throat, sinus infection), DMV or court appointments, etc.—contribute toward the loss of credit limit. The only exceptions are absences necessitated as a result of a chronic medical condition and absences resulting from a major-medical procedure that are verified by medical documentation. Such documentation is to be submitted to the office within ten days of the student's return to school.

What absences do not contribute to loss of credit?

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.

How does absence from school affect my son's/daughter's participation in extracurricular or athletic events?

Students who are absent from school on the day of an extracurricular activity (prom, homecoming dance, concert performance, etc.) or athletic event (football or soccer game, etc.) are **not** allowed to participate in those events. Exceptions may be approved by the school administration under extraordinary circumstances.

When does my son/daughter lose credit in a course?

Students lose credit in a course when they exceed limits set in Board of Education policy (5113a). Specifically, 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. Warning letters are mailed home to parents of students approaching these limits. Students who exceed these totals will lose credit and will receive information concerning the steps to follow to appeal that loss of credit.

How does the appeals process work?

To initiate the appeals process, the student and/or parent(s) must submit a brief note requesting credit restoration after receiving notification of loss of credit. SRBI team and/or school administration will meet to review attendance status. School and family will review extenuating circumstance and review steps moving forward, which include, but are not limited to the following: loss of credit, attendance contract or restoration of credit. Typically, a brief discussion of the situation will follow, after which the student and parent(s) are notified in writing of the final decision.

BULLYING AND HARASSMENT

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: Mr. Joseph Corso, 294-5354

BULLYING

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:

1. causes physical or emotional harm to such student or damage to such student's property,
2. places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
3. creates a hostile environment at school for such student,
4. infringes on the rights of such student at school, or
5. 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

Relationships, teaching and learning practices and organizational structures.) 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

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 bullying”),
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.
8. 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 an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

1. creates a hostile environment at school for the victim,
2. infringes on the rights of the victim at school, or
3. substantially disrupts the education process or the orderly operation of 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, 2012, 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.

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:

- 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.
- School rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
- Adequate adult supervision of outdoor areas, hallways, the lunchroom, and other specific areas where bullying is likely to occur.
- Inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school.
- Individual interventions with the bully, parents and school employees and interventions with the bullied child, parents, and school employees.
- School wide training related to safe school climate.
- Student peer training, education and support.
- 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:

- Implement the District's safe school climate plan;
- Collaborate with safe school climate specialists, the Board, and the Superintendent to prevent, identify, and respond to bullying in District schools;
- Provide data and information derived from the safe school climate assessments, in collaboration with the Superintendent, to the Department of Education; and
- 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:

- Investigate or supervise the investigation of reported acts of bullying in the school in accordance with the District's Safe School Climate Plan;
- Collect and maintain records of reports and investigations of bullying in the school; and
- 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:
- Receive copies of completed reports following investigations of bullying;
- Identify and address patterns of bullying among students in the school;
- Review and amend school policies relating to bullying;
- 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;
- Educate students, school employees and parents and guardians of students on issues relating to bullying;
- Collaborate with the District Safe School Climate Coordinator in the collection of data regarding bullying; and
- 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
9. 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;
10. 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;
11. 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;
12. 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;
13. Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
14. 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;
15. Require the Principal of a school, or the Principal's designee, to notify the appropriate local law enforcement agency when such
16. Principal, or the Principal's designee, believes that any acts of bullying constitute criminal conduct;
17. 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;

18. 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
19. 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.

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|---|--|
| (cf. 0521 nondiscrimination) | (cf. 5131.91 - Hazing) |
| (cf. 4131 - Staff Development) | (cf. 5144 - Discipline/Punishment) |
| (cf. 5114 - Suspension and Expulsion/Due Process) | (cf. 5145.4 - Nondiscrimination) |
| (cf. 5131 - Conduct) | (cf. 5145.5 - Sexual Harassment) |
| (cf. 5131.21 - Violent and Aggressive Behavior) | (cf. 5145.51 - Peer Sexual Harassment) |
| (cf. 5131.8 - Out-of-School Misconduct) | (cf. 6121 - Nondiscrimination) |
| (cf. 5131.912 - Aggressive Behavior) | (cf. 5145.1 - Equal Educational Opportunity) |
| (cf. 5131.913 - Cyber bullying) | |

Legal Reference:

Connecticut General Statutes 10-15b Access of parent or guardian to student's records. Inspection and subpoena of school or student records.
 10-222d Policy on bullying behavior as amended by PA 08-160 and PA 11-232.

PA 06-115 an Act Concerning Bullying Policies in Schools and Notices Sent to Parents or Legal Guardians.

PA 11-232 an Act Concerning the Strengthening of School Bullying Laws.

Regulation Adopted: 01/21/03

Regulation Revised: 08/21/06, 07/21/08, 12/12/11

CELL PHONE POLICY

Cell phones may be used on school grounds **before school hours, after school hours, and during a student's assigned lunch period only. At all other times cell phones must be turned off.** That does not mean set on silent, but it means turned off completely. If a student is seen using a cell phone when it is prohibited or if a phone rings or vibrates during a class, the phone will be confiscated and a parent will need to come to school to pick up the phone. If there is an emergency and you need to contact your child, please call the Main Office at **203-294-5350**, and we will pass the message on to your son/daughter. **Please do not text/call your child's cell phone.**

CLOSED CAMPUS

Lyman Hall High School operates as a closed campus. Therefore, students are to remain in the school building or in designated areas during school hours. Students are not allowed in parking lot areas during school hours. Students may not leave the school grounds during school hours unless they follow the proper procedures. To leave school, a student must have prior permission from an Administrator/ designee. Also, the parent/guardian must be aware the student is going to leave school before the student can be released. After administrative permission is received the student must sign out in the Main Office. A student who becomes ill while at school is to report to the Nurse's Office.

DRESS CODE

It is important for the Lyman Hall community to maintain a safe and appropriate learning environment. We know that a student's clothing and appearance can be distracting to other students and can interfere with learning. With this in mind, we are concerned about the personal appearance of our students. Current fashion trends and styles should not dictate the dress code. With the cooperation of parents, the school will continue to encourage all students to dress in a fashion that the staff and parents judge to reflect good taste and a style appropriate for a school day. We believe that an appropriate student dress code will allow students to focus on high academic standards and will assist us in promoting school safety.

1. Appearance should be clean, neat and appropriate.
2. Caps, hats, bandanas, or sunglasses are to be removed when entering the building.
3. Students are required to wear shoes at all times.
4. Coats/jackets are to be stored in a student's locker during the school day.
5. Shirts and tops should not expose undergarments. Shirts must be long enough to be tucked in. Shirts and tops not tucked in must remain below the waistline at all times. There is to be no exposed cleavage, back, or midriff. (No tube or halter-tops should be worn.)
6. The following is not acceptable for students to wear at school: any item that could cause harm to self, others, or school property, promotes drugs, alcohol, tobacco products or any illegal substance, depicts violence, sexual innuendoes, racial/religious slurs, or is gang-related. Straps on girl's tank
7. tops must be at least 2" wide.
8. Students who wear objectionable clothing will be dealt with appropriately. This may include the changing of clothes at school, having parents bring other clothing, or removing the students from classes. Repeat offenders will be dealt with following the school's disciplinary procedures.

ELECTRONIC INFORMATION RESOURCES (INTRANET and INTERNET) IN LMC & COMPUTER LABS

Students are expected to use the Internet in a responsible, efficient, ethical, and legal manner. The following are examples of unacceptable use of the Internet & Intranet:

1. Sending threatening, obscene, degrading or harassing messages or materials.
2. Downloading, storing, or printing files or messages that are profane, obscene, or that use language that offends or degrades others.
3. Attempting to access restricted or unauthorized network services.
4. Using the network for any illegal activity, including violation of copyright or other contracts.
5. Degrading or disrupting equipment, software, or system performance, including, but not limited to, introducing viruses into the system.
6. Vandalizing the data of another user.
7. Invading the privacy of individuals.
8. Using the account assigned to another user.
9. Posting anonymous messages.
10. Intentionally disrupting information network traffic or crashing the network and connected systems.
11. Stealing data or intellectual property.
12. Forging electronic mail messages.
13. Using the network for financial or commercial gains.
14. For additional information refer to policy IHAJA-R

EVACUATION EMERGENCY PLAN AND LOCKDOWN DRILLS

Schools are among the safest places for children to be on a day-to-day basis. Schools must be prepared to handle emergencies as they happen. School security must be planned out and implemented without stopping to think what must be done during a crisis. All children deserve to have a safe, orderly school environment in which to grow and learn. A variety of prevention and intervention strategies, programs, and activities must be in place to ensure students' and staff welfare.

1. Fire drills are necessary for the safety of the students, staff, and faculty. They will be held once a month. A chart is posted in each classroom giving direction to students on how to leave the building. At times, special instructions may be announced over the intercom. It is imperative to follow all instructions. A drill is not a break from classes. **IT IS A DRILL IN ORDER TO BE PREPARED IN THE EVENT OF AN EMERGENCY.**

2. Students are required to stay with their advisory room teachers during any evacuation. **Attendance will be taken.**

3. Lyman Hall High School adheres to the Wallingford Public School guidelines for all evacuations, and lockdown practice drills. **Lockdown Drills are held monthly.**

FIELD TRIP ELIGIBILITY

In order to be eligible for a school-sponsored field trip, the student must present written permission from the parent/guardian on the acceptable school form. *Students must also be in good academic standing to participate in field trips.* The approval of each teacher whose class may be missed and of the administration is also required. If a student consistently displays irresponsible behavior or seriously violates school rules, the administration may deny the student the privilege of participating on a field trip. In that event, the teacher sponsoring the field trip will provide an alternative assignment for the student who is expected to remain at school and attend his/her regularly-scheduled classes.

All obligations must be paid (lost books, candy money etc.) or student will not be allowed to participate.

Hazing

It is the Lyman Hall High School policy that hazing activities of any types is inconsistent with the educational process and are prohibited at all times. For the purpose of this policy, hazing is defined as (doing) any act of coercing another, including the victim, to do any act to themselves or to another student for the purpose of subjecting such student to humiliation, intimidation, physical abuse or threats of abuse, social or other ostracism, shame, personal degradation or disgrace. Permission, consent, or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy. Students, including leaders of student organizations, are prohibited from planning, initiating or engaging in hazing, or encouraging or assisting any other person in hazing. Students who are guilty of hazing will be subject to disciplinary action ranging from suspension from school up to and including expulsion. Further, students and/or their parents may be liable for civil or criminal penalties in accordance with state law.

HEALTH SERVICES

Accidents

Every accident or injury in the school building, on the school grounds, at sports practice sessions, or any other event sponsored by the school must be reported immediately to the person in charge and the principal's office. An accident report form must be completed by the supervising teacher, school nurse, or coach and submitted to the principal's office.

Immunization Health Records

Connecticut state law states that a student shall provide at the time of enrollment:

1. A current immunization record
2. A written statement of health, or religious exemption must be filed with the school nurse
3. Without one of the above forms of documentation, the student cannot enroll and attend school.

Medication Administration in School

A Medication Authorization Form is required **any time** a medication is to be administered in school. This form is required by the State of CT and the Wallingford Board of Education should your child require medication during school hours. This form:

1. **Must** be signed by the authorized prescriber who orders the medication;
2. **Must** be signed by the parent.
3. **Must be renewed yearly**

Medication:

1. **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 school nurse; or in nurse absence the Principal.
2. **This person** must remain to count prescription medication and to sign the Medication Administration Sheet verifying the medication count;
3. **The medication must be** in a pharmacy bottle, properly labeled if it is a prescription.
4. **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.
5. **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.

6. Students are permitted to carry on their person a self-medicate asthma inhaler and Epi-Pens provided the appropriate medication authorization forms are on file in the school nurse's office, and the student has demonstrated the ability to self-medicate correctly.
7. Students may self-administer insulin through injection or insulin pump provided the appropriate medication authorization forms are on file in the nurse's office.
8. Asthma: Any student identified as having a current diagnosis of asthma is required to have either a medication order for an inhaler that they can self-administer and carry at school or a note from the physician stating that the student no longer has asthma or does not need to have an inhaler at school.

Physical Examinations

Tenth Grade Health Assessment:

- **Each 10th grade student** must have a complete physical examination. **This physical MUST be done after July 1, 2018 and BEFORE June 1, 2019. Failure to do so will prevent the student from attending school as of June 1, 2019.**
- A standard State of CT School Physical Form shall be completed by the student's parent/guardian and the student's physician, physician assistant, or nurse practitioner and be **given directly to the school nurse.**
- If the student's family cannot afford an exam by a private physician, the student's family may request a physical examination from the school physician. In order to determine eligibility, all requests for physical examinations by the school physician are to be made to the Principal. If approved, the Principal will notify the office of the Assistant Superintendent of Personnel who, in turn, will notify the school physician of the student's eligibility.
- If a physician returns a physical assessment form **without the (*) items completed**, the student's physical exam will be considered incomplete, and a copy of the form will be returned to the parent for completion by the physician who performs the physical exam.
- **The School Medical Advisor** may require a tuberculosis test as part of the physical examination for students in high-risk situations.
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Sports Physical/Interscholastic Sports

The Wallingford Board of Education does not stipulate the nature of the examination that the physician must perform in order to clear a given student

- However, the Wallingford Board of Education recommends the CT guidelines on Sports Medicine in the School be followed, with the sports physicals having special emphasis on the cardiovascular & musculoskeletal systems
- The sports physical exam is good for June 1st of the present year until June 30th of the following year. We have made no determination of when the physical exam need be performed to complete this form. That is up to your physician's judgment. However, most authorities, including the CT Guidelines on Sports Medicine in Schools, recommend annual exams with special emphasis on the cardiovascular and musculoskeletal systems.
- **Medical History is to be completed by the parent prior** to the student seeing the physician for the physical exam. The player, **before the start of tryouts or practice, must return** the completed packet to the Athletic Director during the summer and the school year for grades 9 - 12. **THERE WILL BE NO EXCEPTIONS MADE.** The school nurse will review all physical and Medical History forms.

Tuberculosis testing for students traveling overseas

If your child travels overseas for any reason **for two weeks or more** to an area that has been determined as high risk by the Connecticut Department of Health, the Wallingford Public Schools require that your child/children be tested for tuberculosis *prior to returning to school following the absence*. These high-risk areas include all countries in Africa, Asia (including the former Soviet Union), Eastern Europe, Central and South American, the Dominican Republic & Haiti. The test that should be used is the single injection Mantoux.

Psychotropic Drug Use

School personnel are prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners, district medical advisor, school psychologists, school social works and school counselors, may recommend that a student be evaluated by an appropriate medical practitioner. To review Board of Education policy in its entirety, visit the Wallingford Public Schools website.

Homeless students:

To review Board of Education Policy in its entirety, visit the Wallingford Public Schools website.

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.

Migrant students

To review Board of Education Policy in its entirety, visit the Wallingford Public Schools website.

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:

- A. Identify migrant students and assess their educational and related health and social needs.
- B. 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.
- C. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
- D. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
- E. Provide parents/guardians and opportunity for meaningful participation in the program.

Child Abuse

Teachers, superintendents, principals, coaches of intramural or interscholastic athletics, paraprofessionals and other professional school staff including guidance counselors, social workers, psychologists, and licensed nurses are obligated by law (C.G.S. 17a-101) to report suspected child abuse, neglect, or if a child is placed in imminent danger of serious harm to the Connecticut State Department of Children and Families Services.

Specific procedures governing the reporting of abuse and neglect are in effect, and staff receives yearly training in their use.

Reporting of child abuse and neglect is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse or neglect a report will be made. The school will work with the parents and appropriate social agencies in all cases. Child abuse is defined as any physical injury inflicted by other than accidental means or injuries which are not in keeping with the expiation given for their cause. Improper treatment such as malnutrition, sexual molestation, deprivation of necessities, emotional based, cruel punishment or neglect are also considered child abuse. To review Board of Education Policy in its entirety, visit the Wallingford Public Schools website.

HOMEWORK

Research has indicated that often the difference between the achiever and the non-achiever is not necessarily how intelligent or how able each may be, but rather how effectively each person studies. Homework is an out-of-class assignment that contributes to the education of the student. It is an extension of class work and is related to the objectives of the curriculum presently studied. Homework assignments are an ideal vehicle to allow parents to become aware of what their children are doing in school.

Homework Objectives

- Preview, reinforce and extend classroom learning by providing practice and application of knowledge gained.
- Teach students responsibility and organizational skills.
- Promote wise and orderly use of time.
- Encourage a carryover of worthwhile school activities into permanent career and leisure interests.
- Provide opportunities for broad enrichment activities.
- Provide students needing more time to do work in class, a chance to do so.

Administrators' Role

The Administration encourages reasonable, quality homework and ensures that homework is used effectively. The Administration serves as a liaison between the parents and teachers concerning homework problems.

Teachers' Role

- Provide assignments that are specific so students know what is expected of them.
- Include those activities which a student can carry on outside of the classroom and which have direct application to classroom studies.
- Develop a clearly understood procedure for evaluating assignments.
- Notify parents of a student who consistently fails to do homework assignments
- Refrain from assigning homework for disciplinary reasons.
- Provide some time in school for students to begin an assignment in order for them to have an opportunity to ask the teacher, in case they need further instruction.

Parents' Role

Parents can encourage students by showing interest and exhibiting helpful attitudes toward homework by:

- Establishing a "regular homework time" in the home.
- Encouraging and supporting their child's efforts but not completing the work for the student.

- Communicating with the teacher whenever their child has consistent difficulty with homework assignments.
- Encouraging their child to seek help and ask questions of the teacher when in doubt about an assignment.

Students' Role

Each student has the responsibility to develop good work and study habits by:

1. Clarifying with the teacher any questions pertaining to the instructions before leaving class such as purpose and due date.
2. Taking home any materials and information needed to complete the assignment.
3. Learning to budget his/her time.
4. Analyzing his/her study habits and taking advantage of available study assistance.
5. Checking completed assignments carefully with the aid of their parents.
6. Returning all work completed to the teacher by the date requested.
7. Making up missed work during an illness/excused absence.

LOCKER INSPECTION POLICY & RULES

All lockers made available for student use are located on the school premises-in the hallways, physical education rooms, and athletic dressing rooms. These lockers are made available for student use in storing school supplies and personal items necessary for use at school, but the lockers are not to be used to store items which cause, or can reasonably be foreseen to cause, an interference with school purposes or an educational function or which are forbidden by state law or school rules.

The school retains the right to inspect the locker and its contents to ensure that the locker is being used in accordance with its intended purpose and to eliminate fire or other hazards, maintain sanitary conditions, attempt to locate lost/stolen materials or such items as weapons, illegal drugs, or alcohol.

Students are expected to keep their lockers locked at all times.

LIBRARY MEDIA CENTER

The Library Media Center (LMC) functions and supports student growth in alignment with the school's Core Values and Beliefs. It serves as both an information resource and teaching facility. The print collection includes reference materials, books, and daily newspapers that are searchable through an electronic card catalog. E-books & MP3 formatted audio books can be downloaded to computers and personal listening devices for a two week time period through the SOFIA website. Online databases, the electronic catalog and internet access are available at each student workstation. Students can use the LMC's computers to conduct research and prepare classroom assignments. All students are encouraged to visit the facility before, during, and after school to make appropriate use of its learning resources.

The LMC maintains multiple subscriptions to online databases to meet the research needs of students and faculty. These databases are available 24 hours a day at school and home by way of internet access. Students and faculty can log-on to these reference resources through the Lyman Hall library media center's home page. A password key is needed to gain access to the databases. This password key is available by contacting LMC staff.

Hours of Operation

The LMC opens daily at 7:15 a.m. It remains open after school until 3:00 p.m., Monday through Friday. Teachers can sign-up online to reserve space in the LMC for their classes.

Guidelines for Behavior

All persons, equipment, and resources are to be treated with respect. When using computers, students must follow all guidelines established by the Wallingford Board of Education.

Study Hall

Students demonstrate self-directed learning by opting to use LMC resources during their scheduled study hall block. Study hall seating is limited, so students are required to arrive before the second bell to sign in. Due to the popularity of the LMC, some blocks may be subdivided into alternating group use at the discretion of LMC staff. Once study hall seating is met, students are expected to politely return to their scheduled study hall room.

The first half of each block will be maintained as a silent study period. Computers in the LMC are reserved for the use of study hall students during this segment of each block. Students may use the computers in the LMC for conducting research, report writing, desktop publishing, and constructing multimedia assignments.

Book Circulation

All books, except reference materials, may be checked out from the LMC. The borrowing period is approximately two weeks. All borrowed materials should be returned on or before the assigned due date. Renewal can be done online through the Destiny electronic catalog. Overdue notices will be sent to students once a month through their English class. Books that are not returned are considered an outstanding obligation.

Copy Machine

A copy machine is available for student use. The cost for copies is ten cents per page. The copier accepts single dollar bills and it will return change for any unused copies.

MAJOR DISRUPTIONS OF THE SCHOOL DAY

A repetition of, or combination of disciplinary problems may result in an out-of-school suspension and a possible recommendation for expulsion from school for the remainder of the semester/school year.

Student misconduct off school grounds or after/before the school day that is a direct cause of problems on grounds or during school-related activities can result in disciplinary action. Also, problems off school grounds or after/before the school day that are planned during the school day or on school grounds can result in disciplinary action.

NON-CUSTODIAL PARENTS

1. A noncustodial parent, unless restricted by a court order, will be given access to all student report cards, student records, and disciplinary actions. The noncustodial parent will also be allowed to participate in conferences, classroom visitations, and all other school activities.
2. Students shall not be released to the noncustodial parent unless written permission is given by the custodial parent.
3. A certified copy of a court order restricting the rights of the noncustodial parent shall be provided to the principal should a custodial parent wish to prohibit the distribution of information to, and the school visitations of, the noncustodial parent.

NONDISCRIMINATION POLICY STATEMENT

Mission-Goals-Objectives Nondiscrimination

The Wallingford Public Schools does not discriminate on the basis of race, Creed, color, national origin, age, sex, marital status or handicap in establish preliminary hiring and employment practices and establish and providing school activities and programs.

The Board of Education compliance Office for TITLE VI and TITLE IX is The Assistant Superintendent for Personnel Danielle Bellizzi. The phone contact Information is: 203-949-6508. The mailing address is 100 South Turnpike Road, Wallingford, CT 06492 .The Board of Education Compliance Officer for 504 is Anthony Loomis, Health and Wellness Coordinator. Mr. Loomis's phone contact information is: 203-949-6500. His Mailing address is 100 South Turnpike Road, Wallingford, CT 06492. The Lyman Hall Compliance Officer is Joseph Corso, Principal. Mr. Corso's contact number is: 203-294-5352. The mailing address is 70 Pond Hill Road, Wallingford, CT 06492.

Grievance Procedure for Section 504, Title IX, and Title VII Regulations:

The Board of Education does not knowingly condone discrimination on the basis of race, color, national origin, marital status, sex, sexual orientation, gender identity or expression or disability in admission or access to, or treatment, or employment in its programs or activities.

Inquiries regarding compliance, including receipt and investigation of any complaint alleging noncompliance may be directed to the Superintendent of Schools, or in the Superintendent's absence, for Section 504 grievances, the Director of Pupil Personnel Services and for Title IX and Title VII the Assistant Superintendent for Personnel.

Definitions:

A "grievance" is a complaint by an employee, or group of employees, or a student or group of students based upon an alleged violation of the provisions of Section 504, Title IX, or Title VII.

The term "employee" is considered to apply to any employee of the Wallingford Board of Education. The term "student" is considered to apply to any student enrolled in the Wallingford Public Schools. The term "teacher" is considered to apply to any teacher employed by the Wallingford Board of Education. The "teacher", "employee", or "student" may include a group of teachers or a group of employees or a group of students who are similarly affected by a grievance.

An "aggrieved person" is the person or persons making the claim.

The term "days", when used in this article, shall, except when otherwise indicated, mean working days. At the time the alleged discrimination complaint is filed, Principal/supervisor shall review and explain the grievance procedures with the complainant and answer any questions. An investigation of the complaint shall begin 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 Principal/supervisor 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.

If the complainant is not satisfied with these initial informal procedures, within twenty (20) school days from the date of the original discussion with the principal/supervisor, more formal procedures may be initiated by the complainant to further explore and resolve the problem.

Formal Procedure

1. Level One - School Principal

If a complainant is not satisfied with the disposition of the problem through informal procedures, he/she may submit his/her claim as a formal grievance in writing to the Principal.

The Principal shall within five (5) days render a decision and the reasons therefore in writing to the complainant, with a copy to the Superintendent of Schools.

2. Level Two - Superintendent of Schools

If the complainant is not satisfied with the disposition of his/her grievance at Level One, or if no decision has been rendered within five (5) days after presentation of the grievance in writing, the complainant may file a written appeal for a hearing by the Superintendent of Schools within five (5) days.

The Superintendent of Schools shall represent the administration at Level Two of the grievance procedure. Within ten (10) days after receipt of the written appeal for a hearing by the Superintendent, the Superintendent shall meet with the complainant for the purpose of resolving the grievance. A full record of such hearing shall be kept by the Superintendent. The Superintendent shall within three (3) days of the hearing render the decision and the reasons therefore in writing to the complainant.

Purpose

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to the problems which may arise under the provisions of Section 504, Title IX, or Title VII. The parties agree that these proceedings shall be kept as informal and confidential as may be appropriate at any level of the procedure. Nothing herein contained shall be construed as limiting the right of the complainant having a problem to discuss the matter informally with any appropriate member of the administration.

Any complainant shall have the right at any time to present any grievance to such persons and through such channels as are designated for that purpose in this article.

Time Limits

Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level should be considered as a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement in writing.

If a complainant does not file a grievance in writing as provided herein within 30 days after the aggrieved person knew or should have known of the act or condition on which the grievance is based, then the grievance shall be considered waived.

Informal Procedure

Any student, employee or applicant to a program who feels that he/she has been discriminated against on the basis of race, color, national origin, sex, sexual orientation or handicap shall contact the building Principal/supervisor within 30 days of the alleged occurrence to discuss the nature of the complaint.

The Principal/supervisor 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.

3. Level Three - Board of Education

If the complainant is not satisfied with the disposition of the grievance at Level Two, or if no decision has been rendered within three (3) days after first

meeting with the Superintendent, the person may file the grievance again with the Board of Education within five (5) days.

Within fifteen (15) days after receiving the written appeal, the Board shall meet with the complainant for the purpose of resolving the grievance. The decision of the Board shall be rendered in writing within three (3) days.

General Provisions

Decisions rendered at all levels of the formal grievance shall be in writing setting forth the decision and the reasons therefore. All documents, communications and records dealing with the processing of a grievance shall be filed separately from the existing files of the participants. Any person may also file a complaint of illegal discrimination with the Office for Civil Rights, Washington, D.C., at the same time he/she files the grievance during or after use of the grievance process, or without using the grievance process at all. If a complaint is filed with the Office for Civil Rights, it must be filed in writing no later than 180 days after the occurrence of the possible discrimination. The Assistant Superintendent for Personnel is the Title VII and Title IX and the Director of Pupil Personnel Services is the Section 504 Coordinator and may be contacted at Wallingford Public Schools.

Regulation Adopted: 12/17/01

Regulation Revised: 12/12/11

OFFICE HOURS

Office Hours is periodic block of 45 minutes during which both teachers and students are 'unscheduled'. It serves as a structure to facilitate student-teacher and student-student interactions in non-classroom settings to enhance the school's academic culture. It is distinct from a study hall in the sense that teachers are available to all their students and students are responsible for managing how they use their time.

Students are expected to utilize Office Hours to seek out extra help, complete makeup work, conference with teachers, collaborate with peers, etc. Students should use this time productively and honor teacher requests to meet with them during Office Hours as needed. Those students who fail to maintain adequate grades or who violate school rules will be assigned to a more structured setting during office hours.

PHYSICAL EDUCATION PROGRAM

Our Physical Education program provides opportunities for each student to develop at a rate proportionate to his/her ability. 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. Long-term disabling limitations of any nature prohibiting physical participation must be verified in writing by a physician.

1. No student is allowed in the locker room while class is being conducted in the gymnasium or on the field unless specific approval is given by the instructor. Five minutes will be allowed for dressing and preparation for class. Eight minutes will be allowed for showering and dressing after class
2. The following factors are taken into consideration in marking students: 1) class work; 2) attendance; 3) attitude; 4) effort; 5) skill tests in various sports; 6) physical fitness tests; 7) performance on written tests; 8) term paper, if student has a physician's note.
3. Each student is responsible for his/her own equipment and is hereby advised to lock his/her locker to protect belongings. The school cannot accept responsibility for lost/stolen items. The office and Physical Education instructors will cooperate in temporarily storing 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.

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

RETENTION OF SCHOOL RECORDS

- a. Please refer to the Wallingford School Website.
- b. Click on Board Policies
- c. Click on Policies and Regulations.
- d. Click on Students.
- e. Scroll down to JO-R Student Records

SCHOOL CANCELLATIONS & DELAYS

- A. The following radio and television stations will broadcast announcements concerning the closing or delay of school:
- B. **WTIC (1080)Radio**
- C. **WELI (960)Radio**
- D. **WTHN(Ch. 8)Television**
- E. **Website www.wallingford.k12.ct.us**
- F. No one should call school regarding school-related announcements. The high school phone lines must be kept open for emergencies. Connecticut state law stipulates that school cancellation due to inclement weather will result in days being made up. Make-up days will be held in accordance with the school policies.

SCHOOL COUNSELING SERVICES

All students are assigned to a counselor alphabetically in grade 9 and retain the same counselor for four years (see Page 11). A student wishing to speak to his/her counselor individually may make an appointment by coming to the Guidance Office before school (7:15-7:35 a.m.), after school (until 3:00 p.m.), or in between classes to get a guidance pass. Counselors prefer to see students during study halls unless it is an emergency.

1. Guidance services may be provided through individual meetings or group counseling and will help you:
 - a. Evaluate your abilities, achievements, aptitudes, interests, needs, and values.
 - b. Become familiar with courses available to you.
 - c. Make decisions about your high school program of studies. Plan for your future whether it is work, the military, or further education.
 - d. Make the best adjustment to school situations, other students, and teachers.
 - e. Think through your personal problems.
 - f. Utilize the guidance services as an academic and personal resource.
2. Scholarship and loan information is also available in the School Counseling area. While students and parents are responsible for initiating applications for scholarships and loans, many of these available scholarships are posted on the guidance bulletin board or in the morning bulletin.
3. College application and financial aid information plus how to search and how to apply to colleges are provided through handouts and a variety of evening programs provided by the guidance department.

Schedule Changes

- A. The selection of an individual schedule is a serious responsibility and should be treated as such. Counselors will meet individually with each student to plan the best possible program of study for the coming year.
- B. Any student wishing to make a schedule change for the coming year should contact his/her counselor before the end of the current school year or during the summer. Counselors are available the first week after school is out for the summer and one week prior to the start of school to discuss schedule changes.
- C. If there is a need for a schedule change students must call the Guidance Office to schedule an appointment with their counselor **up to five (5) days prior to the first day of school**. Students may leave a detailed message for their counselor including where they can be reached during the summer by calling 294-5360. Students may change half-credit second semester courses prior to the start of second semester.

Withdrawal/Transfer from School

1. A withdrawal/transfer form must be signed by all teachers, media specialist, nurse, assistant principal, and guidance counselor. Forms are available in the guidance office.
2. Students under the age of 18 will not be permitted to withdraw/transfer from school without administrative and parental approval. The student must complete all appropriate forms.
3. All obligations must be met prior to withdrawal/transfer.

SCHOOL DANCES

All school dances will be held in the high school gymnasium with the exception of the junior and senior proms. The following regulations will be enforced:

1. The group sponsor(s) and members of the sponsoring group are responsible for set-up before the dance and clean-up following the conclusion of the dance.
2. A faculty chaperone must be present during set-up and clean-up activities.
3. All facilities should be ready for normal school use after dance clean-up.
4. Students are not permitted to leave and later return to the dance. The rule "Once-in, Stay-In" will be observed.
5. "Suggestive" forms of dancing will not be tolerated at any Lyman Hall school function.
6. If a student is absent the day of a dance they will not be allowed to attend that event.
7. All obligations must be paid or student will not be allowed to participate.

Junior & Senior Proms

The proms are held annually for the enjoyment of both the junior and senior students and their guests. Sophomores and freshmen may attend as a guest of a junior and senior only. Students in grades below the freshmen level are not permitted to attend the prom. The administration and sponsors reserve the right to set guidelines on the location of the prom and appropriate prom... attire. **Students with outstanding obligations will NOT be allowed to purchase Prom bids.**

SEARCH AND SEIZURE

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.

Search and Seizure

I. PROHIBITED ITEMS

Students should not bring to school items or substances which would disrupt the educational function of the school or which are prohibited by school board regulations or by law. Examples of items or substances in this category are weapons, explosives, firecrackers, alcoholic beverages, nonprescription drugs, and drug paraphernalia. Students who have a legitimate need to bring prescription drugs to school must register this information in the nurse's office. (cf. - JHCD - Administration of Medication)

II. LOCKERS AND OTHER SCHOOL PROPERTY

A Locker Assignments: The school principal or the principal's designee shall maintain an accurate list of all locker assignments and either a master key or combinations to all lockers.

B. Notification of Students: Students will be informed annually of the following:

1. Desks and lockers may 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.
2. Students are responsible for the contents of the locker assigned to them.
3. Students are to keep their lockers locked.

4. Students are not to give other students access to their lockers.

III. PROPERTY SEARCHES

- A. **Search of Personal Property:** A search of a student's handbag, gym bag or similar personal property carried by the student may be conducted if there are "reasonable grounds" for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.
- B. **Locker Searches:** Locker searches shall be conducted in the presence of another staff member and in the presence of the student responsible for the contents of the locker, if possible.

IV. STUDENT SEARCHES

- A. **Authorization:** All searches of students shall be authorized by the principal or the principal's designee and shall be conducted in the presence of an adult witness.

SEXUAL HARRASMENT

COMPLAINT PROCESS: Individuals who believe they have been subjected to sexual harassment are to report the incident to the principal or other professional staff member.

I. REPORTING ALLEGED HARASSMENT TO THE PRINCIPAL

A. Student Complainant: A student who believes he/she has been subjected to sexual harassment should meet with the principal or the principal's designee to report the alleged harassment. The purpose of such a meeting will be to discuss the allegations and remedial steps available. The complainant will provide the following information:

- The date of alleged harassment,
- The name(s) of alleged harasser(s),
- The location where the alleged harassment occurred,
- A detailed statement of the circumstances constituting the alleged harassment, and
- The names of potential witnesses of the alleged harassment or individuals who might have relevant information regarding the alleged harassment.

B. Staff Member Complainant: A staff member who believes he/she has been subjected to sexual harassment by a student should report the alleged harassment to the principal or the principal's designee. The initial complaint may be made orally but must be committed to writing before the principal begins his/her investigation of the complaint. The content of the written complaint shall be the same as in Section A above.

C. Staff Reports: If a staff member receives a complaint concerning sexual harassment under this policy or observes conduct which he or she believes may constitute sexual harassment under this policy shall report such complaint or incident to the principal or the principal's designee.

II. INVESTIGATION OF COMPLAINT

1. The building principal or the principal's designee shall report all incidents of alleged harassment to the district Title IX officer, the Assistant Superintendent for Personnel.
2. The district Title IX officer will coordinate an investigation of the complaint, said investigation to commence within five school days of the receipt of the student complaint or the complaint of the staff member. Whenever possible, an investigation shall be completed within five school days of the initiation of the investigation.
3. The investigation shall include a meeting with the alleged harasser to discuss the allegation.

- A. The investigation shall include consultation with other individuals reasonably believed to have relevant information, including, but not limited to, any witnesses to the conduct of victims of similar conduct that the principal believes may exist.
- B. The results of the investigation will be shared with the complainant and the alleged harasser, including what disciplinary action, if any, has been taken.

Sexual Harassment

I. PROHIBITION AGAINST SEXUAL HARASSMENT: Sexual harassment will not be tolerated among students of the school district. Any form of sexual harassment of students by other students or staff members or by students directed to other students or staff members is forbidden. Therefore, the Board condemns all unwelcome behavior of a sexual nature where:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's educational development or environment, including, but not limited to, grades, course admission, performance evaluations, or academic recommendations;
2. Submission to or rejection of such conduct by an individual is used as the basis for educational decisions affecting such individual; and/or;
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's education performance or creating an intimidating, hostile, or offensive educational environment.

II. DEFINITION OF SEXUAL HARASSMENT

- A. Sexual harassment is any unwelcome sexual advance, request for sexual favors, and/or other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment may be overt or subtle.
- B. Sexual harassment includes, but is not limited to, the following:
- C. Verbal: suggestive or obscene comments, including, but not limited to, sexual innuendos or slurs, obscene letters or notes, jokes of a sexual nature, sexual propositions or invitations, threats;
- D. Nonverbal: sexually suggestive objects, pictures, or cartoons, graphic commentaries, suggestive or insulting sounds, leering, whistling, obscene gestures;
- E. Physical: unwanted physical contact, including, but not limited to, touching, pinching, brushing the body, coerced sexual intercourse, impeding or blocking movement, assault.

III. COMPLAINT PROCEDURE:

A. Student Complainant: If a student believes that he/she is being or has been harassed by another student or a staff member, the student should immediately report this complaint to the building principal or other professional staff member. The student reporting the complaint will be provided with a copy of this policy and its implementation regulations and be made aware of his or her rights.

B. Staff Complainant: If a staff member believes that he/she is being or has been harassed by a student, the staff member should immediately file a complaint with the building principal or the principal's designee. For complaints of harassment of a staff member by another staff member, refer to policy GBCBA in the personnel section of the policy book.

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 the 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.

SRBI Team

The mission of the Lyman Hall High School Student Assistance Team is to support students by addressing their academic, social, and emotional needs as they strive to be competent learners and healthy adults. The team includes LHHS administrators, school counselors, teachers, and the school nurse. It offers the following services to students through the year: *referrals* to promote early identification and help for students exhibiting behaviors of concern; *mentors* to encourage caring student-teacher relationships; *peer advocates* to provide dissemination of information on a variety of teen issues; *support groups* to provide assistance to students through group discussion; teams to provide academic support to students at risk. In addition, approved local outside counselors, consultants, and other resources are available when appropriate.

Other support services at Lyman Hall include school social workers and school psychologists who provide individual and group counseling for those students referred for learning difficulties, mental health issues, or to help resolve problems which impact their learning and psychological well-being.

STUDENT CONDUCT AND DISCIPLINE

It is the policy of Lyman Hall High School to provide all students with graduated, relevant learning experiences that will enable them to develop to their full potential. It is recognized that an effective learning environment includes many facets. The basic purpose of discipline is to help the students benefit from the learning activities presented by the school. The goal shall be for the student to effectively discipline himself/herself so as to reach his/her greatest potential. Every effort shall be made to influence the student through example, discussion, and counseling. Self-discipline is a major component of the total learning environment. Self-discipline is best defined as the control exhibited in a student's behavior, so that the civil rights and dignity of others are protected. However, if such self-discipline fails, a firm, positive method of correction will then be invoked. When the behavior of any student disrupts the learning environment, then school personnel will initiate discipline procedures. School administrators are authorized to establish reasonable rules & regulations in an effort to insure a properly functioning school organization.

Disciplinary Methods & Procedures

Discipline methods and procedures will comply with due process.

Discipline remedies include warning, reprimand, after-school detention, out-of-school suspension, and expulsion. School administrators determine progressive disciplinary actions after an investigation and hearing.

Discipline options defined:

1. **Teacher Detention:** A teacher will have the right to keep a student after school if they deem the student's behavior is unacceptable.
2. **After School Office Detention:** A student may be detained outside of school hours for not more than one hour on one or more days for violation of the code of conduct. **Detentions must be served on the assigned date unless the student is absent from school on that date. Work, extracurricular activities, or transportation problems are not acceptable reasons for missing detention.**
3. **Out of School Suspension:** Disciplinary action where a student is suspended from school attendance for a period not to exceed ten days per incident.
4. **Expulsion:** Disciplinary action whereby a student is excluded from school attendance in excess of ten days.

Disciplinary Procedures

The disciplinary options on the following page have been drafted as guidelines for specific disciplinary problems. These are not all inclusive, however, the intent is to provide students and parents with information on how some disciplinary concerns may be remedied by the Administration. When and where applicable, law enforcement agencies may become involved.

Lyman Hall Consequence Matrix

Infraction	1 st Offense Consequence	2 nd Offense Consequence	3 rd Offense Consequence
Tardy to Class	Teacher detention & Teacher call/email home	Teacher detention & Teacher call/email home	1 office detention
Defiance/Insubordination /noncompliance (Failure to follow directive from staff member)	Teacher detention & teacher call/email home	1 office detention	1 day ISS Teacher mediation facilitated by administrator
Cutting Class / Missing half or more of class any period	1 Office detention (Admin responsibility)	2 Office detentions	1 Day In School Susp.
Failure to serve teacher detention Failure to serve office detention (Admin responsibility)	-Teacher Calls Home and submits an office referral when appropriate -Assigned two lunch detentions	One Day In School Suspension	Two Days In school Susp
Disrupting In School Suspension/ Refusing ISS	Assigned Out of School Suspension at double the number of assigned ISS Days		
Cell Phone Policy	Phone taken & returned to student at the end of class	Phone taken, delivered to the office & returned to student at the end of class	Phone taken & parents called for pick up
Dress code violation	Teacher request to cover-up or change	Referral to office for change of clothes/cover-up Administrator call home	1 office detention
Possession of Tobacco Use of Tobacco on school grounds	Smokers or 1 days In School Susp. Smokers or 2 days In School Susp.	2 Days In School Suspension. 4 Days in school suspension	3 Days in School Suspension. 5 Days in school suspension
Use of Profanity	Teacher Detention Teacher/Student Conference	Office referral Admin/Student Conference	1 day ISS
Profanity Directed at Staff	1 Day OSS Intake meeting Mediation with staff	2 Days OSS Intake Meeting Mediation w/staff SST	Ongoing intervention
Fighting	5-10 days out of School suspension and possible arrest	10-day out of school suspension and possible arrest and expulsion	

Additional Examples of Prohibited Conduct:

Other disciplinary problems will be reviewed on their own merit and appropriate action taken to find a solution to the problem. The following items are examples

Infraction	1st Offense Consequence	2nd Offense Consequence	3rd Offense Consequence
<i>Computer Network Violation</i>	Referral to administration		
<i>Cheating on Quiz or Test or Plagiarism</i>	1 Day In School Suspension or more depending on severity and 0 on assignment. Alternative assignment provided at teacher and assistant principal discretion.		
<i>Leaving School Grounds</i>	1 Day In School Suspension	2 Days In School Suspension.	3 Days In School Suspension.
<i>Misuse of Pass</i>	2 Office detentions	3 Office detentions and phone call to parents	1 Day ISS and and pass restriction for a duration of time to be determined by administration
<i>Verbal Abuse/Threatening /Bullying</i>	1 - 10 Day Out of School Suspension, possible expulsion		
<i>Use or Possession of Drugs or Alcohol</i>	5-10 days Out of School Suspension and possible arrest. Counseling and monitoring to be determined by SST	10-day Out of School Suspension and Arrest	Possible Expulsion and Arrest
<i>Sale of Drugs or Alcohol</i>	Expulsion and Arrest		
<i>Possession of a Weapon</i>	Expulsion and Arrest		
<i>Filming of a fight</i>	3 Days Out of School Suspension	5 Days Out of School Suspension	10 Days Out of School Suspension

only, not a comprehensive list:

- Presence in unsupervised areas of the school campus;
- Distribution of pamphlets, leaflets, buttons, insignias, etc. without the permission of school Administration;
- Demonstrations by individuals or groups causing disruption to the school process or purpose;
- Turning in false fire, bomb, or disaster alarms;
- Placing of signs and slogans on school property without the permission of school authorities;
- Forgery of school-related documents;
- Gambling;
- Inappropriate display of affection on school grounds and/or engaging in sexual acts on school premises or activities;

- Fireworks of any kind are not allowed on school property or at school-sponsored activities;
- Delivery of goods or services to Lyman Hall without prearranged administrative approval is not permitted;
- Sleeping in class;
- The use of squirt guns, water balloons, or other water devices, or other inappropriate use of liquids is prohibited and will result in disciplinary action;
- Misuse of a student pass;
- Out of class without proper permission;
- Hand-Held Lasers and other electronic devices may not be brought to school or used at school extracurricular activities.

Student Conduct on School Transportation

1. 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.

2. Bus Regulations

- All bus students will be picked up and dropped off only at officially designated stops.
- Students shall board buses promptly.
- Buses will not wait for tardy students who are not at their designated stops at required times.
- Bus passes must be carried by students to be presented to the driver upon request.
- Pupils must take their seats when they enter the bus and remain seated while the bus is in motion.
- Pupils should get on and off the bus only when the bus is fully stopped.
- Upon entering and leaving the bus, pupils shall avoid crowding or in any way disturbing others.
- No pupil shall leave or board the bus without permission of the driver or proper school authorities. Buses will stop only at designated stops.
- Windows will not be opened except with the permission of the bus driver.
- 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.
- 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.
- Students may not eat or drink on the bus.
- Students will not push or trip another student and may not fight.
- Students will not engage in loud and boisterous conduct.
- Students will not use profanity.
- Throwing articles in or around the bus or out windows of the bus is prohibited.
- Smoking is prohibited.

STUDENT DEMOGRAPHIC INFORMATION

To be in compliance the new Federal laws enacted under the “*No Child Left Behind Act of 2001*”, we must provide to institutions of higher education and military recruiters, the names, addresses, and telephone numbers of all our students. Parents have the option of requesting in writing that this information not be released for their child. If you do not wish to have your son/daughter included, please notify Lyman Hall in writing.

STUDENT EMPLOYMENT/WORKING PAPERS

- Every employer must secure an employment application before any gainfully employed minor 16 or 17 years of age is permitted to work. This includes minors who are 16 or 17 years of age and no longer enrolled at Lyman Hall.
- Obtaining “Working Papers”: Certain secretaries in the Main Office are issuing officers appointed to handle aspects of working papers. Students must follow these procedures to obtain working papers:
- Obtain an **Intent to Employ** from student’s employer
- Bring signed Intent to Employ along with the student’s **birth certificate or CT driver’s license** to the main office between the hours of 7:15 a.m.-3:00 p.m.
- The working papers are completed by a Main Office secretary and given to the student
- The student presents the employment certificate to the employer
- Working papers **are required for all 16 and 17-year-old minors**. Working papers **are not issued to 14 and 15 year old minors except** for hospitals/convalescent homes (**no food service or laundry**), banks/insurance companies/professional offices/libraries, licensed summer camps or street trades (babysitting, newspapers).
- Working papers are not issued for any jobs not in the State of Connecticut.
- For **each** student’s place of employment, he/she must have separate working papers.

STUDENT PASSES

Students are to be in their assigned classes or study halls 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. Any violation of the above may result in the loss of pass privileges indefinitely.

STUDENT SALES

Students shall not sell any items not sponsored by a school club or organization and approved by school administration. Students may only sell items for a school-sponsored club, team, or organization and must have Administrative approval. Any Items for sale may not include peanuts/peanut product.

STUDENT USE OF AUTOMOBILES

I. Parking Privileges

Students who are licensed drivers may be allowed parking privileges in a designated area of the school parking lot. Parking permission may be revoked for any violation of an established school parking or driving rule, including, but not limited to: Seniors and Juniors have priority to parking. Students will be assigned a parking space number.

1. Driving at an excessive speed on school grounds.
2. Reckless or dangerous driving on school grounds.
3. Failing to park in an area designated for students.
4. Leaving the school grounds without permission.
5. Violation of any traffic law on school grounds.
6. Visiting the automobiles during the school day without permission of a building administrator.
7. Failure to park in designated spot

II. Driving to Field Trips

Students may not drive vehicles to or from field trips.

III. Driving to Meetings or Events

When the school authorizes students to attend meetings or events off school grounds, transportation will be provided by the school. If a student requests permission to transport himself/herself to or from a meeting or event, the principal must receive advance written permission from the parent or guardian. Under no circumstances may a student provide such transportation for any other student.

Parking & Driving Regulations

11th and 12th Grade Only (As space permits)

- a. All motorized vehicles (cars, trucks, motorcycles) driven to school must be registered with the Assistant Principal's office before the student begins driving to school.
- b. All student vehicles are to be parked in the Student Parking Lot off of Wharton Brook Drive. Students are not to park in the Faculty Parking Lot off of Pond Hill Road unless permission is granted by the Administration.
- c. Motor vehicles and bicycles are not to be operated during the school day without permission from the Administration.
- d. Parking stickers are required, and students must display this form of registration at all times.
- e. School buses have priority. Students must yield right-of-way to all school buses.
- f. The school is not responsible for damage, theft, or vandalism of vehicles parked on school property.
- g. School authorities have the right to search vehicles parked on school property.
- h. Students should exhibit legal driving techniques to and from school, and especially when driving near school buses.
- i. Students are expected to use caution at all times, not exceeding ten miles per hour on school grounds.

STUDENT SUBSTANCE ABUSE AND DEPENDENCY

I. Definitions

1. **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.
2. **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.
3. **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

- a. 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.
- b. 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.
- c. 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.
- d. 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

- a. 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.
- b. 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 ensure 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.

SUSPENSION & EXPULSION

I. REMOVAL OF STUDENT FROM CLASS BY SCHOOL PERSONNEL

- a. **Cause for Removal:** The Board of Education authorizes school personnel to remove any student who seriously disrupts a class or endangers persons or property.
- 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 of 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 of 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:
 - a. Endangers persons or property, or
 - b. Is seriously disruptive of the educational process, or
 - c. Violates a publicized policy of the Board of Education.

- B. **Length of Suspension:** A student may be suspended for up to ten consecutive days for any one incident and a suspension which is not completed by the end of a school year may be carried over into the next school year. No student shall be suspended 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 school property, on school transportation, or at any school-sponsored activity shall include, but not be limited to:
 - Intentionally causing or attempting to cause damage to school or private property.
 - Stealing or attempting to steal school or private property.
 - Intentionally causing or attempting to cause physical injury to another person except in self-defense.
 - Using, transmitting, being under the influence, or knowingly possessing alcohol or any controlled substance, which by state law includes including amphetamine type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic, morphine-type, and other stimulant and depressant drugs.
 - Violating the Board's use of tobacco policy.

- Intentionally or repeatedly defying the valid authority of supervisors, teachers, or administrators.
- Using obscene or profane language or gestures.
- Conducting a walk-out from or sit-in within a classroom or school building.
- Blackmailing, harassing, threatening, or intimidating school staff or other students.
- Being absent from school and/or class when such absence is unauthorized.
- Knowingly using or copying the academic work of another and presenting it as his/her own without proper attribution.
- Falsification of school records.
- 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."
- Exhibiting any conduct deemed detrimental to the health, safety, and welfare of the students and/or staff as determined by the Board of Education.

D. 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 if the student is not suspended again during the two year period commencing on the date of his/her return to school from the suspension.

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:

- F. Endangers persons or property.
- G. Is disruptive of the educational process.
- H. Violates a publicized policy of the Board of Education.

B. Mandatory Expulsion

1. Weapons on School Grounds: The Board of Education must 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:

1. A firearm, which according to state statute means any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver or other weapon, whether loaded or unloaded, from which a shot may be discharged.
2. Martial arts weapons.
3. 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.
4. 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. However, the Board of Education or the hearing board may modify the period of expulsion for a pupil on a case by case basis.

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

and the circumstance must be disruptive of the educational process (see Section IV):

- a. In possession of a firearm off school grounds for which the student does not have a permit to carry said firearm.
- b. Having possessed and used a firearm, martial arts weapon, deadly weapon, or dangerous instrument in the commission of a crime.

3. Selling or Distributing a Controlled Substance, On or Off School Grounds: The Board of Education must 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 of the Connecticut General Statutes and includes “amphetamine type, barbiturate-type, cocaine-type, hallucinogenic, morphine-type, and other stimulant and depressant drugs. Specifically excluded from controlled drugs and controlled substances are alcohol, nicotine, and caffeine.” However, the Board of Education may modify the period of expulsion for a pupil on a case by case basis.

C. Other Grounds for Expulsion - School-related Conduct: If occurring on 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:

- Intentionally causing or attempting to cause damage to school or private property.
- Stealing or attempting to steal school or private property.
- Intentionally causing or attempting to cause physical injury to another person except in self-defense.
- Using, being under the influence of, or knowingly possessing any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind.
- Selling or distributing alcohol and/or drug paraphernalia on school grounds.
- Repeatedly or intentionally defying the valid authority of teachers, administrators, or other adult supervisors.
- Using obscene or profane language or gestures.
- Conducting a walk-out from or a sit-in within a classroom or school building.
- Blackmailing, harassing, threatening, or intimidating school staff or other students.
- Exhibiting any conduct deemed detrimental to the health, safety, and welfare of the students and/or staff as determined by the Board of Education.
- Intentionally disrupting the district computer network or intentionally introducing viruses into a school computer and/or the network.

D. Special Education Students: Any student who is identified as requiring special education 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 handicapping condition was a cause of the conduct, manifestation determination. If such is the case, the planning and placement team will modify the individualized education 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.

E. Alternative Educational Opportunity

- a. **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.
- b. **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. Notwithstanding, if a student has been expelled for conduct endangering persons which includes (a) carrying a firearm, martial arts weapon, deadly weapon, or dangerous instrument, or introducing a dangerous instrument or weapon onto school property or possession of a dangerous instrument or weapon at a school-sponsored activity 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, 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. **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. 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.
- I. **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.
- J. **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:

- a. The school's orderly operations.
- b. The safety of the school property.
- c. 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:

- Whether the incident occurred within close proximity of the school.
- Whether other students from the school were involved or whether there was any gang involvement.
- 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.
- 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

Suspension and Expulsion

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 of Superintendent:** Notice of the original suspension shall be transmitted by the administrator to the superintendent of schools by the close of the school day following 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. 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.

III. Superintendent's Inquiry

Upon receipt of an expulsion request, the superintendent shall conduct an inquiry within five (5) school days of the request. 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 within ten (10) school days of the completion of the inquiry.

IV. 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 notice at least five (5) calendar days prior to the date of the hearing.
2. The notice shall contain:
 - a. The date, time, and place of the scheduled hearing.
 - b. The details of the grounds for the proposed expulsion, including a narrative of the events leading to the expulsion, the names of any witnesses against the student, copies of any statements or affidavits of those witnesses, a detailed summary of any other information to be used in support of expulsion, including any record of past offenses or misbehavior, and whether any prior warnings or suspensions have been given, and the proposed penalty.
 - c. A statement of the student's rights as enumerated in these procedures under C3 through C7.
 - 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 for conduct endangering persons which involved

- i. carrying a dangerous instrument or weapon on, or introducing a dangerous instrument or weapon on to school property or possession of a dangerous instrument or weapon at a school-sponsored activity or
 - ii. offering for sale or distribution on school property or at a school-sponsored activity a controlled substance, as defined in the Connecticut General Statutes.
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
4. anonymous is not such an exceptional circumstance as to justify dispensing with confrontation and questioning by the student.
5. A student may be represented by any third party of his/her choice, including an attorney.
6. 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.
7. 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.
8. The Board shall 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.
9. Within twenty-four hours after its decision, the Board shall notify the parent(s) or guardian(s) of any minor pupil of such action.
10. 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.
11. Whenever an emergency exists, the hearing provided for above shall be held as soon as possible after the expulsion.

V. 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.

TOBACCO

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 possessing cigarettes or other tobacco products is prohibited as follows:

1. In school buildings and on school grounds at all times.
2. On transportation provided by the Board of Education.
3. During the course of any trip sponsored by the board or under the supervision of the board.
4. Students violating this policy will be subject to suspension as outlined in board policy JGD.

VIDEO SURVEILLANCE POLICY:

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.

Video Surveillance occurs on school property at Lyman Hall High School and may occur in transportation vehicles.

VISITORS

STUDENTS OF LYMAN HALL HIGH SCHOOL SHALL NOT BRING NON-ENROLLED STUDENT VISITORS TO SCHOOL DURING SCHOOL HOURS. It is the policy of Lyman Hall to accept only those visitors who have legitimate business to attend to at the school. Parents are always welcome to visit the school during appropriate meeting times. All visitors must report to the greeter's desk and receive a school visitor's tag.

WEAPONS AND DANGEROUS INSTRUMENTS

Schools should be an example of what is taught regarding the observance of and respect for law. Schools also must be highly conscious of the health and welfare of students, staff, and the public.

I. Prohibition

In this regard, students shall not possess weapons, facsimiles of weapons, or dangerous instruments of any kind in school buildings, on school grounds, on school buses, nor at any school-related or school-sponsored activity away from school facilities. Prohibited articles include:

1. A firearm, which according to state statute means any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded, from which a shot may be discharged
2. Martial arts weapons
3. 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.
4. 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.

II. Consequences

A. Legal:

- a. Possession of or bringing a firearm or deadly weapon on school grounds or other areas under the control of the Board of Education may also be a violation of criminal law, and therefore any violation of this policy shall be reported to the local law enforcement agency.

B. On School Grounds or at School Activities:

- a. If a student is found to be in possession of a firearm (regardless of a proper permit authorizing such possession), martial arts weapon, deadly weapon, or dangerous instrument in school buildings, on school grounds, on school buses, or at any school-related or school-sponsored activity away from school facilities, he/she will be suspended immediately and the parent or guardian of the student notified. The student will then be expelled by the Board of Education and may be subject to court action.

C. Off School Grounds:

- a. The Board of Education will expel a student if that student is found to have been in possession of a firearm off school grounds for which the student does not have a permit to carry said firearm or is found to have possessed and used a firearm, martial arts weapon, deadly weapon, or dangerous instrument in the commission of a crime.

D. Seizure of Weapons:

- a. Any firearm, martial arts weapon, deadly weapon, or dangerous instrument brought onto school property or school transportation or to a school sponsored activity will be seized by the school system under the power granted to the Board of Education to maintain order and discipline in the schools and to protect the safety of students, staff, and the public.

III. Obligations of Employees

Every employee seizing any weapon or dangerous instrument under the provisions of this policy must report the incident to the building principal immediately and deliver the seized device to the principal, together with the names of persons involved, witnesses, location, and circumstances of the seizure. If an employee knows or has reason to suspect that a student has possession of such a device but the device has not been seized, the employee shall report the matter to the principal immediately, and

the principal shall take such action as is appropriate. The principal shall report all violations of this policy to the Superintendent or designee, and to the local law enforcement agency on approval of the Superintendent or designee.

IV. Notification of parents

Parents/guardians and students will be notified annually of policies and procedures.