

**STAPLES HIGH SCHOOL**

**2017-2018**

Name \_\_\_\_\_

Grade \_\_\_\_\_

Homeroom \_\_\_\_\_

By signing below, I am indicating that I have received the Staples High School Student Handbook, and understand that it is my responsibility to read, understand, and abide by its contents.

Any questions regarding its contents may be directed to the Assistant Principals' Office. Please note that all signed forms will be kept on file in the Assistant Principals' Office.

Date \_\_\_\_\_

Signature \_\_\_\_\_

## **STAPLES HIGH SCHOOL MISSION STATEMENT**

The Staples High School community  
inspires learning, fosters integrity  
and nurtures empathy.

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

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

**Complaint Procedures**

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

**Superintendent of Schools**

Dr. Colleen Palmer  
Westport Town School Offices  
Westport Town Hall  
110 Myrtle Avenue, Room 306  
341-1025

**Title VI and Title 504 Coordinator:**

Michael Rizzo  
Director of Pupil Services  
Pupil Services Office  
Staples High School  
70 North Avenue  
341-1250

**Title VII and IX Coordinator:**

John Bayers  
Director of Human Services  
Westport Town School Office  
Westport Town Hall  
110 Myrtle Avenue  
341-1004

**Title IX Compliance Officer, Staples High School:**

Richard Franzis  
Assistant Principal  
Staples High School  
70 North Avenue  
341-1282

**VISIT OUR WEBSITE @ [WWW.WESTPORT.K12.CT.US](http://WWW.WESTPORT.K12.CT.US)**

**TABLE OF CONTENTS**

**STAPLES HIGH SCHOOL PAST AND PRESENT .....8**

**ACADEMIC INTEGRITY POLICY .....9**

**ACCREDITATION .....12**

**SCHOOL OPERATIONAL STRUCTURE.....13**

    ACADEMIC DAY ..... 13

    ACADEMIC YEAR..... 13

    COMMUNICATION TIME ..... 13

**ACADEMIC ASSISTANCE .....13**

    ACADEMIC SUPPORT PROGRAMS ..... 13

    LEARNING CENTERS..... 13

    TEACHER HELP ..... 13

**GRADUATION REQUIREMENTS .....14**

    GRADUATION CREDIT AND DISTRIBUTION REQUIREMENT  
    ..... 15

    COURSE EVALUATION ..... 16

    COURSE LOAD REQUIREMENTS..... 16

    COURSES TAKEN IN MIDDLE SCHOOL..... 16

    CREDIT EARNED OUTSIDE OF WESTPORT PUBLIC SCHOOLS  
    ..... 16

    DROP/ADD DEADLINES ..... 17

    EXAMS ..... 19

    FINAL GRADES ..... 19

    GRADES EARNED..... 19

    GRADES – MODIFIED..... 20

    GRADING FOR STAPLES’ STUDENTS ENTERING DURING A  
    MARKING PERIOD ..... 20

    GRADE POINT AVERAGE..... 20

    GRADE POINTS PER CREDIT ..... 21

    GRADUATION, EARLY/LATE..... 21

    GRADUATION WITH HONORS..... 21

    HONOR ROLL – REPORT CARDS ..... 22

    INSTRUCTIONAL LEVELS ..... 22

    REPORT CARDS.....23

STUDENT RESPONSIBILITY AFTER REPORT CARDS ARE ISSUED .....	23
STATE AND LOCAL TESTS .....	23
HOMEBOUND TUTORING.....	23
GUIDELINES FOR EXPELLED STUDENTS.....	24
<b>ARTS &amp; ENTERTAINMENT .....</b>	<b>26</b>
ONE ACT PLAY FESTIVAL.....	26
CANDLELIGHT CONCERT .....	26
CULTURAL ARTS .....	26
FALL CONCERT .....	26
FINE ARTS NIGHT .....	26
SPRING CONCERTS.....	26
STAPLES PLAYERS PRODUCTION.....	26
STAPLES STUDIO THEATER .....	26
WESTPORT BAND/ ORCHESTRA FESTIVAL .....	27
<b>ATTENDANCE POLICY &amp; PROCEDURES.....</b>	<b>28</b>
EXPLANATION OF ATTENDANCE POLICY .....	32
<i>A Statement of Belief</i> .....	32
PURPOSE OF THE ATTENDANCE POLICY .....	33
THE ATTENDANCE POLICY .....	33
COMMUNICATIONS FROM PARENTS .....	34
CONTENT OF PARENT NOTES .....	35
COMMUNICATIONS TO STUDENT AND PARENTS .....	35
ANTICIPATED ABSENCES .....	35
DISMISSAL DURING THE SCHOOL DAY .....	35
ILLNESS IN SCHOOL .....	36
APPOINTMENTS WITH STAPLES HIGH SCHOOL STAFF .....	36
MONITOR THE NUMBER OF ABSENCES IN EACH CLASS.....	36
CERTIFICATION OF CHRONIC ILLNESS.....	36
LOSS OF CREDIT.....	37
EXCESSIVE “CLASS CUTTING” FOLLOWING LOSS OF CREDIT .....	37
RIGHT OF APPEAL.....	37
THE APPEALS BOARD .....	37
FAST-TRACK” APPEALS.....	38
<b>CALENDAR FOR STUDENTS.....</b>	<b>39</b>
<b>CODE OF CONDUCT .....</b>	<b>42</b>
ACCEPTABLE USE AGREEMENT: INTRANET/INTERNET POLICY .....	55

ACCOUNTABILITIES POLICY .....	58
BULLYING PROHIBITION POLICY .....	59
DEFINITIONS USED IN THE CODE OF CONDUCT .....	63
DEFINITION OF OTHER DISCIPLINARY CONSEQUENCES...	64
SUSPENSION/EXPULSION OF SPECIAL EDUCATION STUDENTS .....	65
DISRUPTION OF THE EDUCATIONAL PROCESS .....	65
DRESS POLICY .....	65
DRUG AND ALCOHOL POLICY .....	66
FIELD TRIPS .....	67
FIRE DRILLS .....	67
FOOD.....	68
HAZING POLICY .....	68
LIBRARY MEDIA CENTER .....	68
LIMITED OPEN CAMPUS.....	70
LOCKERS .....	70
LOST AND FOUND.....	70
OFF CAMPUS MISCONDUCT .....	70
PARKING REGULATIONS POLICY .....	71
PORTABLE ELECTRONIC DEVICES .....	74
RESIDENCY .....	75
SCHOOL BUS ACCIDENT PROCEDURE.....	75
SECURITY CAMERAS .....	75
SEXUAL HARRASSMENT POLICY .....	76
SMOKING POLICY.....	76
STAFF-STUDENT NON-FRATERNIZATION POLICY .....	77
STUDENT ASSEMBLY .....	77
STAPLES COLLABORATIVE TEAM.....	77
RESPONSE TO INTERVENTION (RtI) .....	78
SUMMER ASSIGNMENT POLICY .....	79
UNASSIGNED PERIOD POLICY.....	80
VISITING CLASSROOMS POLICY .....	80
VISITOR POLICY - ADMINISTRATIVE GUIDELINES .....	81
VISITOR POLICY - STUDENTS .....	81
<b>DELAY/CLOSING ANNOUNCEMENTS .....</b>	<b>82</b>
<b>EXTRACURRICULAR ACTIVITIES .....</b>	<b>99</b>
ATHLETICS AND INTRAMURALS .....	99
NATIONAL HONOR SOCIETY .....	101
<b>GRADUATION ACTIVITIES.....</b>	<b>103</b>
AWARDS ASSEMBLY .....	103

BACCALAUREATE .....	103
GRADUATION .....	103
HIGH HONORS DINNER.....	103
<b>GUIDANCE DEPARTMENT PROGRAMS .....</b>	<b>104</b>
COLLEGE AND CAREER CENTER .....	104
COMMUNITY SERVICE CREDIT .....	104
FRESHMAN ORIENTATION .....	104
SOPHOMORES – POST HIGH SCHOOL PLANNING MEETINGS .....	105
INDEPENDENT STUDY.....	105
JOB BANK .....	105
JUNIOR PLANNING .....	105
SENIORS.....	106
STUDENT GROUP COUNSELING .....	106
<b>HEALTH .....</b>	<b>107</b>
SCHOOL NURSES .....	109
COMMUNICATING WITH THE SCHOOL NURSE CONCERNING A STUDENT’S HEALTH.....	109
STUDENTS WITH SPECIAL HEALTH CARE NEEDS.....	109
HEALTH ASSESSMENTS – (PHYSICAL EXAMINATIONS) .....	109
LEAVING SCHOOL BECAUSE OF ILLNESS .....	111
EMERGENCIES.....	111
STAYING HOME DUE TO ILLNESS.....	111
STUDENT MEDICATION .....	111
SELF-ADMINISTRATION OF MEDICATION.....	112
MEDICATION ON FIELD TRIPS .....	112
MEDICAL CLEARANCE FOR SPORTS ELIGIBILITY .....	112
<b>NOTIFICATION OF PARENTS' AND STUDENTS' RIGHTS ON STUDENT RECORDS .....</b>	<b>113</b>
<b>OFF-CAMPUS PROGRAMS.....</b>	<b>115</b>
<b>PARENT – SCHOOL COMMUNITY PARTNERSHIP .....</b>	<b>118</b>
HANDLING PROBLEMS.....	118
MAKING SUGGESTIONS .....	118

## STAPLES HIGH SCHOOL PAST AND PRESENT

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

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

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

Opening on October 31, 1884, Staples High School was a three-story red brick building on Riverside Avenue located on the land now occupied by Saugatuck Elem. School. Beginning with 60 students who paid an annual tuition of \$16 to \$20, the school had one high school classroom, one grammar school classroom, a library and a laboratory. School lasted from 9 a.m. to 4 p.m. as students studied a variety of subjects including English, German, Latin, Greek and algebra.

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

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

Staples is a front-runner in the state and nation for its broad range of extracurricular activities, its rich curriculum and its outstanding program of professional development for teachers and administrators. During 2003-04, the New England Association of Schools and Colleges identified Staples as one of the top high schools in New England. The "Wall Street Journal" identified Staples as one of the "best high schools in the nation." In the 2008-09 Connecticut Magazine named Staples High School as the #1 school in the state of Connecticut.

We have now entered a new phase in the history of Staples High School. A massive building and renovation project is complete, and we are enjoying a magnificent environment designed to enhance teaching and learning. With a wireless environment and appropriate technology, students and teachers can find information from whatever source is appropriate for the task.



## **ACADEMIC INTEGRITY POLICY**

### **DEFINITION OF ACADEMIC INTEGRITY VIOLATIONS**

In accordance with our mission statement, we at Staples believe in the academic, social, and ethical well being of our students. We expect our students to submit original work unless they choose to use the ideas, words, music or pictures of others. The following policy was developed in an effort to foster, teach, and encourage appropriate ethical behavior.

**A. Cheating:** According to Funk and Wagnall's Standard Dictionary of the English Language, to cheat is "to deceive and act dishonestly." **Cheating includes but is not limited to the following examples:**

1. Copying from others during an examination;
2. Collaborating on a test, quiz, homework assignment, or project with others without authorization [submitting individual copies of the assignment as one's own individual work];
3. Using unauthorized materials to complete an exam or assignment;
4. Programming of notes, formulas, or other aids into an electronic device without prior authorization;
5. Using a communication device or the Internet to obtain unauthorized information during an in-class or take-home exam;
6. Attempting to represent someone else's work as your own;
7. Taking an exam for another student or permitting someone else to take a test for you;
8. Allowing others to do research or writing of an assignment; e.g.,
  - a. Using the services of a commercial term paper company.
  - b. Using the services of another person (family member, tutor, etc.) inappropriately.
9. Submitting substantial portions of the same academic work for credit in more than one course without consulting the second teacher;
10. The use of invented information or the falsification of research or other findings.

**B. Plagiarism:** According to Webster's New International Dictionary of the English Language, to plagiarize is "to steal or purloin and pass off as one's own the ideas, words, artistic productions of another; to use without due credit the ideas, expressions or productions of another." **Plagiarism includes but is not limited to the following examples:**

1. Quoting another person's words, sentences, paragraphs, or entire work without acknowledgment of the source;
2. Utilizing another person's ideas, opinions, or theory without acknowledgment of the source;
3. Using resources on a task that is to be completed without resources.

**Standard published sources used as guides to citation style include:**

- Gibaldi, Joseph, *MLA Handbook for Writers of Research Papers*, 5<sup>th</sup> ed., 1999.
- McMillan, Vicky, *Writing Papers in the Biological Sciences*, 2001.
- Turabian, Kate, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> ed., 1996.
- *Publication Manual of the American Psychologist Association*, 5<sup>th</sup> ed., 2001.
- *The Chicago Manual of Style*, 14<sup>th</sup> ed., 1993.

**RANGE OF CONSEQUENCES**

1. A grade reduction on the assignment in question.
2. A grade of zero (0) for the assignment in question with no opportunity to make up for that work in any way, including extra credit work.
3. If the severity of the situation merits it, the student shall be given a grade of "F" for the quarter of the course in which the plagiarism has occurred. An "F" may equal zero to 59 points and shall be determined by the Academic Integrity Panel.
4. If the severity of the situation merits it, the National Honor Society advisor shall be notified for possible action.
5. For any subsequent occurrence in any course at Staples High School, the student shall immediately be dropped from the course and receive an "F" for a final grade.
6. For every instance, a letter will be placed in the student's file.

Additional consequences may be administered under the Staples High School Code of Conduct.

**COMPLAINT RESOLUTION PROCESS**

When a teacher has reason to believe that cheating, fabrication, plagiarism, or other academic misconduct has occurred, the following steps will be taken;

**A. Teacher/Department Chairperson Action**

- The teacher will investigate the matter with the student(s) involved.
- The teacher will communicate the outcome of his/her investigation to the immediate supervisor/Department Chairperson. The teacher, in consultation with the Department Chairperson, will decide upon the appropriate level of consequence, and will communicate this decision in writing to the student and his/her parents as well as the guidance counselor. This letter will be placed in the student's file. If a parent/student wishes to appeal the teacher's consequence, the Academic Integrity Panel may be convened to review the matter.
- The teacher, in consultation with the Department Chairpersons, may refer the matter to the appropriate grade level Assistant Principal. The Assistant Principal may conduct an investigation and issue consequences where it is determined that the Staples Code of Conduct has been violated.

**OR**

The teacher, in consultation with the Department Chairperson, exercising their professional judgment, may refer the incident to the Academy Integrity Panel for the following reasons:

1. The student denies the charge.
2. Several students are involved in the infraction, and the teacher does not have the capacity to perform a comprehensive investigation.
3. Other criteria warrant a broader investigation of the charge.

The teacher will forward copies of all information and written work pertinent to the Academic Integrity Panel prior to the hearing. A written request for a hearing, specifying the scope of the investigation, will be submitted and forwarded to the chairperson of the Academic Integrity Panel.

#### **B. The Student**

- In those cases where teachers, exercising their professional judgment, choose not to refer the incident to the Academic Integrity Panel, the student may request that the Academic Integrity Panel review the incident.

#### **C. Academic Integrity Panel**

Upon receiving a referral, the Academic Integrity Panel will hold a hearing and investigate the charges.

- In order to assure a student's due process rights, the counselor and parents of the student who has been charged will be informed prior to the hearing.
- The student will have an opportunity to appear and may be accompanied by a parent and/or counselor before the panel to shed light on the charges.
- The panel may interview other staff or students related to the inquiry.
- The disciplinary consequences and outcome of the hearing will be delineated in writing to the student, counselor, and parents by the chairperson of the Academic Integrity Panel.
- In all cases where a student has been found to have violated the academic integrity policy, a formal letter will be placed in the student's file, describing the action and confirming the consequence(s) meted out by the school.
- The due process rights of students will always be ensured.

The Academic Integrity Panel will make the final decision concerning academic consequences on any case brought forward. The Panel may affirm the teacher/department chairperson's consequence or institute consequences with lesser or greater severity. Decisions of the panel may be appealed to the Principal within three school days and may be made only on the basis of new evidence. The panel shall consist of five members: the grade level assistant principal, one department chairperson, and three classroom teachers (each teacher to be from a different academic department). The panel shall be formed in the spring of every year to begin its service in the fall of the next school year, and members (except for the grade level assistant principal) shall serve for the full school year.

## **ACCREDITATION**

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

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

## **SCHOOL OPERATIONAL STRUCTURE**

### **ACADEMIC DAY**

An Academic Day runs from 7:30 a.m. to 2:15 p.m. with 8 periods (1-8) of varying lengths based on a 4 day cycle with days designated A,B,C,D. These schedules rotate each day of the week.

### **ACADEMIC YEAR**

The year is comprised of 4 quarters with an assessment period after each semester (2<sup>nd</sup> and 4<sup>th</sup> quarters).

### **COMMUNICATION TIME**

The purpose of the Communication Time period is to create an informed school community, which fosters greater and more effective engagement in the overall life of Staples High School.

A 15-minute Communication Time occurs at the beginning of Periods 2,3,4,1 on A, B, C, D days.

### **ACADEMIC ASSISTANCE**

#### **ACADEMIC SUPPORT PROGRAMS**

Academic support is provided through a variety of courses. These courses include: Intensive Reading/Writing, Writing Workshop, Personalized Study Skills, as well as the Bridge Program which is specifically designed to meet the needs of pre-selected freshmen. These courses are offered each semester and are designed to strengthen reading skills, writing skills, and study skills. These courses are taken on a Pass/Fail basis.

#### **LEARNING CENTERS**

Four Learning Centers provide assistance to students at all levels throughout the entire school day from period 1 through period 8. Each center is staffed by two faculty members prepared to help students on class assignments, projects, and activities. The range of service extends from the struggling learner to students with advanced skills. The Centers include Math/Science, English/Social Studies, World Language and Information Literacy and Technology.

#### **TEACHER HELP**

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

## **GRADUATION REQUIREMENTS**

### **CREDITS AND COURSE DISTRIBUTION**

To graduate from Staples High School, students must satisfy the following requisites:

- **Number of Credits:**  
25
- **Distribution of Credits:**  
Credits earned must be distributed according to requirements as stated in the "Credit and Distribution Requirement" on the following page.
- **Performance Standards must be met:**  
Performance Standards in Reading, Writing, Mathematics and Science

Students are required to satisfy district performance standards in the following areas as approved by the Board of Education on 10-12-04 and fully outlined Academic Expectations for Students Learning attached to the minutes of that meeting:

- |                      |                                   |
|----------------------|-----------------------------------|
| a) Reading           | f) Effective Speaking             |
| b) Writing           | g) Effective Listening            |
| c) Problem Solving   | h) Understanding Human Experience |
| d) Technology        | i) Physical Health                |
| e) Critical Thinking | j) Understanding Aesthetics       |

Note: Problem solving is embedded in the mathematics and science courses, and incorporates mathematics standards and science standards.

#### **Reading**

The student must take and pass a prescribed course in English in which the Student produces two major literary analysis essays during the 11<sup>th</sup> or 12<sup>th</sup> grade. The student must achieve at least a 3 on the 4 point Staples reading rubric to meet this graduation requirement.

#### **Writing**

The student must take and pass the American Government course in Social Studies during the 11<sup>th</sup> or 12<sup>th</sup> grade, and produce two persuasive essays. The student must achieve at least 3 on the 4 point Staples rubric to meet this graduation requirement.

#### **Mathematics**

The student must take and pass a Math course in 11<sup>th</sup> or 12<sup>th</sup> grade. Students must attain at least a 3 on a 4 point problem solving rubric in order to pass the course.

#### **Science**

Take any semester or full-year Science course during 11<sup>th</sup> or 12<sup>th</sup> grade, beyond the 2.0 Science credit graduation

requirement. In order to satisfactorily complete a Science course, a student must demonstrate proficiency in problem solving by completing a series of performance tasks within the course. The performance tasks will require students to attain at least a 3 on a 4 point performance rubric.

**GRADUATION CREDIT AND DISTRIBUTION REQUIREMENT**

**CREDIT AND DISTRIBUTION REQUIREMENT**

As adopted 3-6-06 by the Board of Education

<u>Area</u>	<u>No. of Credits</u>
<b>English (1.0 each year)</b>	<b>4.0</b>
Distribution: As part of the English requirement, all students must produce and successfully pass a major research paper in their sophomore English class. Students not meeting this requirement MUST take a full-year English class in their junior year.	
<b>Social Studies</b>	<b>3.5</b>
Distribution:	
• Global Themes	1.0
• U.S. History	1.0
• Area Studies	.5
• American Government	.5
• Additional Elective	.5
<b>Mathematics</b>	<b>3.0</b>
<b>Science</b>	<b>2.0</b>
<b>World Language</b> (any one world language, in sequence)	<b>2.0</b>
<b>Physical Education and Health</b>	<b>3.0</b>
Distribution:	
• Freshman year	1.0
• Sophomore year	1.0
• Junior year	1.0
<b>Arts</b>	<b>1.5</b>
Distribution:	
(Minimum of .5 in fine arts and .5 in practical/human arts; remaining .5 in either area.)	
• Fine Arts: Art, Music, Theater	
Practical Arts/Human Arts: Academic Support Classes, Advanced Journalism, Child Development, Child Study, Community Service, Culinary, Media, Relationships, Scientific Research, Technology Education	
<b>Electives</b>	<b>6.0</b>
<b>TOTAL</b>	<b>25</b>

## **COURSE EVALUATION**

All courses are to be evaluated at the end of the semester in which the course is completed. Teachers will provide evaluation forms for all students in the class. The evaluations are used to improve curriculum and pedagogic strategies.

## **COURSE LOAD REQUIREMENTS**

Students must enroll in a minimum number of classes in each quarter as follows:

Grade 9: 7 classes each quarter.

Grades 10-12 6 classes each quarter.

## **COURSES TAKEN BY MIDDLE SCHOOL STUDENTS**

High school level courses taken by middle school students in middle school, will appear on the high school transcript with a grade but will not be included in the GPA and will receive no credit. High school level courses taken by middle school students at the high school during the school year will appear on the high school transcript with a grade which will be included in the GPA and will receive credit.

## **CREDIT EARNED OUTSIDE OF WESTPORT PUBLIC SCHOOLS**

The following guidelines have been established regarding credits earned outside of the Westport Schools:

- All credit awarding courses in the Westport Summer School will be given credit.
- All makeup courses at an accredited secondary school or college will be honored if the school certifies credit on a transcript.
- All courses taken to accelerate placement, meet prerequisites, or graduation requirements must have both:
  - 1) Prior approval of the program/course and syllabus, by the appropriate department chair.
  - 2) Post Completion approval of the program/courses, by the appropriate Department Chair.
    - If a student chooses to appeal a decision, he or she may ask for a review by the Staples Academic Placement team chaired by the Principal/Designee.
    - Only courses earned at Staples or the Westport Summer School during the high school years will appear on the student's transcript and be counted toward the grade point average.



### On-Line Courses

Credit from an on-line course may be earned by a student enrolled at Staples only if:

- the course is not offered at Staples and
  - no appropriate course is available in the curriculum area
- OR**
- the course will serve as a supplement to extended homebound instruction related to a health-related or handicapping condition
  - the student has been expelled from the regular school setting, but educational services are to be continued.

In all cases approval for such an on-line course must be granted by the appropriate Department Chair, Director of Guidance, and the Principal.

Students applying for permission to take an on-line course will do the following:

- complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an on-line learning environment;
- obtain the written approval of the Principal before enrolling in an on-line course;
- adhere to the Staples High School code of conduct to include rules of behavior and consequences for violations;
- adhere to the Staples High School attendance requirements.

### **DROP/ADD DEADLINES**

Students who need to drop and/or add courses during the school year may do so during the following dates:

#### **Add Deadline – end of 4<sup>th</sup> school day of the term for:**

Full Year Courses  
First Semester Courses  
Second Semester Courses

#### **Drop Deadline – end of 30<sup>th</sup> school day of the term for:**

Full Year Courses  
First Semester Courses  
Second Semester Courses

**There will be only four reasons to drop or add a course:**

1. Drop and/or add to accommodate the successful completion of a summer school course.
2. Drop and/or add to accommodate a level change.
3. Drop an advanced course to add a course that was failed last year.
4. Add a course during an unscheduled period if it doesn't require another change in schedule.

## **COURSE WITHDRAWAL POLICY**

The drop deadline for a class in which there is no penalty and the class is removed from the transcript is the end of the 30<sup>th</sup> school day of the term for full year courses, first semester courses and second semester courses.

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

### **For a Full Year Class:**

After the 30<sup>th</sup> school day of the term, the student will receive a W (Withdrawn) up to the last day of the 1<sup>st</sup> semester. At the beginning of the 2<sup>nd</sup> semester, the student will receive a WP (Withdrawn Passing) if the student is passing the class at that time or a WF (Withdrawn Failing) if the student is failing the class at that time.

### **For a First Semester Class:**

After the 30<sup>th</sup> school day of the term, the student will receive a W (Withdrawn) up to the last day of the 1<sup>st</sup> quarter. At the beginning of the 2<sup>nd</sup> quarter, the student will receive a WP (Withdrawn Passing) if the student is passing the class at that time or a WF (Withdrawn Failing) if the student is failing the class at that time.

### **For the Second Semester Class:**

After the 30<sup>th</sup> school day of the term, the student will receive a W (Withdrawn) up to the last day of the 3<sup>rd</sup> quarter. At the beginning of the 4<sup>th</sup> quarter, the student will receive a WP (Withdrawn Passing) if the student is passing the class at that time or a WF (Withdrawn Failing) if the student is failing the class at that time.

**Note: W or WP will not be factored into the student's GPA.**

**WF will be factored into the student's GPA.**

### **LEVEL CHANGES:**

1. The process for a level change in a course is the following:
  - (a) Consultation with the student, parent, teacher, counselor and subject area department chair.
  - (b) Written note from a parent.
  - (c) All level changes must have the approval of the subject area department chair.

***Level changes cannot be made within the last 15 school days before the start of the exam period of either the fall or spring semesters.*** Level changes are subject to seat availability.

2. When a level change is made, all grades earned from the previous level class (grades are not adjusted for level) will be carried over and combined with grades earned in the new class to arrive at the final grade. The final level appearing on the report card and transcript as well as credit earned, will be in the course in which the student is enrolled after the level change. Please note that if a student is moving up a level, this change must be completed within the first 30 school days.

**Student request for Pass/Fail option should be made by the 30<sup>th</sup> school day of the term for:**

Full Year Courses  
First Semester Courses  
Second Semester Courses

**Note:** Students dropping a Pass/Fail course, after the drop deadline, will adhere to the course withdrawal policy described on the previous page.

## **EXAMS**

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

Bus transportation is not provided for make-up exam day. Students must have an absence excused by their grade level assistant principal to be eligible to take a make-up exam.

### **FEEDBACK FROM STUDENTS TO TEACHERS:**

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

### **FINAL EXAMS FOR SENIORS**

Seniors may be exempt from a final exam for the second semester only if they maintain a B average or higher for both the 4<sup>th</sup> quarter and semester final grade. Teachers may not alter the terms of this policy but may choose to opt in or out of this policy, as long as the policy is written in the course expectations or the syllabus.

## **FINAL GRADES**

Students earn a final grade in all of their classes. The final grade becomes part of the student's official transcript. Students also earn quarterly grades that do not become part of the student's transcript, but serve as an interim report on the student's progress in semester and full year courses.

### **GRADE APPEAL**

All grade appeals should be made in writing no later than one quarter after the grade is issued. The appeal should clearly state the reasons for consideration of a grade change. Documentation should be attached which supports each case.

**The appeal should be made first to the teacher, then the Department Chair, and if necessary, the Principal.**

***Note: No case will be heard unless the teacher involved has been contacted.***

## **GRADES EARNED**

Grades that may be earned in the Staples' marking system are:

- A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, F (fail)

### Grade Equivalents

<b>A+</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>
97-100	93 - 96	90 - 92	87 - 89	83 - 86
<b>B -</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>
80 - 82	77 - 79	73 - 76	70 - 72	67 - 69
<b>D</b>	<b>D-</b>	<b>F</b>		
63 - 65	60 – 62	59 - lower		

- P (pass): any student may request up to one (1) credit per year to be graded as “P”. If a “P” (pass) is not earned, an “F” is recorded.
- I (incomplete): a grade given if a faculty member believes the student deserves additional time to complete a test, assignment, project, etc. Incompletes must be satisfied within one (1) quarter or the grade becomes an “F”.
- An end of year incomplete shall automatically become an “F” for a senior, whereas an end of year incomplete for an underclassperson shall become an “F” at the end of the summer (by the first day of the next school year).
- Grades of: **EX** (excused), **I** (incomplete), **F** (fail), **W** (withdrawn), **WP** (withdrawn passing) and **WF** (withdrawn failing) receive no credit.

### **GRADES – MODIFIED**

There may be occasions when a student, at the recommendation of a Planning & Placement Team, receives modified grades. Staples High School follows these guidelines for reporting and making calculations with modified grades:

- Modified grades **will** appear on quarterly report cards.
- Modified grades **will not** appear as final grades on report cards.
- Modified grades **will not** appear on transcripts.
- Modified grades **will** be included in Honor Roll GPA calculations for the purpose of indicating First Honors and Second Honors on report cards.
- Modified grades **will not** be included in GPA calculations for transcripts.

### **GRADING FOR STAPLES’ STUDENTS ENTERING DURING A MARKING PERIOD**

When a student enters Staples High School during a quarter, that student’s grade, earned in the sending school/program, will be given to the current Staples’ teacher if the student is placed in a corresponding class. That grade will be factored in with the student’s work in his or her classes at Staples. If there is not enough time or enough assessments to determine a quarter, semester or final grade, then the grade shall be entered as “P” or “F”.

### **GRADE POINT AVERAGE**

Based on the grades earned at Staples High School, two grade point averages are calculated for all students:

**Academic Grade Point Average:** The Academic Grade Point average is calculated every semester. It is based on the average of grades earned in English, World Languages, Mathematics, Science and Social Studies classes.

These classes are weighted by their instructional levels as in the following Grade Points per Credit chart:

### GRADE POINTS PER CREDIT

#### Instructional

Lvl.	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
AP	5.00	4.67	4.33	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	0.00
HN	4.67	4.33	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.00
A	4.33	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.00
B	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.33	0.00
C	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	0.67	0.33	0.16	0.00

**Note:** All Advanced Placement classes including electives receive AP points in calculating the academic GPA.

Classes taken on an "Independent Study" basis are not included in the computation of grade point average.

Grades from other schools will be attached with a separate transcript and will not be included in the Grade Point Average.

**Overall Grade Point Average:** The Overall Grade Point average is calculated every semester. It is based on the unweighted average of grades earned in all subjects using the numerical grade value used for computing the Honor Roll.

### GRADUATION, EARLY/LATE

If a student meets all of the graduation requirements, he/she may, by special application, graduate early. This application is available in the Guidance Office.

### GRADUATION WITH HONORS

Certain students graduate from Staples High School with "High Honors" or "Honors". In addition to other criteria noted below, Academic Grade Point Average, calculated at the end of the first semester of the senior year, is the determinant as to whether a student is graduated with or without formal honors.

#### **HIGH HONORS FOR GRADUATION**

A student will be designated as graduating with "High Honors" if his/her academic grade point average falls in the top 4% of the graduating class.

\*Inclusive of Valedictorian and Salutatorian.

If the student has received a failing grade on a report card, he/she will not be eligible for High Honors (may be eligible for Honors).

#### **HONORS FOR GRADUATION:**

A student is designated as graduating with "Honors" if his/her academic grade point average falls in the top ten (10) percent of the graduating class (inclusive of those students receiving High Honors).

**Valedictorian:** the student with the highest academic grade point average. If there are two or more with the same academic grade point average, they are co-valedictorians and there will be no salutatorian.

Students transferring into Staples after the sophomore year will not be considered.

**Salutatorian:** the student with the second highest academic grade point average. Students transferring into Staples after the sophomore year will not be considered.

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

## HONOR ROLL – REPORT CARDS

### Computation:

The Honor roll and the report card GPA are computed quarterly, based on the overall GPA according to the following scale:

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

Classes which meet only two days per week are equal to 1/2 the grade value.

Classes taken on Independent Study Basis are graded Pass/Fail and are not included in the computation of the honor roll.

If a student has an incomplete grade for the quarter, the student will not receive an Honors Calculation for that quarter.

**First Honors** are awarded to students with a quarterly overall grade point average of 3.665 or higher.

**Second Honors** are awarded to students with a quarterly overall grade point average between 3.17 and 3.664.

## INSTRUCTIONAL LEVELS

### Honors, A, B and C Levels

By teacher recommendation, students may enroll in an Honors level course. Honors level courses are not available in all subjects.

### Advanced Placement (AP) Courses

By teacher recommendation, students may enroll in an AP level course. AP level courses are not available in all subjects. These courses are equivalent to college level offerings in quality, content and intensity. In May of each year, Educational Testing Service gives Advanced Placement Exams on a nationwide basis that allows AP students an opportunity to demonstrate their success in accomplishing college level work. Graded on a 1 (low) to 5 (high) basis, many colleges will waive a course or give credit to a student for a course if they receive a 4 or 5 on the AP exam.

## REPORT CARDS

Report cards are available for view via the Power School Parent Portal Center approximately four days after the end of each quarter for students not owing an accountability.

## STUDENT RESPONSIBILITY AFTER REPORT CARDS ARE ISSUED

- If a comment or grade indicates academic difficulties, the student should see the teacher and ask what he or she can do to improve his or her work in the class.
- The student should initiate, with the teacher's advice, a plan to improve which could include: extra time on homework and studying, extra help sessions with teachers.
- The student may also see his or her counselor for assistance in approaching a teacher, developing an improvement plan, or exploring issues or pressures that may be affecting his or her performance. ***It is your responsibility as high school students, to actively seek to improve your school performance.***
- It is important for parents to view the Report Card when it is available.
- Parents should review the Report Cards with their son or daughter. If progress is less than satisfactory, talk to your child about what is happening with that class and what his or her plans are to improve performance. Encourage your son or daughter to talk with his or her teacher. Follow up on what the teacher conference determined as a plan to improve.
- If your child needs your support or you have a serious concern, please call the teacher for suggestions for a plan for improvement.
- If a second report indicates no progress, please call the teacher. You may also want to call the counselor for advice, particularly if there is difficulty in more than one class.
- It is important that you are aware of your child's academic performance and maintain a dialogue with your child and school staff as appropriate.

## STATE AND LOCAL TESTS

### PSAT/SAT Tests - 2017-2018

#### Advanced Placement Tests

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

## HOMEBOUND TUTORING

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

1. **Section 504/IEP:** When a Section 504/IEP team recommends homebound services either pending or following an appropriate evaluation for Section 504 or special education eligibility.
2. **Medical Only:** When it is expected that, for medical reasons, a student will be out of school for at least three consecutive weeks, or has been out of school for 15 consecutive days, and a Section 504/IDEA eligibility evaluation is not indicated. Both a physician's

written recommendation and approval of the nursing supervisor are required.

3. **Administration Only:** When a student is in expulsion proceedings and is referred by a building administrator.

### **HOMEBOUND TUTORING GRADING POLICY**

- If a student is out of school for more than 6 weeks (for a semester or full year course), the tutor is responsible for teaching the curriculum and evaluating the assessments. The tutor is also responsible for a grade which will be either a Pass or Fail.
- Upon returning to school, if a student has not spent at least 7 weeks in class during that quarter, the teacher will continue to grade on a Pass/Fail basis for that quarter.
- If there is a question about how to average the final grade for the course, the teacher should confer with the department chair.
- Resolutions for unusual circumstances will be determined by the department chair and the principal.

### **GUIDELINES FOR EXPELLED STUDENTS**

#### **Attendance:**

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

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

#### **Teacher Responsibilities for Attendance of Expelled Students:**

Expelled students will remain on the class rosters for which they are receiving the alternative educational program. The teacher will not be responsible for entering attendance and will see the pre-coded "P" for expulsion entered on their daily attendance screen.

#### **Grading For Expelled Students Who Are Tutored:**

Teachers *will not* be responsible for teaching the curriculum or grading the students if the student is expelled from school beyond six weeks. Teachers *will not* enter a grade in Power School under any circumstances for students who are expelled beyond six weeks. The tutor(s) delivering the alternative educational program provided will be responsible for a grade which will be either a **Pass or Fail**.



Upon returning to school, if a student has not spent at least 7 weeks in class during that quarter, the teacher will continue to grade on a Pass/Fail basis for that quarter.

If there is a question about how to average the final grade for the course, the teacher should confer with the department chair.

Resolutions for unusual circumstances will be determined by the department chair and the principal.

**Report Cards and Transcripts for Expelled Students:**

Quarterly report cards will still be generated by Power School for students expelled beyond six weeks. The Staples report cards will include only classes in which the student is receiving their alternative program. The Staples report card *will not* contain grades or credit values.

A separate quarterly report card will be provided to the tutor(s) from the Westport Pupil Services Office for students expelled beyond six weeks. The tutor(s) will be responsible for grading students with either a P(Pass) or F(Fail) on the report card. The tutor(s) are responsible for turning in report cards to the Westport Pupil Services Office and providing the student and guardian(s) a copy.

A separate transcript will be generated and affixed to the student's permanent transcript by the Guidance Office upon receipt of all final grades issued by the tutor(s) to the Westport Pupil Services Office. Westport P.P.S. will forward all final grades and report cards to the Director of Guidance at the end of each quarter or the end of the expulsion period should it go beyond six weeks yet culminate prior to the end of the school year.

**GUIDELINES FOR EXPELLED STUDENTS IN P.E.**

For students in ninth, tenth, or eleventh grade:

- If expulsion occurs on or before the half way point of the quarter, the course will be dropped from the schedule of the student, there will be no record on the transcript, and the student will not be eligible to receive the .25 credit for the course. All classes will need to be made-up prior to graduation.
- Graduation requirements include:
  - Health Education-grades 9, 10 and 11
  - Swimming- grade 9.
  - Credits- 3.0 credit hours of Health and Physical Education.
- If expulsion occurs after the half way point of the quarter, the student will receive a "pass/fail" grade based upon performance up to the date of expulsion. Students who receive a "pass" will receive .25 credit for that quarter.

**For students in twelfth grade:**

An individual program will be designed by the Grade Level Administrator, Health & Physical Education Department Chair, and Director of Guidance to be presented to the Principal for approval.

## **ARTS & ENTERTAINMENT**

### **ONE ACT PLAY FESTIVAL**

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

### **CANDLELIGHT CONCERT**

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

### **CULTURAL ARTS**

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

### **FALL CONCERT**

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

### **FINE ARTS NIGHT**

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

### **SPRING CONCERTS**

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

### **STAPLES PLAYERS PRODUCTION**

The award-winning Staples Players offers two major productions per year in November and March. Previous performances have included "Guys and Dolls", "Into the Woods", "Hello, Dolly!", etc. Auditions are held the second week of school and in late December or early January, and Players are required to stay for after-school rehearsals. There is an audience admission fee. Information on all Players events available at [players.stapleshigh.net](http://players.stapleshigh.net)

### **STAPLES STUDIO THEATER**

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

## **WESTPORT BAND/ ORCHESTRA FESTIVAL**

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

## **ATTENDANCE POLICY & PROCEDURES**

### **Introduction**

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

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

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

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

### **Definition of an Absence**

State Board of Education policy states:

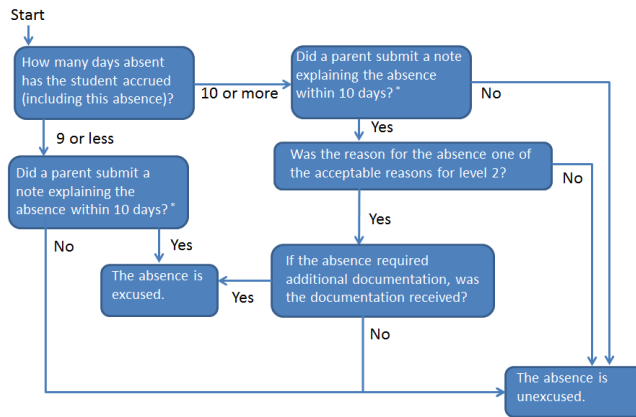
*A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent.*

According to this policy, a student who is not “in attendance” is considered absent. The State Board definitions of excused and unexcused absences apply only to those absences that meet the standards of the above policy. For example, the definitions do not apply to tardy students (i.e., those late for school but who would be considered as “in attendance” according to the above policy). Districts may use days tardy for local purposes as necessary.

LEVEL	TOTAL NUMBER OF DAYS ABSENT*	ACCEPTABLE REASONS FOR A STUDENT ABSENCE TO BE CONSIDERED EXCUSED	DOCUMENTATION REQUIRED WITHIN 10 DAYS
1	One through Nine	Any reason that the student's parent or guardian approves.	Parent or guardian note Only.
2	Ten and above	<p>Student illness (<i>Note: to be deemed excused, an appropriately licensed medical professional must verify all student illness absences, regardless of the absence's length</i>).</p> <ol style="list-style-type: none"> <li>1. Student's observance of a religious holiday.</li> <li>2. Death in the student's family or other emergency beyond the control of the student's family.</li> <li>3. Mandated court appearances (additional documentation required).</li> <li>4. The lack of transportation that is normally provided by a district other than the one the student attends (parental documentation is not required for this reason).</li> <li>5.* Extraordinary educational opportunities pre-approved by district administrators.</li> </ol>	Parent or guardian note and in some cases additional documentation (see details of specific reason).

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

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



Note: Absences due to a second district not providing transportation do not require documentation and are considered excused. Absences due to disciplinary actions taken by the district do not require documentation and are considered neither excused nor unexcused. They are considered disciplinary absences.

In cases where a student’s extended absence crosses levels, the rules should be applied as if there were two separate absences, one under Level 1 and the other under Level 2. For example, if a student is absent for five days on a family vacation and those absences represent numbers seven through 11, absences seven, eight, and nine would fall under Level 1 rules and can be accepted as excused; absences 10 and 11 would fall under Level 2 rules and would not be considered excused.

Parent or guardian notes and other documentation are central to determining whether a student’s absence is excused or unexcused. While a note from a parent or guardian will likely be the most common form of documentation, other methods of reporting a student’s absence are acceptable. For example, a parent or guardian can report the student’s absence in person to an authorized school official, such as an attendance clerk. Certain types of absences in Level 2 require additional documentation or verification. Absences due to student illnesses and mandated court appearances require this additional information once the student has accrued more than nine absences (entered Level 2). For students in Level 1, these additional requirements do not apply. For absences due to student illness, Level 2 students must either provide a signed note from a medical professional who has evaluated the student confirming the absence and giving an expected return date or have his or her school nurse verify the student’s absence with the medical professional treating the student. The medical professional who is treating the student can be the school nurse at the student’s school.

**Emergencies**

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

Examples of emergencies include:

- family member who is very ill and close to dying;
- student’s home is lost to fire or eviction;
- family’s home being quarantined;
- natural disaster;

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

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

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

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

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

### **Extraordinary Educational Opportunities**

From time to time, students encounter an exceptional opportunity for an experience of an educational nature. While these events may not be part of their schoolwork, they provide an excellent chance to further their education. Under certain circumstances, the days devoted to these opportunities can count as excused absences for Level 2 students. Connecticut State Department of Education, April 2013 Page 8 of 17

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

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

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

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

Some examples of extraordinary educational opportunities include:

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

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

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

### **Best Practices for Extraordinary Educational Opportunities**

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

- a) Requests: All requests for approval of exceptional educational opportunities should be submitted in writing, bear the signature of the student and his or her parent or guardian, outline the learning objective of the opportunity, and detail how the objective is linked to the student's coursework or plan of study, include additional documentation (where available), and be submitted prior to the opportunity.
- b) Approvals: All approvals for opportunities should:
  - be in written form;
  - detail any requirements placed upon the student as a condition of approval; Connecticut State Department of Education, April 2013
  - include the specific days approved for the opportunities;\* and
  - include in the approval the caveat that the administration may withdraw its approval if the opportunity is canceled or the student fails to meet the mutually agreed on requirements of the approval.
- c) Requirement to share: Schools should expect students to share their experience with other students and/or staff when they return. This will benefit the larger school community.
- d) Approval not assured: Schools should inform parents that approvals are awarded on a case-by-case basis, are based on a number of factors, and that opportunities approved for one student may not be approved for another.

## **EXPLANATION OF ATTENDANCE POLICY**

### **A Statement of Belief**

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



attendance should be and will be a significant factor in the determination of a student's grade as determined by the individual teacher.

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

### **PURPOSE OF THE ATTENDANCE POLICY**

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

### **THE ATTENDANCE POLICY**

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

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

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

- **A LOSS OF CREDIT MAY OCCUR THROUGH THE ACCUMULATION OF ABSENCES FROM ANY ONE OF THE FOUR TYPES OF ABSENCES LISTED on page 26, OR THROUGH ANY COMBINATION OF THE FOUR TYPES OF ABSENCES.**
  - **EACH TYPE OF ABSENCE IS SLIGHTLY DIFFERENT IN ITS CONTRIBUTION TOWARD REACHING THE MAXIMUM ALLOWABLE ABSENCES IN A COURSE.**
- (1) **Excused Absences: (equals ONE absence per occasion)**
- Student illness
  - Death or critical illness in the family
  - Response to a legal process
  - Medical appointment (*which cannot be scheduled outside of the school day*)
  - College visit beyond two (juniors and seniors only)
  - Early dismissal or late arrival for other than school related activities
  - An absence deemed "excused" by the administrator responsible for the student

- A verified visit to the Guidance Office to meet with a college representative. Juniors missing class to meet with a college rep will be charged with an unexcused absence.
- (2) **Unexcused Absences: (equals TWO absences per occasion)**
- All absences not identified above are considered **UNEXCUSED**
  - Absences that are not explained by a Pre-Planned Absence form, a note and/or a telephone call from a parent **within 48 hours** after the student's return to school from an absence, are considered **UNEXCUSED**
  - An absence deemed "unexcused" by the administrator responsible for the student. No makeup work is allowed for class periods where a student has accrued an unexcused absence.
- (3) **Unexcused Tardy: (equals .25 absence per occasion)**
- Occurs when a student arrives up to 10 minutes late for class without authorization
- (4) **Unexcused Late: (equals .50 absence per occasion)**
- Occurs when a student arrives to a class later than 10 minutes without authorization, but less than half way through the class.
  - Students arriving more than halfway through the class without authorization will be considered absent.

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

- School related activities
- Suspensions: in-school or out-of-school
- Homebound instruction
- "Special" absences
  - ◊ Class meetings
  - ◊ Field trips
  - ◊ Sports or other school approved extracurricular activities
  - ◊ Scheduled office and guidance appointments - Normally, scheduled office and guidance appointments should occur during non-class time.
- Religious Observance
- For Juniors and Seniors **ONLY**: 2 days for college visits. Students must fill out a Preplanned Absence form available in the Assistant Principals' Office prior to going on a college visit. Failure to do so will result in the visit being **counted** as an absence.

#### **Communications From Parents**

- It is the responsibility of parents to communicate to the school the reason for all absences.
- Parent notes or telephone calls to excuse an absence must be received no later than 48 hours following the student's return to school, or the absence will be classified as unexcused.  
All students, please call the Assistant Principals' Office 24 hour **Attendance Number (203) 341-1281**.
- Parent notes to request an early dismissal must be presented to the attendance office before the student is dismissed in order for dismissal to be considered excused.

- Provide medical documentation for long-term absences, to include the nature of the illness, any limitations on the student, inclusive dates of medical condition, specific dates of absence covered.

### **Content of Parent Notes**

All parent notes for any reason must include the following:

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

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

### **Communications To Student and Parents**

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

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

### **Anticipated Absences**

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

### **Dismissal During The School Day**

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

1. Under rare or emergency circumstances, a written request from a parent must be presented or a phone call must be received by the Assistant Principals' Office and/or Attendance Office **prior** to dismissal. A parent may come to the attendance office and personally request dismissal.
2. The student **must** sign out in the Attendance Office. If the student returns to school, the student **must** sign in at the Attendance Office to verify the time of his/her return and provide appropriate documentation.

3. Students returning from any type of outside of school appointment: doctor etc., must present a note upon return from the appropriate office to the Attendance Secretary.

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

#### **Illness In School**

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

#### **Appointments With Staples High School Staff**

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

#### **Monitor the Number Of Absences In Each Class**

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

#### **Certification Of Chronic Illness**

- During an appeal for reinstatement of credit, the Appeals Board may request confirmation from a doctor to explain specific and frequent absences, which occurred due to medical reasons.
- Students and parents are advised to monitor the number of absences, which have accumulated because of medical reasons.
- When absences for medical reasons are frequent, it may be advisable to seek documentation from a doctor that a chronic illness exists.
- Presentation of verified information regarding chronic illness and specific dates of absence will strengthen a student's case in an appeal for reinstatement of credit.

- Just as with parent notes, doctor's notes need to specifically address dates of absences, and may not be "blanket excuses" for all absences which have occurred over a period a time. ***Such information must be presented on going and not at the end of a course.***

#### **Loss of Credit**

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

#### **Excessive "Class Cutting" Following Loss Of Credit**

Students, who flagrantly disregard the intent of the Staples High School Attendance Policy and continue to cut a class/s after loss of credit, may be removed from that class with a final grade of **Withdrawn Failure (WF)**. The administrator responsible for the student, after consultation with the teacher, will determine under what circumstances this action will be taken.

#### **Right Of Appeal**

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

#### **The Appeals Board**

- Composed of four teachers and the administrator responsible for the student.
- Hears the student's case and makes a decision on whether to reinstate credit.
- An Appeals Board decision is final.

- The decision will only be reviewed by the Principal as a result of the introduction of additional information, which was NOT presented to the Appeals Board.
- A request for review must state the intention of the review, and any new evidence in a written statement by the student and the parent(s).
- Students wishing to appeal to the Principal must do so within two (2) schools days following the receipt of the decision of the Appeals Board.
- A student must appear in person before the Appeals Board. Failure to do so will be an automatic denial of restoration of credit.

#### **Fast-Track” Appeals**

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

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

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

## **CALENDAR FOR STUDENTS**

*Some of the dates listed below are approximate dates (i.e. End of Quarter Dates, etc.), and thus this schedule is a tentative one. There will be some flexibility with this schedule if we have school closings, early dismissals, or unforeseen emergency days during the school year. Other dates (i.e. NO SCHOOL for a National Holiday, S.A.T.s, P.S.A.T.s,, etc.) are fixed dates.*

### **AUGUST**

28, 29, 30 NO SCHOOL for students, Staff Development  
31 First Day of School for Students

### **SEPTEMBER:**

04 NO SCHOOL, Labor Day  
06 Grades 9 and 10 Back-to-School Night  
09 A.C.T.  
14 Grades 11 and 12 Back-to School Night  
21 NO SCHOOL, Rosh Hashanah

### **OCTOBER**

07 S.A.T.  
13 NO SCHOOL for students, Staff Development  
14 P.S.A.T.  
28 A.C.T.

### **NOVEMBER**

02 Last Day, Quarter 1  
03 First Day, Quarter 2  
04 S.A.T.  
07 NO SCHOOL for students, Staff Development  
22 Early Dismissal, 11:40 am  
23, 24 NO SCHOOL, Thanksgiving Recess

### **DECEMBER**

02 S.A.T.  
09 A.C.T.  
25-29 NO SCHOOL, Holiday Recess

### **JANUARY**

01 NO SCHOOL, New Year's Day Holiday Recess  
15 NO SCHOOL, Martin Luther King Jr. Day  
18 Midterm Exams 1 and 4  
19 Midterm Exams 2 and 3  
22 Midterm Exams 6 and 7  
23 Midterm Exams 5 and 8  
24 Make-Up Exam Day  
25 First Day, Quarter 3, Semester 2

**FEBRUARY**

10 A.C.T.  
 16 NO SCHOOL for students, Staff Development  
 19 NO SCHOOL, President's Day  
 20-23 NO SCHOOL, "Flex Days"/Winter Recess

**MARCH**

10 S.A.T.  
 21 Connecticut SAT for all 11<sup>th</sup> graders  
 30 NO SCHOOL, Good Friday

**APRIL**

03 Last Day, Quarter 3  
 04 First Day, Quarter 4  
 09-13 NO SCHOOL, Spring Recess  
 14 A.C.T.  
 24-25 Connecticut SAT Makeup for 11<sup>th</sup> graders

**MAY**

05 S.A.T.  
 07-18 A.P. Testing  
 28 NO SCHOOL, Memorial Day

**JUNE**

**Tentative end-of-year schedule depending on weather or other emergencies/closing; students must complete 182 days:**

02 S.A.T.  
 08 End of 4<sup>th</sup> Quarter  
 09 A.C.T.  
 11 Final Exams 8 and 5  
 12 Final Exams 7 and 6  
 13 Final Exams 3 and 2  
 14 Final Exams 4 and 1  
 15 Make-Up Exam Day  
 18 Graduation/Last Day of School for Students (if there are no snow days or other cancellations)

Staff Development Days: August 28-30, October 13, November 7, February 16.  
 Students'/Teachers' LAST DAY will be June 18<sup>th</sup>. Snow/Emergency School Closing Days will be added after June 18<sup>th</sup>. If there are no snow/emergency days, students'/teachers' LAST DAY will be June 18<sup>th</sup>.





## **CODE OF CONDUCT**

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

1. Effectively communicate a clear set of expected student behaviors, infractions and consequences to the Staples students, parents and staff, in an easily understood, concise format.
2. Allow for consistent and predictable resolution of behavioral infractions.
3. Reinforce the Staples High School Core Values:
  - Cherish the attainment of academic excellence
  - Act with respect and speak with kindness to one another
  - Respect each person's right to a safe and productive learning environment
  - Protect personal and school property

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

Balance the rights of the individual and the rights of the entire Staples school community.

Maintain a safe and orderly environment for the entire Staples community.

Respect personal and public property.

Respect oneself and others.

Communicate a high standard of student conduct.

Have fair and consistent treatment of all students.

Accept personal responsibility.

Establish a progressive set of consequences for repeat offenses.

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

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

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

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

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

1. Disrupts a teaching-learning situation,
2. Injures oneself or others
3. Damages personal or public property, or
4. Violates school regulations and/or state/federal laws.

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

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

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

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

## **Staples High School** **In-School Suspension**

---

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

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

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

**In unusual situations, where the gravity of the infraction is so great, the school administration reserves the right to administer consequences beyond the identified range.**

**Behaviors Resulting in Monitored Study, Detention, Saturday Detention or In-School Suspension (ISS)**

Behavior	Range of Consequences
Cutting Class	First: 1 monitored study Subsequent: 1 detention, 1-2 days ISS
Possession of a laser pointer on school grounds or at a school sponsored activity, as prohibited under Connecticut General Statutes 53-206e Limitation on sale and use of laser pointers.	1 day ISS – 5 days OSS
Failure to give proper identification when requested by <u>any</u> school employee <sup>1</sup>	First: 1 detention Second: 1 day ISS
Going to the parking/lot/being outside the building without prior approval. Being in an unauthorized area.	First: 1 monitored study (if no free period automatic detention) Second: 1 detention Subsequent: 1 day ISS
Failure to serve monitored study	First: 1 detention Second: 1 day ISS
Failure to serve detention	First: 2 detentions Second: 1 day ISS

---

<sup>1</sup> Part-time and full-time employees substitutes, consultants, custodians, coaches, tutors, bus drivers, bus monitors, student-teachers, interns, volunteers and others who work with or have contact with students under the auspices of, or through contract with the Westport Board of Education

<b>Behavior</b>	<b>Range of Consequences</b>
<p>Failure to report to Assistant Principals' Office when instructed to do so by any staff member</p> <p>When a student is asked to leave a classroom by any teacher, the student should report to his/her appropriate Assistant Principal.</p>	<p>First: 1 detention Second: 1 day ISS</p>
<p>Falsifying signatures, excuses or other school documents, or any deliberate statement whether written or stated. Transfer of parking stickers.</p>	<p>First: 1 detention – 10 days OSS</p>
<p>Throwing objects which can cause injury, including snowballs</p>	<p>First: 1 detention – 5 days OSS</p>
<p>Unauthorized leaving of classroom</p>	<p>First: 1 detention – 1 day ISS</p>
<p>Profanity, including language, sexting* or obscene gestures.</p> <p>Lewd exposure or behavior such as "mooning", "streaking" anywhere on school property or at school-sponsored events</p>	<p>First: 1 detention – 3 days OSS Second: 5-10 days OSS</p> <p>First: 3 - 5 days ISS Second: 5 – 10 days OSS</p>
<p>Leaving school grounds without administrator's permission<sup>1</sup></p>	<p>First: Saturday detention, loss of parking privileges for at least 1 month if driving to school Second: 1 day ISS, loss of parking privileges for at least 1 month if driving to school<sup>2</sup> Third: 1 day OSS, loss of parking privileges for remainder of school year</p>
<p>Truancy: Unauthorized absence from school</p>	<p>First: 1 day ISS Second: 2 days ISS</p>
<p>More than 4 days of unexcused absences in one month or 10 unexcused absences per school year</p>	<p>Referral to Juvenile Review Board</p>
<p>Cheating and plagiarism<sup>3</sup></p>	<p>Refer to Cheating and Plagiarism Policy</p>

<sup>1</sup> Students are not required to be on campus until their first class of the day and may leave only after their last class of the day. Leaving during non-scheduled period without an administrator's permission is not allowed.

<sup>2</sup>Students currently without valid parking privileges will forfeit future parking privileges for a period no shorter than 1 month.

\*Public Act No. 17-25

***AN ACT CONCERNING "SEXTING" BY A CHILD.***

Section 1. Section 53a-196h of the general statutes is repealed and the following is substituted in lieu thereof (*Effective October 1, 2017*):

- (a) (1) No person who is thirteen years of age or older but under eighteen years of age may knowingly possess any visual depiction of child pornography that the subject of such visual depiction knowingly and voluntarily transmitted by means of an electronic communication device to such person and in which the subject of such visual depiction is a person thirteen years of age or older but under sixteen years of age.
- (2) No person who is thirteen years of age or older but under sixteen years of age may knowingly and voluntarily transmit by means of an electronic communication device a visual depiction of child pornography in which such person is the subject of such visual depiction to another person who is thirteen years of age or older but under eighteen years of age.
- (b)As used in this section, "child pornography" and "visual depiction" have the same meanings as provided in section 53a-193, and "electronic communication device" means any electronic device that is capable of transmitting a visual depiction, including a computer, computer network and computer system, as those terms are defined in section 53a-250, and a cellular or wireless telephone.
- (c)Any person who violates the provisions of this section shall be guilty of a class A misdemeanor.

<sup>3</sup> Cheating and plagiarism are considered serious offenses with regard to academic integrity. Copies of the Plagiarism Policy are available in Pupil Services and Departmental offices.

<b>Behavior</b>	<b>Range of Consequences</b>
Bus misconduct	First- Warning Second- suspension of bus privileges, for up to 10 days, 1-3 days ISS
Posting or distributing libelous, obscene or defamatory materials or literature <sup>1</sup>	1 day ISS – 5 days OSS
Profanity directed toward any staff members to include language or gestures	1 day ISS – 3 days OSS
Insubordination: open defiance of a teacher or any school employee	First: 1 detention – 1 day ISS Second: 1 day ISS Subsequent: 3 days OSS
Video or audio recording or taking pictures of any student without permission*	1 <sup>st</sup> offense - 1 day ISS; 2 <sup>nd</sup> offense - 2 days ISS; 3 <sup>rd</sup> offense – parent meeting with additional consequences and/or recommendation for expulsion and possible police referral
Video or audio recording or taking pictures of any teacher/staff without permission*	1 <sup>st</sup> offense – 2 days ISS; 2 <sup>nd</sup> offense – parent meeting with additional consequences and/or recommendation for expulsion and possible police referral
Throwing food or garbage in the cafeteria	Students will be required to clean up designated areas of the cafeteria; Loss of cafeteria privileges-length of time to be determined by Assistant Principal
Initiating a food fight in the cafeteria	2-3 days ISS Loss of cafeteria privileges-length of time to be determined by Assistant Principal
Creating a public disruption, and/or creating/promoting an unsafe environment	1-3 days ISS

\*The use of any electronic device to include, but not limited to, cell phones, iPads, etc. to take, store, or transmit pictures or to make other recordings (audio or video) on school grounds is strictly prohibited.



It is the school's position that picture/recording devices:

- pose a threat to privacy of both students and staff.

- can be used to transmit academic information (pictures of tests, quizzes, standardized test, etc.) to other students, compromising the integrity of academic programs.

- can be used to alter pictures and videos/post these pictures and/or recordings to social media sites, in order to embarrass, threaten, intimidate, bully or blackmail other students or teachers.

- can be used to exploit personal information.

Accordingly, the use of the camera function or recording function of any cell phone or other electronic device with this capability is strictly prohibited on school grounds at all times. Students who violate this provision will have their cell phones confiscated and returned only to a parent. In addition students may face additional disciplinary consequences, up to and including expulsion from school if the violation is serious enough in nature.

<sup>1</sup>While students are encouraged to exercise their constitutional right of free speech, students must recognize that freedom of speech does not constitute license to interfere with the orderly operation of the school. Students should respect the dignity, rights, and written expression of others.

Behavior	Range of Consequences
Smoking, use of tobacco products in school, on school grounds, on school buses or any school-provided transportation or at any school sponsored event <sup>1</sup> . Electronic smoking device of any type are also prohibited. Possession of nicotine or nicotine products.	First: 1 day ISS plus a \$10 fine Second: 2 days ISS plus a \$20 fine Subsequent: 5 days ISS plus a \$30 fine if found smoking outside of school building on school grounds, referral to police for action if found smoking in school building on school buses, vans or other school provided transportation <sup>2</sup>
Inciting a riot, student walkouts	3-5 days ISS 2-10 days OSS
Physical abuse of another student	1 day ISS – 3 days OSS
Fighting	3-5 days OSS, possible referral to police for possible arrest
Threatening, harassing	1 day ISS 2-10 days OSS, possible referral to police for possible arrest, recommended for expulsion
Hazing <sup>3</sup>	1-5 days ISS 2-10 days OSS ,possible referral to police for possible arrest, recommended for expulsion, exclusion from school activities up to 1 year
Verified Acts of Bullying (Refer to pages 57-61)	Depending upon the severity of the incident, Warning-Recommendation for expulsion

<sup>1</sup> Effective August 25, 1997, smoking is banned at any time by students, visitors or other adults in the school building, on school grounds, in school vehicles, school provided transportation and in personal vehicles on school property. This ban is in effect 24 hours a day. Also banned is possession by students of tobacco products or non tobacco products, including, but not limited to chewing tobacco and herbal cigarettes. Smoking is not permitted at any school function to include dances, proms, athletic events, extra-curricular activities.

<sup>2</sup> C.G.S. 19a-342 provides that it is an infraction to smoke within a school building while school is in session. C.G.S. Section 53-198 prohibits any passenger on a school bus from having a lighted cigarette, cigar or pipe in his possession.

<sup>3</sup> Refer to Staples High School Hazing Policy on page 63.

<b>Behavior</b>	<b>Range of Consequences</b>
Gambling, forgery	1 day ISS – 10 days OSS, possible referral to police for possible arrest
Extortion: borrowing, taking or receiving any item (including money) by force, threat or intimidation	1 day ISS – 10 days OSS, possible referral to police for possible arrest
Vandalism, graffiti, willful destruction of school or personal property	1-5 day ISS 2-10 days OSS, possible referral to police
Theft or possession of stolen goods	1 day ISS 2-10 days OSS, possible referral to police, possible referral for expulsion
Unauthorized use of cell phone or other electronic devices in the classroom	1 <sup>st</sup> Offense: Teacher may confiscate the device and turn it over to the grade level Assistant Principal; 1 monitored study 2 <sup>nd</sup> Offense: Teacher may confiscate the device and turn it over to the grade level Assistant Principal; parent must retrieve phone; 1 detention
Unacceptable use of computers <sup>1</sup> Violation of the Acceptable Use Agreement: Intranet/Internet, as well as violation of Student E-mail Guidelines	1 day ISS – 10 days OSS, possible referral to police. Loss of computer privileges, restitution vandalism
Use of racial/discriminatory slurs, bias incident <sup>2</sup>	1 day ISS 2-10 days OSS, possible referral to police
Pushing or shoving another student	Detention – 1 day ISS
Inappropriate physical contact with a faculty member or student	1-3 days ISS and possible referral to Sexual Harassment Officer
Assault of staff member or student	10 days OSS, possible referral to police, recommendation for expulsion
Arson, false alarm, bomb threat, deliberate fire setting	10 days OSS, possible referral to police, recommendation for expulsion

<sup>1</sup> Refer to Acceptable Use Agreement: Intranet/Internet Policy. Students may face disciplinary action for use of non-school computer if the use presents a substantial

disruption of the educational process.

2 Any behavior, verbal, physical and/or written that harasses, threatens, intimidates or demeans certain individuals or groups on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin or handicap.

Behavior	Range of consequences
Use, possession sale or purchase and/or attempted sale or purchase of alcohol, drugs <sup>1</sup> or drug paraphernalia <sup>2</sup>	First: Up to 10 days OSS, referral to police, recommendation for expulsion. Subsequent: 10 days OSS, referral to police for possible arrest, recommendation for expulsion
Possession of prescription drugs (see self administration of medication under Health section)	1 day ISS up to 10 days OSS
Possession or use of ammunition, fire works, explosive or incendiary device	10 days OSS, referral to police, recommendation for expulsion
Possession of firearm, firearm facsimile, deadly or dangerous instrument, any type of knife, martial arts weapon <sup>3*</sup>	10 days OSS, referral to police for possible arrest, automatic recommendation for expulsion

\*Any instrument which can be construed to be a weapon will be considered inappropriate in school. Such implements include, but are not limited to: knives of any type, box

<sup>1</sup> As defined by Section 21a-240 of the Connecticut State Statues, the policy forbids students to possess drug paraphernalia, mood-altering substances, chemical solvents and other illegal substances, or to possess, use, distribute, sell or be under the influence of alcohol and/or controlled substances any where on school property, on school buses or other vehicles, or at off-campus school related activities to include, but not limited to proms, homecoming or away athletic events.

<sup>2</sup> Paraphernalia includes, but is not limited to pipes, bongs, roach clips, cocaine spoons, crack vials, rolling papers, or any object or container used, intended for use or designed for use in storing concealing, using or distributing controlled substances or other drugs.

<sup>3</sup> Pursuant to Section 921 of Title 18 United States Code (U.S.C.), the Gun-Free School Act of 1994, "firearm" means any device that is designed to or may be readily converted to a projectile by the action of an explosive. This includes starter pistols, mufflers, silencers, bombs, grenades, machine guns, pistols, revolvers, shotguns, but not BB guns or pellet guns.

Pursuant to C.G.S 53a-3(6) and C.G.S. 53a-3(7), "Deadly weapon" 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. "Dangerous instrument" 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" as that term is defined in this section and includes a dog that has been commanded to attack, except a dog owned by a law enforcement agency of the state or any political subdivision thereof or of the federal government when such dog is in the performance of its duties under the direct supervision, care and control of an assigned law enforcement officer.

Pursuant to C.G.S., Section 53a-3(21), "Martial arts weapon", means a nunchaku, kama, kasafi-fundo, octagon sai, tonfa or Chinese star. The list of items students are expressly prohibited from having also includes, but is not limited to explosive devices to include fireworks and "stink bombs", any type of weapon facsimile, knives or box cutters.

cutters, darts, or any other device with which injury might be done to a person or property, and which is of no reasonable use to the pupil in an educational program.

Behavior	Range of Consequences
Off school grounds, possession of a firearm in violation of C.G.S. Section 29-35 or did possess and use a firearm, deadly weapon or dangerous instrument in the commission of a crime	10 days OSS, recommendation for expulsion
Distributing, purchasing, selling or attempted distribution, purchase or sale of controlled substances or other drugs <sup>1</sup>	10 days OSS, referral to police for possible arrest, automatic recommendation for expulsion
On or off school grounds offering for sale or distributing a controlled substance as defined in C.G.S. Section 21a-240, whose manufacture distribution, sale, prescription dispensing, transporting or possession with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. Sections 21a-277 and 21a-278.	10 days OSS, automatic recommendation for expulsion

**Privilege of Participation:** Participation in extracurricular activities is a privilege, not a right. Since extracurricular activities are not considered as part of a student’s basic right to education, school officials may deprive a student of the privilege of participation when they determine that the student’s continued participation is not consistent with the high standards of conduct expected of all Staples students.

---

<sup>1</sup> Connecticut State Education Law, Section 10-233d requires a one-year expulsion for students who offer illegal drugs for sale on or off school grounds. Pursuant to C.G.S. Section 21a-571(24) “sale” is any form of delivery which includes barter, exchange or gift, or offer therefore. “Distribute” means to deliver other than by administering or dispensing a controlled substance. C.G.S. Section 21a-240(15).

## ACCEPTABLE USE AGREEMENT: INTRANET/INTERNET POLICY

### High School (including Summer School)

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

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

1. I will use the electronic resources, including storage space, *only* for educational purposes related to work in Westport schools, and not for any personal, commercial or illegal purposes.
2. I will use the Internet *only* with the permission of the staff member in charge.
3. I will not use games or other electronic resources that have objectionable content or that engage me in an inappropriate simulated activity.
4. I will not give my password to any other user, nor attempt to learn or to use anyone else's password, and I will not transmit my address or telephone number, or any personal or confidential information about myself or others.
5. I will not upload, link, or embed an image of myself or others to non-secured, public sites without my teacher's permission and a signed parental permission slip.
6. I will not make statements or use the likeness of another person through website postings, email, instant messages, etc., that harass, intimidate, threaten, insult, libel or ridicule students, teachers, administrators or other staff members of the school community, make statements that are falsely attributed to others, or use language that is obscene.
7. I will not attempt to access, upload, or transmit material that attacks ethnic, religious or racial groups, or material that is pornographic or explicitly sexual in nature.
8. I will not violate copyright laws, damage or tamper with hardware or software, vandalize or destroy data, intrude upon, alter or destroy the files of another user, introduce or use computer "viruses," attempt to gain access to restricted

information or networks, or block, intercept or interfere with any email or electronic communications by teachers and administrators to parents, or others.

9. I will report any problems to the supervising staff member.

10. I understand that my use of the school system's computers is not private, and that the district reserves the right to monitor use to assure compliance with these guidelines; violations may lead to revocation of computer access and/or other disciplinary measures.

11. I understand that the prohibited conduct described above is also prohibited off campus when using private equipment if it has the effect of seriously interfering with the educational process, and that such off-campus violations may lead to disciplinary measures.

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

1. I will follow all school rules while using my own device on school grounds and I understand that the rules outlined above regarding my use of school computer resources apply to my use of my own device on school property and that all 11 above applies to my use of my device off school property.
2. I will not take photos or record video of any student, teacher or administrator unless I have that individual's express permission to do so.
3. I will not use my device during class unless expressly instructed to do so by a teacher and I will immediately comply with a directive to turn my device off, to put my device away or to turn my device over to a teacher or administrator.
4. I understand that my device may be confiscated at any time and that a teacher or administrator may view contents of my device including but not limited to, texts, emails or social media postings, if it appears that I may have used my device in violation of school rules or this Agreement.
5. I understand that the district is not responsible for theft, damage or loss of my device and I understand that I am not permitted to leave my device at school overnight unless it is secured in a locked locker.

#### **Student E-mail Guidelines**

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



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

#### **Proper Use of District-provided Gmail**

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

#### **Account Capabilities**

- All accounts will be accessible from both inside and outside the school network. All accounts will be password protected.
- Accounts for grades 3-5 will be "closed" accounts. Students with closed accounts can E-mail students and staff within the District, but they cannot receive or send E-mails from outside the system.
- Students in grades 6-12 will have the option of forwarding school E-mails to a personal account of their choice. It is the student's responsibility to maintain the personal account and password. It is also the student's responsibility to update the forwarding address if they change their personal account provider. **Once a student forwards Email from their district account, the District is no longer responsible or liable for misuse of information, loss of confidentiality, or loss of information.**

o The ability of the Westport Public Schools to protect privacy does not extend outside of District-provided accounts. Therefore, parents agree that the District is not liable for any threatening, defamatory, obscene, offensive, or illegal content received from any other party, nor is it liable for any infringement of another's rights that may occur.

o The District has no ability to retrieve or recover E-mail once it is forwarded outside of the District's network.

o If a student chooses to respond directly from his/her personal account, the District is not able to, nor responsible for, archiving the forwarded E-mail. Nor is the District responsible any longer for protecting the privacy of the student's personal E-mail address.

- These accounts are provided as is, with size limits, attachment limits, and uniform features. The District reserves the right, at its discretion, to update the software or add additional features.

- All incoming E-mail will be filtered for spam using a commercial spam filter.

While the District has installed filtering software for all E-mail accounts, no filtering software is foolproof. There remains the possibility, however slim, that

despite these safeguards, a student may access material that parents and/or District officials might find inappropriate.

- As the owner of the computer systems, the District reserves the right to monitor its computer systems to ensure that they are being used in accordance with the Acceptable Use Policy and related Administrative Regulations. The Superintendent reserves the right to terminate any individual's use of the District's computer systems. ***Misuse of the computer systems resulting in violations of these guidelines will be treated in accordance with existing procedures, and the Board's policy regarding Exclusion of Students.***

- *Students must understand that the District has reserved the right to conduct monitoring of these computer systems and can do so despite the assignment of passwords to individual students for system security. Any password systems implemented by the District are designed solely to provide system security from unauthorized users, not to provide privacy to the individual system user.*

#### **Student Responsibilities**

- Students are entirely responsible for the confidentiality of their E-mail accounts, passwords, personal information, and for any activities that occur in the use of their accounts.

- Students should have no expectation of privacy when using district-provided E-mail accounts.

- The student agrees to notify his/her teacher or principal immediately if any unauthorized use is made of his/her District-provided E-mail account.

- The student agrees to report immediately to his/her teacher or principal the receipt of any unwanted or inappropriate E-mails from Westport School District employees.

- Most importantly, the District urges *any* student who receives *any* harassing, threatening, intimidating, or other improper message through the computer systems to report it immediately. It is the District's policy that no student should be required to tolerate such treatment, regardless of the identity of the sender of the message.

#### ***Please report these events!***

- While E-mailing, students are responsible for following all parts of the District Acceptable Use Agreement.

#### **ACCOUNTABILITIES POLICY**

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

## **BULLYING PROHIBITION POLICY**

The Westport Board of Education is dedicated to promoting and maintaining a positive learning environment where all students are welcomed, supported, and feel socially, emotionally, intellectually and physically safe in school.

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

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

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

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

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

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

The detailed Board Policy and Administrative regulations can be accessed online at: <http://www.westport.k12.ct.us/behave.htm>

### **DEFINITIONS:**

A. "Bullying" means

(1) the repeated use by one or more students of a written, oral, or electronic communication, such as cyber-bullying, directed at or referring to another student attending school in the same school district, or

(2) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

(a) Causes physical or emotional harm to such student or damage to such student's property,

(b) Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,

(c) Creates a hostile environment at school for such student,

(d) Infringes on the rights of such student at school, or

(e) Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical gesture based on any actual or perceived

differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental, or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

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

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

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

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

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

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

#### **LEGAL REFERENCES:**

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

#### **Administrative Procedures**

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

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

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

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

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

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

## **II COMPLAINT PROCEDURE**

### **Formal Complaints**

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

### **Informal Complaints**

Students may make an informal complaint of conduct that they consider to be bullying by a verbal report to a teacher, administrator, guidance counselor, school nurse or other staff member. The complaint should be reasonably specific as to the actions giving rise to the suspicion of bullying, including time and place of the conduct alleged, the number of such incidents, the target of such suspected bullying, and the names of any potential student or staff witnesses. Any school employee who receives an informal complaint shall complete a written report form, including the information provided, and shall forward the reports to the principal no later than the following school day.

### **Anonymous Complaints**

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

### **III DISPOSITION OF COMPLAINTS: Staff Responsibilities**

**Witnesses:** A staff member, who witnesses acts of bullying, as defined above, shall promptly notify the building principal or designee of the events and file a written report form no later than the following day.

#### **Recipients of Complaints:**

**Formal complaints:** A staff member who receives a written complaint shall forward it immediately to the building principal or designee.

**Informal complaints:** Staff members receiving informal (verbal) complaints from students shall fill out a written report form and forward it to the principal or designee immediately (no later than the following school day). Staff members who receive verbal complaints from parents or other adults should request the informant to fill out a formal report.

### **IV HANDLING OF COMPLAINTS: Administrators' Responsibilities.**

#### **Investigation**

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

#### **Follow-up: Remedial Action**

*Verified* acts of bullying shall result in intervention by the building principal or designee that is reasonably designed to assure that the prohibition against bullying behavior is enforced, with the hope and expectation that any such bullying behavior will end as a result.

Bullying behavior can take many forms and can vary dramatically in its seriousness, and its impact on the victim and other students. Accordingly, **there is no one prescribed response** to verified acts of bullying. While conduct that rises to the level of "bullying" as defined above may warrant disciplinary action against the perpetrator, in accordance with the school system's normal disciplinary procedures, ***whether and to what extent to impose disciplinary action is a matter for the sound discretion of the building principal.***

#### **Reporting and Record-Keeping Obligations**

##### ***A Report to the parent or guardian of the perpetrator***

If after investigation, acts of bullying by a specific student are verified, the building principal or his/her designee shall notify the student's parent or guardian in writing of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in such notification.

##### ***B Report to the victim and his/her parent or guardian***

If, after investigation, acts of bullying against a specific student are verified, the building principal or his/her designee shall notify the parent or guardian of the victim of such finding. In providing such notification, care must be taken to

respect the statutory privacy rights of the perpetrator. The specific disciplinary consequences imposed, as reflected in the perpetrator's educational records, shall not be disclosed to the parents/guardian of the victim, except as provided by law.

**C Record of List of verified acts of bullying**

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

**CAFETERIA**

The Cafeteria is both a cafeteria and a student socializing area. Students are permitted to eat only at the tables in the Cafeteria or in the North courtyard. No food or drink is permitted outside of the Cafeteria area. Students are expected to be seated, pick up their own litter (including food trays, milk cartons, paper, etc.) and generally behave in a non-disruptive manner.

**DEFINITIONS USED IN THE CODE OF CONDUCT**

*The following definitions used in the Staples Student Code of Conduct are defined in Connecticut Education Laws, Section 233-a.*

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

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

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

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

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

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

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

## DEFINITION OF OTHER DISCIPLINARY CONSEQUENCES

1. "Monitored Study": Assignment of a student to a supervised study room during some or all of unscheduled school time.
2. "Detention": A one-hour period of time after school. Detention will be held twice weekly from 2:30 to 3:30 PM. Any student arriving after 2:30 will not be admitted and will report to the Assistant Principal on the following day.
  - Failure to report to a scheduled detention will result in additional consequences including two additional detentions or in-school suspension
  - Students will be given 24 hour notice of a detention in order to arrange for transportation home, as applicable.
  - Students are responsible for their own transportation from detention.
3. Saturday Detention
  - Students must serve the entire four (4) hours in order to receive credit for having attended Saturday Detention.
  - Students who have accumulated four (4) Saturday Detention in a single school year will be suspended for all subsequent offenses that would normally warrant assignment of a Saturday Detention.
  - Students are responsible for transportation to and from Saturday Detention. The school district will not provide transportation.
  - Absence because of illness should be reported and verified by the parent or guardian directly to the Attendance Secretary on the Monday following the assigned detention. Students will automatically be assigned to serve the detention at the next available date.
  - Students who arrive late (8:15) will be assigned an additional Saturday Detention.
  - Students who arrive late (8:15), cut, refuse to attend, or are dismissed from detention will receive one day of Out Of School Suspension.
  - All students are expected to bring enough work to stay on task independently for the duration of the detention. Students who fail to bring sufficient work will be dismissed.
  - No talking, radios, electronic devices, sleeping, or non-curricular materials are allowed.
  - The use of computers, personal digital assistants, and cellular telephones is exclusively prohibited.
  - Students will not have access to vending machines in the school.
  - Water brought from home will be allowed.
  - No snacks or food of any kind will be allowed.
  - Students are not allowed to access their lockers – all study materials must be brought at the time of the detention.
  - Students who are uncooperative or disruptive will be asked to leave by the detention monitor.
  - Lack of transportation, oversleeping, working, athletic competition, and recreational activities are NOT legitimate excuses for missing Saturday Detention.



4. The following are not allowed in monitored study or the detention room:
  - Food or beverages of any kind
  - Radio or entertainment devices
  - Talking
  - Sleeping
  - Use of phones or lockers
5. Any type of inappropriate behavior may result in dismissal from detention. Any student who is dismissed from detention is to report to the Assistant Principal on the following day. Any student dismissed from detention is subject to further consequences including an additional 2 detentions or suspension.
6. Work, team practices and games, club meetings and activities, among other things, are not valid reasons for missing detention.
  1. Detentions may not be rescheduled unless a valid emergency arises.
  2. Students not in school on the day they are to serve a detention will be automatically scheduled for the next scheduled detention.

## **SUSPENSION/EXPULSION OF SPECIAL EDUCATION STUDENTS**

School officials may suspend a special education student for up to 10 consecutive school *days if the student's inappropriate conduct is unrelated to the student's disability*. In such a case, the student may be suspended in accordance with the procedures established for non-disabled students and the student's individual education plan (IEP). A proposed suspension beyond 10 days requires a determination by the Planning and Placement Team (PPT) as to whether the misconduct is caused by the student's disabling condition, in which case the PPT shall re-evaluate the student for the purpose of modifying the IEP to address the misconduct and to ensure the safety of others in the school. If the conduct is *unrelated* to the student's disability, the student may be suspended or expelled in accordance with regular policy, except that the Board of Education will continue to provide a free appropriate education.

## **DISRUPTION OF THE EDUCATIONAL PROCESS**

Disciplinary consequences for other serious disruption of the educational process not covered above will be determined by administrative decision.

## **DRESS POLICY**

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

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

- A. The following guidelines apply to all regular school activities:
  1. Shoes appropriate for school activities must be worn at all times. Footwear standards are maintained for the prevention of accidents and injury. High-heeled shoes or sandal styles that make walking, running or other activities less safe for students are discouraged.

2. Clothing and jewelry should be safe and free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive or which advocate violence, racial, ethnic, or religious prejudice, or the use of drugs or alcohol.
  3. Clothing, articles of clothing, or manner of wearing clothes that is inappropriately revealing is not permitted. Underwear should not be visible.
  4. Clothing or jewelry which is distracting, or disruptive to the educational program, or which is gang-related, or which poses a threat to the physical well-being and safety of the student or others, shall *not* be worn on campus or at school activities.
- B. The administrator and staff may establish additional dress and grooming regulations, when necessary, for regular school activities and/or for times when students are engaged in extra-curricular or other special school activities.
  - C. Coaches and teachers may find it necessary to impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.
  - D. The Principal/designee may confiscate inappropriate attire and provide a suitable substitute if available, and/or phone home to inform parents that a change of attire must be provided.
  - E. Parents are advised to be sure that students have outerwear appropriate to the weather and to the activities they will engage in.

***Appropriate dress DOES NOT include:***

- T-shirts or other items displaying references or advertising pertaining to drugs or alcohol or cigarettes.
- T-shirts or other items displaying any form of gender objectification or obscenity.
- Any clothing, or lack of clothing, which may distract from the educational process. Halter tops and other revealing types of clothing are not considered acceptable.
- Gang-associated apparel.

**DRUG AND ALCOHOL POLICY**

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

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

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

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

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

### **FIELD TRIPS**

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

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

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

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

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

### **FIRE DRILLS**

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

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

## **FOOD**

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

## **HAZING POLICY**

The practice of hazing is expressly prohibited by the Staples High School Code of Conduct.

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

- a. "Endanger the mental health" shall include, but is not limited to activities which would subject an individual to extreme mental stress such as prolonged sleep deprivation, forced exclusion from social contact, forced conduct which would result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.
- b. "Endanger the physical health" shall include, but is not limited to any brutality of a physical nature such as whipping, beating, exposure to elements, forced consumption of food, alcoholic beverages, drugs or controlled substances, or any physical activity which would adversely affect the physical health or safety of an individual.

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

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

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

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

## **LIBRARY MEDIA CENTER**

Open: Monday to Friday – 7:00 am to 3:30 pm

Website: <http://shs2.westport.k12.ct.us/stapleslc>

The Staples High School Library Learning Commons provides students, staff and community members with access to extensive information for research, literature, and technology resources. Our staff, which consists of two full time

Library Media Specialists, and three full time paraprofessionals, is committed to insuring quality information services and instruction. Through this instruction, students become confident and competent learners and researchers, which enables them to select and manage the information available today. The online catalog, databases, eBooks, selected websites, and print items make for easy access of research and reading materials both in the Library Learning Commons and remotely, anytime anywhere.

#### LIBRARY POLICIES

##### Library Use:

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

##### Circulating Materials:

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

## LIMITED OPEN CAMPUS

Students are not required to be on campus until their first class of the day, and they may leave campus only after their last class of the day. Exceptions must be approved in advance by the Administrator and require a pass.

Leaving at any other time without permission will result in at least a Saturday detention. Once present on campus, students are not permitted to leave without authorization. Students, who have one or more consecutive free periods at the end of the day and wish to leave campus, may acquire a by-semester permanent pass from their respective Grade Level Assistant.

## LOCKERS

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

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

## LOST AND FOUND

Lost and Found is located in the Café. Items such as cell phones, I-pods, CD players, etc. are stored securely in the Main Office.

## OFF CAMPUS MISCONDUCT

Students may face disciplinary actions for off-campus conduct that both violates a publicized Board of Education Policy and is seriously disruptive of the educational process.

"Seriously disruptive of the educational process" may include among other factors, the following:

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

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

## **PARKING REGULATIONS POLICY**

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

Since student parking at Staples is very limited, the rental of parking spaces is a senior privilege. Students are not permitted to take their cars off campus until after their last class for the day. Campus security monitors student parking and traffic. **Students are to park in designated student parking only** or they will be ticketed.

Automobiles and the parking lots are not loitering areas for students.

Irresponsible use of a motor vehicle while a student is under school jurisdiction results in (at least) immediate loss of parking privileges and possibly suspension.

### **Parking Fees & Regulations**

#### **Parking Protocol and Consequences for Parking Violations 2017-2018**

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

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

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

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

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

#### **FIRST OFFENSE:**

- A vehicle immobilization boot will be placed on your front driver side wheel. Unless an emergency situation exists, boots will only be removed after the regular school day has ended.
- Assessment of a \$20 fine that must be paid in the assistant principal's office.
- Suspension of parking on campus until the fine is paid in the assistant principals' office
- In-School Suspension from school for each day that you park on campus without paying the fine.
-

**SECOND OFFENSE:**

- A vehicle immobilization boot will be placed on your front driver side wheel. Unless an emergency situation exists, boots will only be removed after the regular school day has ended.
- Assessment of a \$40 fine that must be paid in the assistant principal's office.
- Suspension of parking privileges for one month.
- One day of In-School Suspension.
- In-School Suspension for each day you park on campus during the period of revocation.

**THIRD OFFENSE:**

- A vehicle immobilization boot will be placed on your front driver side wheel. Unless an emergency situation exists, boots will only be removed after the regular school day has ended.
- Assessment of a fine of \$50 that must be paid in the assistant principal's office.
- Two days of In-School Suspension.
- On campus parking privileges revoked for the remainder of the year. In-School Suspension for each day you park on campus during the period of revocation.

If a vehicle is parked in your space, if possible take a photograph of the license plate and report it to the Assistant Principals' secretary, Mrs. Garcia.

Park your vehicle in one of the visitor's spots in the front of the school and proceed to the assistant principal's office **IMMEDIATELY – Do not park in another numbered spot.**

**IF YOU PARK ON CAMPUS WITHOUT PURCHASING A PARKING STICKER:**

**FIRST OFFENSE:**

- A vehicle immobilization boot will be placed on the front driver side wheel. Unless an emergency situation exists, boots will only be removed after the regular school day has ended. Assessment of a \$20 fine that must be paid in the assistant principal's office
- One day of In-School Suspension.

**SECOND OFFENSE:**



- A vehicle immobilization boot will be placed on the front driver side wheel. Unless an emergency situation exists, boots will only be removed after the regular school day has ended.
- Assessment of a \$40 fine which must be paid in the assistant principal's office
- Two days of In-School Suspension

**THIRD OFFENSE:**

- A vehicle immobilization boot will be placed on your front driver side wheel. It may not be possible to remove it immediately. Unless an emergency situation exists, boots will only be removed after the regular school day has ended.
- Assessment of a \$50 fine which must be paid in the assistant principal's office
- Three days of ISS.

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

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

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

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

## PORTABLE ELECTRONIC DEVICES

### A. The use of cell phones by students

This policy is meant to balance responsible use of cell phones during the school day with the need to maintain a safe and orderly school environment. Students may possess and utilize cell phones during the school day according to the following guidelines:

1. Cell phones are to be turned off, and never to be used:
  - in any classroom, including the computer centers.
  - in the library.
  - during monitored study on in-school suspension in the assigned room
  - during any performance in the auditorium
  - in academic learning centers
  - during all times when a student is meeting with a teacher or is attending a meeting (504, PPT, conference, etc.).
  
2. Teachers may confiscate cell phones for any of the above reasons, and will bring the student's phone to the Assistant Principal. Students and/or their parents must retrieve the phone from the Assistant Principal, after discussing possible disciplinary action. A student's decision to violate this policy results in a diminished privacy expectation with regard to their cell phone. Upon observing a student using a cell phone in an unauthorized manner, the administration reserves the right to search the contents of the phone to determine whether the phone was being used to violate other school policies, such as viewing information stored on the phone to commit an academic integrity violation, or to communicate with other students during a classroom assessment, such as a test or a quiz.
  
3. Students may use cell phones during the day during their unscheduled time as long as the usage does not interfere with instruction and the safe and orderly operation of the school. Utilizing cell phones will be limited to the following locations:
  - the cafeteria
  - any sidewalk outside of the building
  - the main lobby or the hallway in front of the auditorium
  - the courtyard
  - the pool lobby, field house lobby or gym lobby
  
- 4 Making phone calls is not a legitimate reason to be tardy or late to a class.

While the use of cell phones by students is allowed subject to these rules, the use of a cell phone to take, store, or transmit pictures or to make other recordings (audio or video) on school grounds is strictly prohibited. It is the school's position that picture/recording phones pose threats to privacy. Additionally, picture and other recording functions of cell phones can be used to exploit personal information and compromise the integrity of academic programs. **Accordingly, the use of the camera function or other recording functions of a cell phone is strictly prohibited on school grounds at all times. Students who violate this provision of the policy will have their cell phone confiscated and only returned to a**

**parent. In addition, students may face additional disciplinary consequences, up to and including expulsion from school if the violation warrants.**

## **RESIDENCY**

Two proofs of residence are required to enroll a student in the Westport schools. If a parent already has a child in the school system and is bringing in another child, the proof does not need to be redone.

Acceptable proofs are: document establishing home ownership (deed, mortgage, contract of sale, etc.) or rental agreement, plus a second proof indicating that the person actually resides at the property, i.e., driver's license, utility bill in their name at that address, voter ID.

For unusual situations see "Residency Issues".

## **SCHOOL BUS ACCIDENT PROCEDURE**

Police, school system representatives and bus company representatives respond to ALL bus accidents no matter how MINOR they are.

Fire and emergency medical services respond to all accidents when necessary. A complete assessment of any possible injury is done at the scene by medical services' personnel.

Investigation of the accident is done by the police, fire and public safety Personnel.

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

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

All parents/guardians of children on the bus(s) involved in an accident will be notified by the principal and transportation coordinator as soon as possible. Parent's/guardian's) of children transported to a medical facility will be notified immediately.

No child will be released to anyone but a parent/guardian or written specified designee.

Students who proceed to school after a minor bus accident:

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

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

## **SECURITY CAMERAS**

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

## **SEXUAL HARRASSMENT POLICY**

Sexual harassment violates both federal and state laws and is insulting and demeaning to the victim. It is the policy of the Westport Board of Education to condemn and prohibit all forms of sexual harassment directed at male or female students or employees by other male or female students or employees, or by those doing business with the Board of Education, or by volunteers under the control of the Board of Education. Supervisory personnel are responsible for assuring that all students and employee enjoy the right to work and learn in an environment free of all forms of sexual harassment.

**Definition:** Sexual harassment is generally defined under state and federal law as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature where:

Submission to such conduct is made either explicitly or implicitly a term or condition of any individual's employment or academic award;

Submission to or rejection of such conduct by any individual is used as the basis for employment decisions affecting such individual; or

Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or ability to learn or creating an intimidating, hostile or offensive environment.

Sexual harassment can include conduct that is verbal (including sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions or threats, sexual insults and put-downs); non-verbal (including use or display of sexually suggestive objects or pictures, suggestive or insulting sounds or whistles, leers, obscene gestures, etc.); or physical (including unwanted physical contact such as touching, pinching, kissing, brushing the body, fondling, assault or coerced sexual intercourse).

**Communication:** A copy of this policy will be distributed to all current employees and to all new employees at the time of hire. It will also be distributed annually to all employees and students. Moreover, a copy of this policy will remain posted at all times in each Board of Education facility.

The Board encourages victims of sexual harassment to report such claims and no reprisals or retaliation will result from good faith reporting.

**Complaints:** all complaints of sexual harassment will be investigated promptly and discreetly. If investigation reveals the complaint to be valid, prompt action will be taken to stop the harassment and prevent its recurrence.

**Violations:** Violation of this policy may result in disciplinary action up to and including suspension (students) and discharge (employees).

## **SMOKING POLICY**

Smoking is banned, at any time, by students, visitors or other adults in the school building, on school grounds and in school vehicles. Smoking is also prohibited in personal vehicles on school property. This policy is in effect twenty-four hours a day. Also banned is possession by students of tobacco products or non-tobacco smoking products (including but not limited to chewing tobacco and *herbal cigarettes*). Smoking is not permitted at any school function (including dances, proms, extra-curricular activities and athletic events.) Failure to follow this policy can lead to barring a student's offender from school activities where such an infraction has occurred.

Definition: "smoke" or "smoking" means the lighting or carrying of a lighted cigarette, cigar, pipe or similar device, however, based on administrative investigation, a student may be determined to have been smoking based on a preponderance of other evidence (such as being in a restroom stall with smoke

rising out of the stall, etc.). Visible cigarettes found on students while in the school building will be confiscated to promote our smoke-free environment. Also prohibited are the use or possession of electronic smoking devices of any type.

### **STAFF-STUDENT NON-FRATERNIZATION POLICY**

Adults who have contact with children and adolescents through school activities have the responsibility not to betray or misuse their privileged position. Students develop a special trust in school staff by virtue of the school system's authority and the important role the school plays in their lives. Adults must never take advantage of students' vulnerability or of their confidence that adults in school will behave appropriately in relationships with them.

It is the policy of the Westport Board of Education to prohibit any sexual relationship, contact or sexually unwanted behavior or communication (verbal or non-verbal) between a staff member and a student, while **the student is** enrolled in the school system. The prohibition extends to students of the opposite sex or the same sex as the staff member, and applies regardless of whether the student or the staff member is the initiator of the behavior and whether or not the student welcomes or reciprocates the attention.

#### **Definitions:**

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

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

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

**Violations:** will result in disciplinary action up to and including dismissal.

**Employees' due process rights** will be safeguarded.

**The principal:** will consult with the assistant superintendent for pupil personnel to determine whether any alleged violation falls into the category of sexual harassment and/or child abuse or sexual abuse; if so, it might need to be addressed according to those policies and/or also reported to the police or another agency.

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

### **STUDENT ASSEMBLY**

The Staples Student Assembly has as its primary purpose the promotion of student affairs and interests and has its own budget. It serves as the student voice for the Collaborative Team and the school. There are 40 members, ten from each class. Elections are held in the spring, except for the 10 Freshmen, who are chosen in the fall. The Assembly meets twice a month.

### **STAPLES COLLABORATIVE TEAM**

The Collaborative Team is composed of the principal, administrators, teacher representatives from each department, the president and vice president of

Student Assembly, and the co-PTA presidents. This group meets weekly to develop policy, create school improvement goals, and make decisions on important aspects of school life. One of the major objectives of the group is to foster faculty leadership and broaden collective problem solving in the school community.

## **RESPONSE to INTERVENTION (Rtl)**

### **Staples High School Response to Intervention**

---

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

---

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

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

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

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

The student will then be reviewed at the following meeting or when the teacher reports are submitted and inventories (if appropriate) have been completed.

Once the student's case is reviewed classroom supports may be recommended as well as further interventions which may include:

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

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

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

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

## **SUMMER ASSIGNMENT POLICY**

1. AP course teachers may assign a reasonable amount of summer work. Summer assignments will be deemed reasonable by the appropriate department chair.
2. Summer assignments will be allowed in the following non-AP courses:
  - Science Research
  - Chinese
  - Pre-Calculus HonorsFuture additions to this list will be determined by a Collaborative Team vote following a presentation of compelling reasons by the appropriate department chair and further discussion by the team.
3. Two summer reading books of the students' choice OR of teacher's selection may be assigned for grades 9-12.
4. All sections for a particular course must give the same summer assignment with the same set of expectations and the same rubric.
5. Departments need to provide extremely clear instructions and expectations for all summer assignments.
6. Exemplar summer assignments will be posted on the web for student use when applicable, as determined by department heads.

7. The course description book will specify which courses include a summer assignment.
8. All summer assignments, with rubrics, will be linked to the SHS website by the start of Arena scheduling for the following year.

### **UNASSIGNED PERIOD POLICY**

When students are not assigned to a class, they are expected to be in the Cafeteria, library, courtyards, Learning Center, Language Lab, Technology Lab or working with a faculty member. Students are not permitted to roam in halls, the parking lot or around entranceways to the school, during class periods. Students are not permitted to leave campus during unassigned ("free") period in the middle of their school day. Consequences of such infractions will be given, including, but not limited to the loss of parking privileges.

### **VISITING CLASSROOMS POLICY**

Parents are welcome to visit classrooms or consult with teachers, the Guidance staff, and the administration. Parents must first call to arrange a meeting. Arrangements for visiting classrooms should be done through an Assistant Principal. Visitors for any reason are required to check in with the Main Office and receive a visitor's pass. To ensure that visits to the classrooms do not become disruptive to the learning environment the following procedures will be followed:

#### **Visitor**

1. Visitor must respect the confidentiality of the students in the class and not discuss or report behavior of any individual within the class.
2. Visitors are expected to take a passive role (not commenting or interrupting the lesson) during the observation unless the teacher invites participation.
3. Visitor will request permission to observe a class and provide a reason for the visit.

#### **Assistant Principals' Office**

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

#### **Teacher**

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

#### **Day of Visit**

1. Visitor will sign in at the Main Office to receive a visitor pass.



2. Visitor will meet with the designated Assistant Principal who will accompany them to each requested class.
3. At the end of the visit, visitor will meet with the Assistant Principal to review the visit.

### **VISITOR POLICY - ADMINISTRATIVE GUIDELINES**

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

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

#### **Adults/not Parents of Resident Students**

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

1. We do not provide tours of schools or meetings with principals for parents of potential residents.
2. Guidance counselors and other staff members are fully occupied with professional responsibilities and cannot meet to describe the Westport program or to discuss specific programs for students who are not yet Westport residents.
3. Because of the need for security at all of our schools, we do not encourage visitors to enter the school or walk around after school hours.

#### **Parents of Current Students:**

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

### **VISITOR POLICY - STUDENTS**

Staples students are prohibited from inviting visitors to the building. The reasons for this are:

1. To ensure the safety of Staples students and faculty.
2. Visitors are often a distraction to the educational process.

## **DELAY/CLOSING ANNOUNCEMENTS**

The fastest and most complete information on school closings and delays can be obtained by calling 341-1766. If schools are cancelled or delayed, that information is usually on the emergency line (341-1766) by 6:00 a.m.

The radio and TV stations listed below carry announcements of delayed school opening or closing. If the station is not listed, it received no information from the Westport Public Schools:

WKCI	101.3 FM	WEBE Westport	107.9 FM
WEFX Norwalk	95.9 FM	WELI New Haven	960 AM
WEZN Bridgeport	99.9 FM	WICC Bridgeport	600 AM
WKHL Stamford	96.7 FM	WNLK Norwalk	1350 AM
WSTC Stamford	1400 AM		

WTNH Channel 8  
WVIT Channel 30 Cablevision  
News 12

CTweather.com

# One Hour Delayed Opening “A” Day

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

# One Hour Delayed Opening “B” Day

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

# One Hour Delayed Opening “C” Day

Time	Period	Minutes of Class	
8:30-9:10	3	40	
9:15-10:15	4	60	
10:20-11:00	1	40	
11:05-12:45	7	60-65	<i>Lunch Rotation: Lunch Wave #1 11:05-11:35 Lunch Wave #2 11:40- 12:10 Lunch Wave #3 12:15-12:45</i>
12:50-1:30	6	40	
1:35-2:15	5	40	

# One Hour Delayed Opening “D” Day

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

## Two-Hour Delay Schedule for “A” Day

Time	Period	Minutes of Class	
9:30-10:00	1	30	
10:05-10:55	2	50	
11:00-11:30	3	30	
11:35-1:15	5	60-65	<b><i>Lunch Rotation:</i></b> <i>Lunch Wave</i> <b>#1 11:35-12:05</b> <i>Lunch Wave</i> <b>#2 12:10- 12:40</b> <i>Lunch Wave</i> <b>#3 12:45-1:15</b>
1:20-1:45	8	25	
1:50-2:15	7	25	

## Two-Hour Delay Schedule for “B” Day

Time	Period	Minutes of Class	
9:30-10:00	2	30	
10:05-10:55	3	50	
11:00-11:30	4	30	
11:35-1:15	6	60-65	<b><i>Lunch Rotation:</i></b> <i>Lunch Wave</i> <b><i>#1 11:35-12:05</i></b> <i>Lunch Wave</i> <b><i>#2 12:10- 12:40</i></b> <i>Lunch Wave</i> <b><i>#3 12:45-1:15</i></b>
1:20-1:45	7	25	
1:50-2:15	8	25	



## Two-Hour Delay Schedule for “C” Day

Time	Period	Minutes of Class	
9:30-10:00	3	30	
10:05-10:55	4	50	
11:00-11:30	1	30	
11:35-1:15	7	60-65	<b><i>Lunch Rotation:</i></b> <i>Lunch Wave</i> <b><i>#1 11:35-12:05</i></b> <i>Lunch Wave</i> <b><i>#2 12:10- 12:40</i></b> <i>Lunch Wave</i> <b><i>#3 12:45-1:15</i></b>
1:20-1:45	6	25	
1:50-2:15	5	25	

## Two-Hour Delay Schedule for “D” Day

Time	Period	Minutes of Class	
9:30-10:00	4	30	
10:05-10:55	1	50	
11:00-11:30	2	30	
11:35-1:15	8	60-65	<b><i>Lunch Rotation:</i></b> <i>Lunch Wave</i> <b><i>#1 11:35-12:05</i></b> <i>Lunch Wave</i> <b><i>#2 12:10- 12:40</i></b> <i>Lunch Wave</i> <b><i>#3 12:45-1:15</i></b>
1:20-1:45	5	25	
1:50-2:15	6	25	

Three-Hour Delay Schedule "A"  
 Day  
 One of the morning periods (1 or 3)  
 will be dropped (TBD)

Time	Period	Minutes of Class	
10:30-10:55	TBD	25	
11:00-11:30	2	30	
Period	TBD	Will be	Dropped
11:35-1:15	5	60-65	<b>Lunch Rotation:            Lunch Wave #1            11:35-12:05            Lunch Wave #2            12:10- 12:40            Lunch Wave #3            12:45-1:15</b>
1:20-1:45	8	25	
1:50-2:15	7	25	

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

Time	Period	Minutes of Class	
10:30-10:55	TBD	25	
11:00-11:30	3	30	
Period	TBD	Will be	Dropped
11:35-1:15	6	60-65	<b>Lunch Rotation: Lunch Wave #1 11:35-12:05 Lunch Wave #2 12:10- 12:40 Lunch Wave #3 12:45-1:15</b>
1:20-1:45	7	25	
1:50-2:15	8	25	

**Three-Hour Delay Schedule “C”  
Day**  
One of the morning periods (3 or 1)  
will be dropped (TBD)

<b>Time</b>	<b>Period</b>	<b>Minutes of Class</b>	
10:30-10:55	TBD	25	
11:00-11:30	4	30	
Period	TBD	Will be	Dropped
11:35-1:15	7	60-65	<b><i>Lunch Rotation: Lunch Wave #1 11:35-12:05 Lunch Wave #2 12:10- 12:40 Lunch Wave #3 12:45-1:15</i></b>
1:20-1:45	6	25	
1:50-2:15	5	25	

**Three-Hour Delay Schedule “D”  
Day**  
One of the morning periods (4 or 2)  
will be dropped (TBD)

Time	Period	Minutes of Class	
10:30-10:55	TBD	25	
11:00-11:30	1	30	
Period	TBD	Will be	Dropped
11:35-1:15	8	60-65	<b><i>Lunch Rotation: Lunch Wave #1 11:35-12:05 Lunch Wave #2 12:10- 12:40 Lunch Wave #3 12:45-1:15</i></b>
1:20-1:45	5	25	
1:50-2:15	6	25	

Students and parents are asked **NOT** to call the school switchboard to obtain this information. Generally, cancellation and delayed opening is broadcast by 6:00 a.m.

**No lunch is served on shortened or exam days.**

## Early Dismissal Schedule for "A" DAY:

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

## Early Dismissal Schedule for "B" DAY:

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



## Early Dismissal Schedule for "C" DAY:

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

## Early Dismissal Schedule for "D" DAY:

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

## **EXTRACURRICULAR ACTIVITIES**

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

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

### **ATHLETICS AND INTRAMURALS**

#### **Purpose**

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

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

#### **Eligibility**

You are NOT ELIGIBLE:

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

*The exception to Rule II.E. shall be:*

- a. Participation in parent-child tournaments.
- b. Swimming, tennis, gymnastics – a pupil may practice but not compete with a non-CIAC team during the season.
7. If you play under an assumed name on an outside team; (Rule II.F.)
8. If you receive personal economic gain for participation in any CIAC sport.

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

NOTE: Marking period grades (not semester grades) are to be used in determining scholastic eligibility, except for fall eligibility.

You may consult your Principal or Athletic Director for other rules affecting athletic eligibility.

#### **Health Requirements for Athletic Participation**

To participate in any sport, including try-outs, a student must have on file in the Nurse's Office:

**HAR 3** Annual health history and physical examination (blue form)

**Form C** SHS Athletic Emergency Information (two part form) to be verified by the nurses' office staff

#### **Student and Parent Concussion Informed Consent Form**

#### **Sudden Cardiac Arrest Awareness Form**

Forms are available in Athletics, Nurse's Office at Staples, and online – [shs.westport.k12.ct.us/athletics/athletic-forms/](http://shs.westport.k12.ct.us/athletics/athletic-forms/)

#### **C.I.A.C. Regulations**

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

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

#### **Incoming Transfer Students**

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

#### **ATHLETIC HANDBOOK**

[Shs.westport.k12.ct.us/athletics/athletic-handbook/](http://Shs.westport.k12.ct.us/athletics/athletic-handbook/)

#### **Participation is a privilege**

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

school sponsored activity includes, but is not limited to, a prom, a graduation ceremony, an athletic event, and homecoming. Athletic and club initiation rights, practices connected with clubs or athletics, are expressly prohibited by the school.

#### **Violations of the Athletic Standards**

Violations will be treated with consideration for the individual, the team, the school and the family. Penalties for violations may involve temporary suspension, permanent suspension for the remainder of the current season or year, ineligibility for future teams and/or the cancellation of awards, and will be gone for a season, quarter, semester, year – whatever is warranted.

#### **Interscholastic Awards**

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

#### **Physical Education Class Participation Policy For Athletes**

All athletes taking Physical Education during their season of performance on a team must have a change of clothing and participate in class activities.

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

### **NATIONAL HONOR SOCIETY**

Membership Requirements for the National Honor Society:

A student must exhibit and demonstrate all of the following qualities:

1. Scholarship: Maintaining an academic GPA of 3.9.
2. Character: Possessing the attributes of responsibility, good conduct, initiative, and desirable qualities of behavior, as assessed by the entire faculty.
3. Leadership; actively participating in clubs and activities and viewed as a leader, helping other, being active in discussions, etc.
4. Service: Rendering his/her service in and or out of school, having completed a minimum of 30 hours during the school year.

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

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

## **NATIONAL LANGUAGE HONOR SOCIETIES**

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

## **GRADUATION ACTIVITIES**

### **AWARDS ASSEMBLY**

Major awards are presented at an awards assembly in June. Some of the most prestigious awards are: Key Award, Book Awards, and Principal's Award.

### **BACCALAUREATE**

This is an evening for seniors, their families and the community to come together to reflect. The Salutatorian and a selected faculty member are keynote speakers.

### **GRADUATION**

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

### **HIGH HONORS DINNER**

This dinner is given in honor of a student who graduates with an academic grade point average that falls in the top 4% of the graduating class. Families and staff are invited to attend.

## **GUIDANCE DEPARTMENT PROGRAMS**

### **COLLEGE and CAREER CENTER**

Students receive both college admissions information and assistance about appropriate post-secondary learning institutions. Every grade will visit the College and Career Center throughout their four years at Staples High School. Ninth graders will do a Personality Inventory called, "Do What You Are." Sophomores will learn about their interests through a career interest inventory. This Naviance Program is also used in the junior year for college searches. Seniors meet with college admission representatives in small groups. Computer software, and college catalogues are available for student perusal. In addition, summer programs, scholarships, and employment opportunities are offered. Workshops on essay writing, resume writing and interview techniques, are also available to students.

### **COMMUNITY SERVICE CREDIT**

Students have an opportunity to earn school credit for contributing their time and talent to school and community programs after school hours. Students may make their own arrangements with a volunteer agency. The College and Career Center may be able to assist students with various options.

Credits can be earned by completing a Community Service contract, which can be obtained in the Guidance Office.

Students will receive .25 credits for 30 hours of Community Service, and .5 credits for 60 hours of community Service. Students are graded on a Pass/Fail basis only, and these grades are not included in the computation of grade point average. Students may earn no more than one credit of Community Service per year.

### **FRESHMAN ORIENTATION**

The Freshman Orientation Program allows for an incoming ninth grader, with his/her parent(s) to meet with a Staples High School student for a tour of the high school prior to the start of the school year. The purpose of the program is to acquaint incoming students with people, places, and other pertinent information needed to aid in the transition to Staples. This individualized orientation allows us to begin to get to know incoming students and families from the moment they begin their high school experience at Staples.

Counselors meet freshmen in small groups in September through their Global Themes classes.

Counselors meet freshmen individually second semester to plan courses and discuss goals for sophomore year and beyond.



**Freshman Parent Breakfast** occurs in the fall, and ninth grade issues are discussed and questions are answered.

Later in the year, freshmen come to the College and Career Center through their Physical Education classes to work on a "Do What You Are" Personality Inventory, which explains personality types and connects them to careers.

### **SOPHOMORES – POST HIGH SCHOOL PLANNING MEETINGS**

Counselors meet sophomores in small groups in the fall through their U.S. History classes. Counselors meet with parents of sophomores to introduce the post high school planning process. These breakfast meetings are held in April or May. Simultaneously, counselors meet students in small groups through U.S. History classes to discuss the post high school planning process. Counselors meet sophomores individually second semester to plan courses and discuss goals for sophomore year and beyond. Sophomores also do an Interest Inventory organized by the College and Career Center.

### **INDEPENDENT STUDY**

If a student has successfully completed all of the courses offered at Staples High School in a particular subject area and wants to continue research in that area, the student has an opportunity to earn credit in that area through an Independent Study Contract. The student must find a teacher at Staples who would be willing to supervise him/her, and an application must be completed which is available in the Guidance Office. The contract must be handed in to Guidance prior to the drop deadline of the term the Independent Study takes place. A student is not permitted to drop a class, if it brings the student under the course load until they have completed and turned in the Independent Study contract. AP or Honors credit can never be given for a course taken as an independent study class. Classes taken as "Independent Study" are graded on a Pass/Fail basis only and are not included in the computation of the grade point average. Students may earn no more than one credit of Independent Study per year.

### **JOB BANK**

The College and Career Center receives requests from local employers needing part-time help. Private individuals also place requests for jobs such as baby-sitting and yard work. Information, such as a brief description of the job, hours needed, wages and contact person, is compiled and posted on the website. Students may also go to the College and Career Center and talk with the coordinators concerning specific job requirements. Working papers are also available, if needed.

### **JUNIOR PLANNING**

PSAT registration is offered through the Guidance Office in the fall. Counselors meet individually with juniors and their parents to begin the post high school planning process. An evening meeting is held to provide a forum for parents to help ease this process. Each junior is presented with a booklet titled, "Post Secondary Planning Guide." Juniors are also seen in their English classes. Information regarding the post high school planning process is available on our website, and our parent night can be viewed on channel 78. Counselors meet juniors and their parents individually second semester to plan courses and discuss goals for senior year and beyond. The College and Career Center also

works with juniors on the Naviance Programs and provides a training for parents on this program as well. College Panel Night is offered in May for juniors and their parents. The Fairfield Regional College Fair is held at one of the high schools in the Spring for juniors and their parents. Workshops are offered to juniors on interview techniques and college essay writing. The Job Shadow Program assists students in shadowing an occupation for one day in which he/she has an interest.

## **SENIORS**

Two parent breakfasts are held in the fall where the college application process is discussed. Seniors are seen individually as well as in their English classes, and they receive a booklet titled, "College Application Procedures and Information." A Financial Aid Workshop is offered in the evening in October for parents, and the process of applying for financial aid is discussed. Students meet with college representatives in the fall in the College and Career Center. A Senior/Alumni College Session is offered in November. This is an opportunity for seniors to discuss college life with Staples graduates who are freshmen at college. Trips to Norwalk Community College and some vocational/technical schools are planned. Counselors work with students to discuss other post high school options as appropriate.

## **STUDENT GROUP COUNSELING**

Group counseling opportunities are offered to students based on their individual needs. Counseling is designed to help students learn to discuss their individual issues, to foster behavioral change, to improve social skills, and to develop confidence and improved self-esteem. Groups offered may include a Stress Management Group, New Student Group, and other groups evolve as needed.

### **Websites for Information:**

**Staples:** [shs.westport.k12.ct.us](http://shs.westport.k12.ct.us)

**District:** [www.westport.k12.ct.us](http://www.westport.k12.ct.us)

## **HEALTH**

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

### **STAPLES PHYSICAL EDUCATION MEDICAL EXCUSED POLICY**

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

- Present written documentation from his/her health care provider preferably using the **Staples Physical Activity Restriction** form that can be obtained from the school nurse and/or the Staples High School website under the student services-health services tab. Documentation must be completed to indicate the reason for exclusion from physical activity and the physical activities the student is restricted from participating in.
- Upon receipt of medical documentation, the school nurse will issue the student a pass to be excluded from physical education until further notice and/or as specified by the student's health care provider. The school nurse will notify the student's physical education teacher, guidance counselor and Physical Education/Health Department Chairperson of the restrictions and potential timeline for the restrictions.

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

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

OR

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

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

- The student may be assigned to one quarter of health class if possible in lieu of his/her physical education class if the extended injury/illness were to occur at the outset of a new quarter. Students will not be permitted to add health beyond 3 days of the new quarter.
- If the student would like to earn the opportunity to receive the .25 course credit for the physical education class for the quarter in which the **extended** illness or injury occurs, the student will meet with his/her physical education teacher to develop an alternative project in lieu of class participation that could be in the form of an independent study project or research paper for which they will be graded. It is the student's responsibility to meet with his/her physical education teacher to collaboratively develop an alternative to attending class. Prior to departmental approval, both parent and student must confirm in writing on the Staples Physical Activity Restriction form that they acknowledge that it is the student's responsibility to initiate the proposal and meet the departmental requirements established in the alternative plan. Final approval of all alternative to class participation projects/plans will be made by the Physical Education/Health Department Chairperson. **Alternative assignments must be completed by the end of the quarter in which the extended injury or illness occurred. Any exceptions to the deadline will only be granted by the Physical Education/Health Department Chairperson with consultation of the school nurse. The student will be graded on a pass/fail basis.**
- In the event the student's physical activity restrictions extend into a new school quarter, the Staples Physical Activity Restriction form must be completed again for the quarter that the student is restricted. The student/parent must request the school nurse for a continuation of a medically excused pass for the new quarter as directed by his/her health care provider and the aforementioned policy will be adhered to for the new quarter.
- Student's who have an extended illness or injury that require them to miss more than 10 days of class and select not to participate in the alternative, independent project, and/or do not satisfactorily meet the departmental guidelines authorized for the alternative project will have to make up the physical education class in a subsequent quarter(s) following the student's extended illness or injury.
- Student's who have a re-occurring illness and/or injury that causes them to miss more than 10 days, albeit non-consecutive days of participation in class will be required to complete an alternative to class participation project. Students who are still able to participate in more than ½ of the classes will be eligible to receive a grade and credit for the course. Student's who are unable to participate in ½ of the of the classes will be eligible to receive credit for the class after successful completion of the alternative project and the grade for the course will be issued on a pass/fail basis.

### **School nurses**

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

### **Communicating with the School Nurse Concerning a Student's Health**

Please alert the school nurse if your child has a health condition that may require individualized planning for safety, emergency care, health care services, or evacuation.

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

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

### **Students with Special Health Care Needs**

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

### **Health Assessments – (Physical Examinations)**

In accordance with Connecticut General Statutes, Section 10-206, the Westport Board of Education requires each ninth grade student to have a health assessment **during the ninth-grade year**. This mandated health assessment

must be performed anytime from June 1<sup>st</sup> of a student's eighth-grade year through June 30<sup>th</sup> of the ninth-grade year, and **must** be performed by a legally qualified practitioner of medicine (M.D. or D.O.) who is licensed in this or another state, or by a qualified registered nurse or advanced practice registered nurse or physician assistant licensed to practice in this state. Ninth grade students who do not comply with this requirement will not be allowed to attend school in the 10<sup>th</sup> grade.

The health assessment must be documented on the State Department of Education's required health assessment record (HAR-3) or "blue form," and must include, but is not limited to, the following:

1. Review and update of state-mandated immunizations to ensure compliance with requirements (obtain information from the health office).
2. Hemoglobin or hematocrit, blood pressure, height and weight, vision, hearing, speech, postural and gross dental screenings;
3. Risk assessment for tuberculosis. If the student is in a high-risk group, a Mantoux test for tuberculosis sensitivity must be administered and the test results must be documented on the form;
4. Chronic disease assessment (newly added to the HAR-4 2012 form).

If a parent or legal guardian (or student who is 18 years old or an emancipated minor) objects on religious grounds to:

- **the state-mandated health assessment**, a signed statement to that effect must be submitted to the school nurse by May 15<sup>th</sup> of the ninth grade year if a signed statement is not already in the student's record.
- **immunizations**, a signed copy of the *Immunization Exemptions and Exclusions-From-School* form must be already on file or submitted to the school nurse along with complete HAR-3 form.

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

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

#### Screenings

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

**Vision**                      Students in Grade 9

**Scoliosis**                      Students in Grade 9

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

### **Leaving School Because of Illness**

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

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

### **Emergencies**

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

### **Staying Home Due to Illness**

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

### **Student Medication**

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

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

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

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

### **Self-Administration of Medication**

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

### **Medication on Field Trips**

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

### **Medical Clearance for Sports Eligibility**

Requirements on page 81



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

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

### **Type Of Education Records Maintained - Who Has Access - For What Reasons:**

The Westport Schools maintain three general types of records on students:

#### ***Permanent Record***

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

#### ***Non-Permanent Records***

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

#### ***Teachers' Records***

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

#### **Access**

School officials who have legitimate educational reason have access to these records.

No other person or agency may have access to a student's record without written consent from the parent having custody, legal guardian, or student who is over 18. When a parent is divorced or separated, both natural parents have rights of access to a student's record.

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

#### **Test Papers:**

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

#### **Custodian, Procedures For Parental Access To Records, Cost of Reproduction, Location Of Policies:**

The principal of each school is the legal custodian of all records in that school. The principal may be contacted regarding parental access to their child's records.

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

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

**Policies for Reviewing and Expunging Records (by School Officials):**

All Permanent Records are reviewed thoroughly at transition from one level to the next, at graduation and/or a student/s withdrawal from school. They are updated yearly. Permanent Records are maintained fifty years after a child has graduated or withdrawn from the Westport Schools.

All Non-Permanent Records are reviewed yearly.

They are maintained until three years after a student's class has graduated from the Westport Schools. At that time, they are destroyed.

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

**Policies For Challenging The Contents Of Records**

Parent, legal guardian, or student, 18 years or older, may ask for correction or deletion of any incomplete, inaccurate, or inappropriate information in the student's records. If the designee disagrees, the parent, legal guardian, or student, 18 years or older, has the right to appeal the decision.

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

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

If the resolution by the Panel is that the information is accurate and should remain in the file, the parents may insert an explanation into the file portraying their opinion.

If a parent is still aggrieved following a Hearing Panel decision, he/she may appeal the decision to the Court of Common Pleas.

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

## **OFF-CAMPUS PROGRAMS**

### **JOB SHADOW PROGRAM**

The Job Shadow program is available to a limited number of juniors by application. This program allows juniors to shadow an adult in the workplace for one day. For information, speak to your guidance counselor.

## **EXPERIENTIAL LEARNING OPPORTUNITIES**

Staples High School is committed to providing a variety of educational opportunities to students which will allow them to meet graduation requirements while supporting their individual needs. Students wishing to take part in these opportunities should work with their school counselor to develop an appropriate program of study.

### **NORWALK COMMUNITY COLLEGE HIGH SCHOOL PARTNERSHIP PROGRAM**

Juniors and seniors with a B or better average are eligible to apply for this program. Interested students complete the Accuplacer Test Battery to determine their eligibility for college level courses. Successful completion of these tests together with a recommendation from the Principal or his/her designee, allows the student to apply for fee waivers for classes taken at the Norwalk Campus. Please see your counselor for further information.

### **UNIVERSITY OF CONNECTICUT EARLY COLLEGE EXPERIENCE COURSES**

The University of Connecticut Office of Educational Partnerships has accepted Staples High School's AP French Language and Culture, AP Spanish Language and Culture, and Italian 4H courses worthy of UConn course designation. This program stresses the importance of offering an early college experience as a concurrent enrollment program. The UConn ECE is an academic program dedicated to providing high school students access to, and preparation for, higher education. Upon completion of the work in these AP/UConn courses with a minimum average of C per semester, enrolled students can receive up to six college credits from UConn. These credits are accepted at over 130 colleges and universities across the country.

### **THE SOUND SCHOOL**

With sweeping views of New Haven Harbor, The Sound School prepares students for college, careers, and life in a maritime-focused environment. Coupled with rigorous academics and a dedicated faculty, The Sound School has become Connecticut's premier aquaculture/agriculture science and technology education center (ASTE). The Sound School is the first full-time

ASTE center to concentrate on the study of aquaculture and marine trades in the state of Connecticut.

The comprehensive academic program prepares students for a post-secondary life which may include, college, technical school, the military, or entering employment upon graduation. Our curriculum includes extensive exposure to on-the-water and water related activities and coursework such as nautical drafting, marine research, aquaculture production, and vessel handling and safety at sea.

### **AGRISCIENCE PROGRAM - WESTHILL HIGH SCHOOL**

The Agriscience Program at Westhill High School, is a college preparatory program that focuses on animal and plant related sciences (referred to as agriscience). Students graduate the program very well prepared for college, and many times have already obtained credit for introductory college classes through involvement in the UConn Early College Experience program. In addition, students learn skills they can use in their post-college career pathway. Interests of graduates include horticulture, vet science, aquaculture, traditional farming, and floral design. The competitive and intellectual advantage the students gain makes the agriscience program a good choice for any student wanting to study animal or plant related sciences.

### **REGIONAL CENTER FOR THE ARTS**

The Regional Center for the Arts is a part time public interdistrict magnet high school for Fairfield County students interested in the performing arts. RCA promotes voluntary integration by encouraging collaboration and cooperation among socioeconomic and ethnically diverse school districts.

Currently, 245 high school students in grades 9 -12 from Bridgeport, Fairfield, Monroe, New Canaan, Norwalk, Newtown, Region 9, Ridgefield, Shelton, Stamford, Stratford, Trumbull, Weston, Wilton, school districts attend.

RCA's student body reflects racial, ethnic and socioeconomic diversity of the Greater Bridgeport Region. Students who feel a passion for performance with or without professional training are welcome to apply to the program. Students attend their home school in the morning and then the Regional Center for the Arts in the afternoon. A student's program will combine courses from the home school and courses from the Regional Center for the Arts for graduation.

### **JM WRIGHT TECHNICAL HIGH SCHOOL**

At Connecticut Technical High Schools, new and exciting educational experiences are happening. Talented and creative academic and technical teachers at Connecticut Technical High Schools are working together to develop applied and integrated lessons. Academic and technology projects are requiring

students to engage in real life problem solving, increasing the variety of texts read, developing their oral communication skills and writing skills. Research is proving that students learn better and retain concepts longer when they are educated using an applied and integrated curriculum. The development of this unique and rigorous curriculum prepares graduates of Connecticut Technical High Schools for immediate employment, or entry into apprenticeship programs, admission to two-year and four-year colleges, and lifelong learning. Students at Staples High School have access to programming at JM Wright Technical High School in Stamford, CT.

## SENIOR INTERNSHIP PROGRAM

The purpose of the Staples High School Senior Internship Program is to enable our students to engage in a meaningful learning experience in an area of interest outside the constructs of their formal education system. By helping to foster independence and decision-making skills, the program will provide students an opportunity to make a smoother transition from high school to college, the work place or wherever life may take them. Students can explore a career interest or service opportunity prior to beginning formal training in college or other post-secondary school. By working in our community, these students have a chance to gain a better understanding of their long-term goals. More importantly, this opportunity allows our seniors a chance to give back to many businesses and organizations that have supported them throughout all of their years in Westport.

All seniors must meet the following qualifications:

1. Students must be enrolled full time at Staples High School
2. Student has satisfactorily met all credit requirements for graduation
3. Student has not lost credit in a course required for graduation
4. Student has met all civic and social expectations of the school:
  - a. there shall have been no suspensions (OSS and/or ISS) second semester
  - b. there shall be a review by the Principal of first semester suspensions
5. All accountabilities have been cleared up.
6. Students are not allowed to intern at present place of employment or with an immediate family member.
7. If you are arrested during your senior year before or while you are on your internship, you will no longer be eligible to participate in the internship program. If you are participating in the Internship at the time of your arrest your internship will be terminated, and you will be required to return to school as a full time student. The reason for the arrest will be reviewed by the administration to determine if further disciplinary action is necessary.
8. If you are expelled from school, at any time during your senior year, you will not be eligible to participate in the internship program.

## **PARENT – SCHOOL COMMUNITY PARTNERSHIP**

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

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

### **HANDLING PROBLEMS**

1. You may wish to encourage children to try to resolve some matters without your direct intervention. Often, discussing a problem with a parent can help children see possible solutions and increase their ability to cope. If the nature of the problem does not lend itself to this approach, by all means call before it intensifies, using lines of communication described below.
2. Your first contact should always be with the teacher if you have questions about your child's academic progress or about something in a particular class.
3. Academic problems at Staples should be discussed with the teacher and then with the department chairperson if the problem is not resolved.
4. For issues that cut across several classes, or that concern social or emotional adjustment to a school situation or a disciplinary problem, contact your youngster's counselor, or Assistant Principal at Staples.
5. Special education problems should be discussed first with the main-stream teacher, then with the program manager, and finally with the Special Ed Coordinator.
6. For issues not settled at an earlier level, or if you have a complaint about a school staff member, you should contact the principal.
7. Problems not resolved at the school level may be referred to the Assistant Superintendent, and if necessary, to the Superintendent.
8. The Board of Education, while not directly involved with day to day operations, has the authority to consider appeals from decisions of the Superintendent.

### **MAKING SUGGESTIONS**

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