Housatonic Life:

The HVRHS Student Handbook

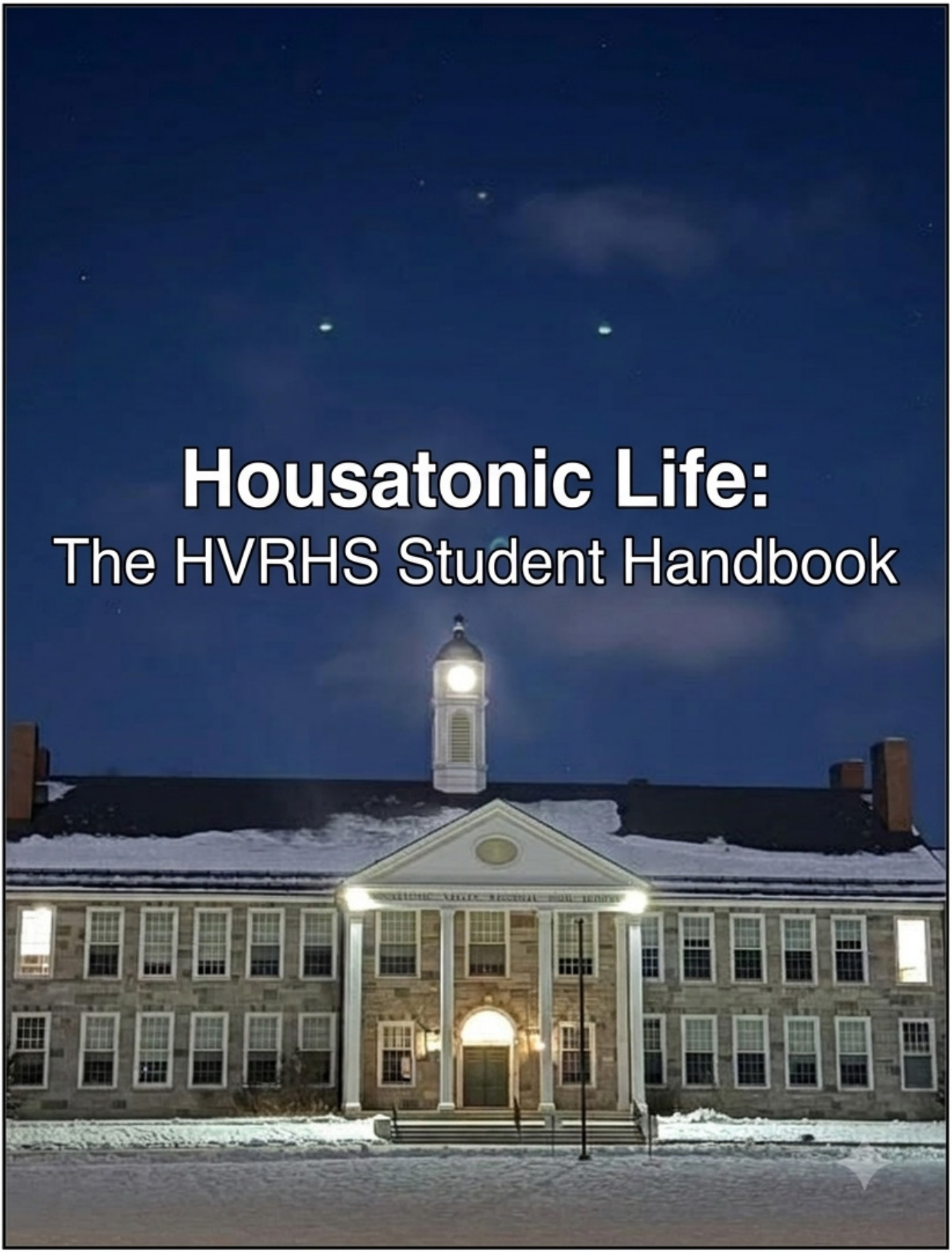


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The Region

Region 1 consists of the towns of Cornwall, Falls Village, Kent, North Canaan, Salisbury, and Sharon.

District Mission Statement

Working in collaboration with families and communities, Region One School District's goal is to enable students to develop their potential as effective citizens and lifetime learners.

School Board of Education Members

Pat Mechare - Falls Village, Chair
Rosemary Keilty - North Canaan
Sara Cousins - Sharon
Flora Lazar, Salisbury
Jenn Duncan – Kent, Treasurer
Allie Lesch - Cornwall, Secretary

The School Board meets on the first Monday of every month, September through June.

Central Office Staff

Melony Brady-Shanley, Superintendent of Schools
Dr. Jeanine Rose, Assistant Superintendent of Schools
Samuel Herrick, Business Manager

Non-Discrimination Policy

The Region One School District does not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Region One School District does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction. The Region One School District is committed to a policy of equal opportunity/affirmative action for all qualified persons and equal access to Boy Scouts of America and other designated youth groups. Inquiries regarding non-discrimination policies should be directed to: Regional School Services Center - 246 Warren Turnpike Road - Falls Village, CT 06031, (860) 824-0855 or to the Regional District, U.S. Department of Education, Office for Civil Rights, J.W. McCormack Post Office and Courthouse Building, Room 222, Boston, MA, 02109-4557, (617) 223-9662.

The Director of Pupil Services is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

Core Values and Beliefs

The HVRHS community promotes personal and academic growth, as well as independence of thought and spirit for all its members, within a culture of respect, responsibility and safety.

The core values that support this statement include a commitment to 21st century academic expectations which encourage all members to grow to their potential, accept and respect different learning styles, solve problems and think analytically, and communicate their ideas effectively.

Members of the school community are also expected to make ethical choices, demonstrate social and civic responsibility, and show pride and care for the school and its environment.

School-Wide Expectations

Academic Expectations

Students at HVRHS will:

- read for understanding
- communicate effectively
- identify and solve problems
- gather, analyze, interpret, assess and apply information

Social Expectations

Students at HVRHS will:

- demonstrate respect for all individuals
- demonstrate personal responsibility
- demonstrate respect for our school and our environment
- work collaboratively to resolve conflicts in our school community

Civic Expectations

Students at HVRHS will:

- make positive contributions to their community.
- demonstrate a sense of ethics that is evident in the decisions they make and the behavior they exhibit.
- exercise their rights, duties, and responsibilities as members of their community.



Preface

The material covered within this handbook is intended as a method of communicating to students and parents regarding general district information, rules, and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation, or negotiated agreement. Material contained herein may therefore be superceded by such Board policy, administrative regulation, or negotiated agreement. Information in this handbook does, in turn, supersede information in the Course of Study Guide and any teacher publications. Any information contained in this handbook is subject to unilateral revision or elimination from time to time without notice.

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

The Student Handbook is designed to be in harmony with Board policy. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect portions of the Handbook will be made available to students and par-

Equal Opportunity Statement

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law.



The Director of Pupil Services is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.

Advanced Placement

Housatonic Valley Regional High School encourages its students to enroll in a rigorous course load that includes Advanced Placement offerings. Students in A.P. are held to college-level expectations and are encouraged to take the A.P. Exams that accompany those courses in May. HVRHS currently offers the following AP Courses for credit: English Language, English Literature, Calculus AB, Calculus BC, Statistics, Biology, Physics, Principles of Computer Science. For more information about A.P. Courses, please consult the Program of Studies.

Artificial Intelligence

Our evolving understanding of the use of Artificial Intelligence (AI) as an instructional tool merits continual consideration of its benefits and dangers. These will vary from course to course, and while the school is required to include instruction in AI, this may vary from extensive use in one course and no use of it in another. In the interest of transparency, all HVRHS teachers must disclose to their students when they are using AI to create assignments and to assess student work. Moreover, students have the right to request of teachers that they provide authentic and individualized feedback on all of their assessments. These requests cannot be declined, and students may make them before or after they receive AI-generated feedback.

Asbestos Hazard Response

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and
if it poses a significant health hazard to the building's occupants. The District has on file plans
showing the location of asbestos in each building and measures undertaken to comply with regulations to maintain a safe school environment. Request to review these plans may be made in the principal's office.

Attendance

Regular and punctual student attendance is essential to the educational process. Connecticut state law requires parents to cause their children to attend school regularly during the hours and terms the public school is in session. It has been well demonstrated that regular attendance is a key factor in the success a student achieves in school. Therefore, this policy is designed to minimize student absenteeism while providing students an opportunity to make up schoolwork missed due to absences that can reasonably be avoided.

A student is considered "in attendance" if present at school or an activity sponsored by the school (i.e., field trip), for at least four hours. A student serving an out-of-school suspension or an expulsion will be considered absent.

A student must remain in school until age 18, unless he/she graduates or gets written consent from a parent/guardian to leave school at age 17.

Absence

Every attempt should be made to confine necessary appointments to after school, weekends, and vacation periods. When a parent determines that an absence is necessary, they must submit a note to explain the absence or call the Asistant Principal's Office (APO) at Ext. 1167 to report the absence. **For the first nine absences**, the school will accept this method of documentation. **For absences beyond ten**, further documentation will be required (i.e., doctor's note, court records, etc.).

A student whose absence has been verified by telephone need not present a note. If the parent or guardian does not call, a note must be presented within ten days of the student's return in order to document the absence.

Excused Absences

Acceptable excuses for absences include:

- Student illness (Note: to be deemed excused,

an appropriately licensed medical professional mustverify all student illness absences, regardless of the absence's length).
- Student's observance of a religious holiday.
- Death in the student's family or other emergency beyond the control of the student's family.
- Mandated court appearances (additional documentation required).
- 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).
- Extraordinary educational opportunities pre-approved by district administrators. Pre-approval forms are available in the APO and in the counseling office.
- Disciplinary actions taken by the school (these are neither waived nor unwaived)

The following procedure will be in effect for students who are absent from classes for any of the identified excused absences.

The student will:
* Report to the teacher(s) prior to the absence to discuss work and submit homework; further, students will be responsible for work due the day following the absence, when possible;
* Be responsible for all work missed during the absence;
* Make arrangements in advance to make up quizzes or missed tests when possible;
* Keep accurate attendance records and compare them to reports issued by HVRHS.

The teacher will:
* Keep accurate class attendance records;
* Notify the office of student tardiness, cuts, and absences;
* Provide a schedule of assignments and make-up work when appropriate
* Provide a reasonable length of time for assignment completion

The school counselor will:
* Counsel students concerning absences and tardiness;
* Explain ramifications of loss of credit.

The administration will:
* Keep accurate attendance records;
* Notify the family of students whose absences accrue to the gradated numbers specified in the policy;
* Send notification of loss of credit by certified mail to the family of students whose absences reach the numbers specified in the policy;
* When appealed, convene a committee comprised of a school counselor, a teacher, and the Assistant Principal to review the files of each student who has lost course credit. This committee will meet near the end of the fall and spring semesters;
* Mail notification to the family of students whose course credit has been reinstated by the review committee;
* Inform the school counselors in cases when the course credit has been reinstated.

Unexcused Absences

The school provides a Multi-Tiered System of Supports (MTSS) for students who demonstrate patterns of excessive absence from school:

*Tier One:
- Progress monitoring through Biweekly Attendance Meetings
- Parent contact from the APO for three consecutive-day absences

*Tier Two:
- Parent Meeting for 4 absences/30 calendar days
- Check-in/Check-out Intervention

*Tier Three
- Referral to School Social Worker for more than nine unexcused absences in the year
- Attendance Contract

* Full year course: loss of credit at 18th unexcused absence
* Half year course: loss of credit at 9th unexcused absence
* Quarter year course: loss of credit at 5th unexcused absence

Release of Students from School

Under no circumstances may a student leave the school or school grounds during school hours without permission from his/her parents or guardians and school administration. In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. Children of single-parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records, unless prior arrangements have been made with the school.

If a student should want to be dismissed early due to illness occurring during the school day, he or she must see the nurse; if the situation is one for which the nurse is obligated to dismiss the student (e.g., infectious conditions), the nurse must contact the student's parent or guardian to inform them of the situation and to arrange for the student to be picked up. The student must follow the sign-out procedure in the APO. This type of dismissal is an excused absence.

It is possible for eleventh and twelfth grade students to qualify for early dismissal for work-related reasons as part of their participation in a cooperative work experience program.

Request to Waive Absences

Students may request to have an absence waived for educationally-related events such as college visits or experiences that relate to their future career plans. Requests must be submitted on the form available in the APO at least five days prior to the planned absence. Waivers will be granted on a limited basis, and students should plan activities outside of the school day whenever possible.

Tardiness to School

Any student who is late arriving to school (after the bell indicating the start of first period) must report to the Assistant Principal's Office to sign in and present a note from the parent or guardian explaining the reason for the tardiness. Since bus transportation is provided for all, driving to school is a privilege that may be revoked for patterns of unexcused late arrival, or class cutting. Driving is a personal decision, and car problems do not constitute valid excuses for tardiness. Students arriving late because of bus breakdown or other problems beyond their control are admitted without penalty. Notes will be accepted only if they contain a telephone number where the parent or guardian can be reached for verification.

* 1-3 unexcused tardy to school: warning
*4 unexcused tardies to school: one-hour office detention
*8 unexcused tardies to school: two-hour office detention, loss of parking privileges and loss of late arrival/early dismissal privileges for one week, parent meeting
*12+ unexcused tardy to school - ISS, loss of privileges for the rest of semester

Tardiness to class

A. Without administrative approval or a pass from a classroom teacher, if a student arrives to class 10 minutes or less after the bell signaling the start of class, the student is considered tardy. Accumulation of 4 (four) at will equal one unexcused absence.
B. Without administrative approval, if a student arrives to class more than 10 minutes after the bell signaling the start of class, it will be considered an unexcused absence for that class. Make-up work will be accepted.

*1-3 unexcused tardy: warning by teacher
*4th unexcused tardy: teacher detention, call home
*8th unexcused tardy: 1-hour office deten-

tion, call home
*12+ unexcused tardy: ISS, parent meeting

Cuts

A cut is an unexcused absence from class and will result in disciplinary action. No make-up privileges will be allowed for students who cut class. Three (3) cuts will result in loss of credit in a course.

Truancy

Truancy is defined by statute as absence(s) from school without the knowledge or approval of parents/guardians and/or school officials. A student age five to eighteen** inclusive with 4 (four) unexcused absences in one month or 10 (ten) unexcused absences in a school year will be considered a truant.

When a student is truant, the school administration shall schedule a meeting with the parent and appropriate school personnel to review and evaluate the reasons for the student's truancy. This meeting shall be held no later than ten school days after the student is truant. Disciplinary action may include after school detention. Tests and academic work missed in class that day will not be accepted.

Parents have the responsibility to assist school officials in remedying and preventing truancy. Truancy referral to the court is appropriate only when the school has exhausted all administrative and social service remedies and has reasonable cause to believe that the absenteeism constitutes truancy.

Auditing Courses

Students are encouraged to audit courses for enrichment purposes and for reasons of personal interest, providing the teacher of the class, the school counselor, and the parent approve. The course audited takes the place of the student's scheduled study hall and the student receives no credit for the course. Auditing students must meet all course requirements including attendance. The course audited is noted on the student's permanent record.

Breathalyzer Testing

No student shall possess, use, be under the influence of, sell, or transfer any alcoholic beverage on school property, at any location of a school-sponsored activity, or en route to or from school or a school-sponsored activity.

Violation of this policy shall constitute reason for disciplinary action including suspension or expulsion from school and suspensions or dismissal from athletic teams.

Reasonable Suspicion of Alcohol Use

When an administrator has reasonable suspicion that a student is under the influence of alcohol at school or a school-sponsored event, the student shall be given the option to take a Breathalyzer test. If screening results are negative, no action shall be taken. However, if the student tests positive or if the student declines to take the test when reasonable suspicion exists, he/she shall be subject to appropriate disciplinary action as set out in the District's disciplinary policies.

Reasonable suspicion shall refer to any of the following:

1. Observed use or possession of alcohol;
2. Apparent physical state of impairment of motor functions;
3. Marked changes in personal behavior not attributable to other factors; or
4. Involvement in, or contribution to, an accident where the use of alcohol is reasonably suspected or student involvement in a pattern of repetitive accidents, whether or not they involve actual or potential injury.

If there is reasonable suspicion that a student is under the influence of alcohol at school or at a school-sponsored event, the student shall be removed to a separate area for observation and questioning concerning alcohol consumption. The student will be informed as to how the PAS device operates and will be asked to breathe across the intake part of the device. Testing will be conducted by trained personnel, in a separate area whenever possible, to maintain student privacy. Any student who tests positive will be asked to submit to a second test using a breathalyzer. If the student tests positive for a second time, the school will contact his/her parents. If necessary, the student will be brought to the school nurse for medical treatment and emergency medical protocols shall be followed.

Extracurricular Voluntary School-Sponsored Events

The Board also allows for the use of PAS devices and breathalyzers in connection with students' participation in extracurricular/voluntaty school-sponsored events and activities without the need for school personnel to first have reasonable suspicion of alcohol use. Such suspicionless testing will occur only if students are notified prior to the event or school-sponsored activity that a PAS or breathalyzer may be used, and that they may be denied entry and/or removed from the event or activity for either refusing to submit to such testing or for testing positive for alcohol use. Students will be notified through such means as this handbook, written notices, school announcements or similar notification.

When PAS devices and/or a breathalyzer will be used at a voluntary school-sponsored event (i.e. school dances, proms, etc.), such devices shall be administered as follows:

I. All students participating in the activity or school-sponsored event will be asked to submit to a PAS screening. Students will be asked to breathe across the intake part of the device.
2. If the PAS device detects alcohol, the student shall be removed to a separate area for observation and questioning concerning alcohol consumption. After fifteen (15) minutes, the student will be asked to submit to a breathalyzer test to confirm the presence of alcohol.
3. Should the student test positive after the second test, school personnel will contact the student's parents and the student shall be removed/denied entry to the activity or school-sponsored event.
4. Any student who refuses to breathe into the PAS device, or who refuses to submit to the breathalyzer test, may be excluded or removed from the activity or school-sponsored event and may face additional disciplinary actions.

5. The district retains the right to contact local law enforcement officials at any time, as deemed appropriate, consistent with district practice and policy.

Bulletin Boards

All materials must be approved by the administration prior to placement on a bulletin board. Students are expected to act with responsibility toward these areas and students are not to write on, remove, or deface any item.

Bullying/Hazing

Bullying of a student by another student is prohibited. Such behavior is defined as an act that is direct or indirect and severe, persistent or pervasive which:

A. causes physical or emotional harm to an individual,
B. places an individual in reasonable fear of physical or emotional harm,
or his or her property,
C. infringes on the rights and opportunities of an individual at school.

Bullying shall include, but need not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity

or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental
or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. (The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)
Examples of bullying include, but are not limited to:

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

gender identity or expression; socioeconomic or academic status; physical appearance; or mental physical, developmental, or sensory disability.

The Safe School Climate Specialist at HVRHS is the Assistant Principal, who is responsible for taking a bullying report and investigating
the complaint. Parents/guardians of the alleged perpetrator of the bullying act and the parents/guardians of the student against whom such alleged act was directed will receive prompt notification that such investigation has begun. The results of the investigation will be provided not later than 48 hours after its completion, verbally and by electronic mail. Parents of students involved in a verified act of bullying will be invited to attend at least one meeting at school. Safe School Climate Specialists are required to receive mental health first aid training.

Cafeteria

The Housatonic Valley Regional High School cafeteria offers breakfast and a hot lunch and a la carte menu each school day. Students may elect to bring meals from home. The school offers a free and reduced priced meal program. Information is available in the Main Office. Students and parents may pre-pay for meals through our online payment processing portal, which can be accessed through the school's website. We do not want our students carrying large amounts of money in school.

Students are to clean up after themselves; it is very much in the interest of all to cooperate. Students must report to the cafeteria on time as they would report to any class, and they must remain in the cafeteria for the entire lunch period. Special arrangements are approved by administration. Seniors with privileges may leave



the cafeteria prior to the bell and are expected to have a destination and to pass through all hallways as quietly as possible. Lunch periods may not be spent in the hallways.

Child Abuse

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

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

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

The Board of Education will post in each school the telephone number of the Department of Children and Families' child abuse hotline, Careline, and the Internet web address that provides information about the Careline in a conspicuous location frequented by students. Such posting shall be in various languages appropriate for the students enrolled in the school.

Class Dues

Certain activities related to graduation require additional funding by the members of the senior class. This includes Senior Week events, the yearbook, and future alumni events. Each year, the class advisor will collect a reasonable fee to account for these expenses. Students shall be accountable for these dues and should contact their class advisor if they have questions or comments concerning their payment status.

Class Rank

HVRHS does not report class rank with one exception for the designation of the two students with the highest GPAs in the class who are named Valedictorian and Salutatorian. This determination is made after the closing of grades for the first semester of senior year.

College & Career Resource Center

Students are able to explore their interests in vocations and post-secondary educational institutions. Printed material and computerized information is available about careers, colleges, graduate schools and the armed services

for students and adults in Region One.

Computer Resources

1-1 Chromebook Initiative

Students at HVRHS are provided with laptop computers on a 1:1 basis. The 1:1 classroom gives students increased opportunities to utilize online resources and tools, while developing skills and mastering concepts. Students will be expected to use their devices on a daily basis for multiple purposes including conducting research, accessing multiple sources of information efficiently, taking notes, accessing course software for assignments, taking tests or quizzes, and much more.

The Board of Education has approved an annual maintenance fee of $25 for each com-

puter. Upon graduation from HVRHS, students will be able to keep their device for a total cost of $100.

• Incoming 9th grades pay a $25 maintenance fee each year for four years. Upon graduation they will keep their Chromebook (total cost of $100).
• Tenth graders pay a $25 maintenance fee each year for three years. Upon graduation they may keep the Chromebook for an additional $25 (total cost of $100).
• Eleventh graders pay a $25 maintenance fee each year for two years. Upon graduation they may keep the Chromebook for an additional $50 (total cost of $100).
• Twelfth graders pay a $25 maintenance fee for one year. Upon graduation they may keep the Chromebook for an additional $75 (total cost of $100).

Insurance is available for Chromebooks for an additional cost.

Computer Use

Computers are to be used for academic and school activity purposes only. To receive an account, students must turn in a signed Computer Network Agreement form; to open an account for using the Internet, students must also submit a signed Internet Acceptable Use contract. Students should fully understand the terms of both agreements before requesting an account. The consequences for violating terms of either agreement are:

1. first violation of one item on either agreement will result in restricted access for ten (10) school days;
2. second violation of one item on either agreement will result in restricted access for twenty (20) school days;
3. subsequent violations of one item on either agreement will result in restricted access for thirty (30) school days per event;
4. first violation of multiple items on either agreement will result in restricted access for thirty (30) school days;
5. second violation of multiple items on either agreement will result in restricted access for the remainder of the academic year.

If the student is enrolled in a course in which computer use is essential to the required work, the student must arrange to accomplish the work outside of school, or he/she may withdraw from the class without penalty.

Network Agreement:

This agreement is intended to protect the rights of all the network users and maintain appropriate use of computers and computer areas. Gaining access to the Internet through the school network will require signing another, different contract.

* Before using the computer check the computer station. Notify the monitoring teacher if anything is damaged, or missing.
* Use only the applications available through the school's computer network. (The student's personal software may not be loaded into the network.)
* Use the computers and printers for educational purposes. (Responsible consumption of computer supplies must be observed. A school assignment has an educational purpose. Other reasons for consuming supplies, such as printer paper, must be approved by the monitoring teacher.)
* Do not change the configuration of computer hardware, remove or replace cables of any kind, change monitor settings, or modify computer hardware in any way. (Changes of computer hardware configurations may be done only by the network supervisor.)
* Use only your own account and password for all computer work. Do not share your account and password with others. (Damage or loss of personal files, even sabotage, can result from allowing others to use your account and password.)
* Adhere to copyright laws. (Users are expected to respect copyright laws, which govern the use,

copying of software, citing of information and attribution authorship.)
* Backup important files to a cloud-based storage service such as Google Drive. Do not save to the computer hard drive. (Although files may be saved to the network server, it is the student's responsibility to take the necessary precautions to prevent loss of data.)
* For security exit all applications and log off the computer properly. (Logging off improperly may—under some conditions—prevent subsequent logging in.)
* When you finish, clean up the area, set the computer as it was, push in the chair, and make sure the printer area is cleaned up. (Cleanup is everyone's responsibility.)

Internet Acceptable Use Policy Agreement

In addition to local resources, the Housatonic Valley Regional High School network provides access to the Internet. In order to gain access to the Internet students and their parents must sign this agreement indicating their acceptance of the responsibilities listed below.

Internet users enjoy certain rights and privileges, which include: Safety. To the greatest extent possible the students will be protected from harassment and unwanted contact. Users are instructed not to give out their home address, phone number, credit card information or password. However, making the Internet available to students carries with it the potential that users may encounter information that some have identified as controversial and of potential harm. Because information on the Internet appears, disappears, and changes, creating a "safe environment" is impossible, and implying that it is being done is a disservice to students and parents. The school's focus in on providing the understanding and skills needed to use the Internet in ways appropriate to students' educational and recreational needs rather than on controlling the environment.

Intellectual freedom: Within the framework of responsibilities listed below, this is a free and open forum for expression, including viewpoints that are unorthodox or unpopular. Considerate and respectful disagreement is welcome.

1. With these rights and privileges come certain responsibilities: Use of appropriate language is required. Profanity or obscenity in written communication over the Internet is inappropriate as it is in all areas of school life.
2. Accessing or downloading offensive or sexually explicit material is prohibited, as is behavior that is harassing or antisocial.
3. Downloading is limited to documents for school use only.
4. Adherence to the laws of copyright is required. Users are expected to respect copyright issues regarding downloading and use of software, retrieval and citing of information and attributing authorship.
5. Use of the Internet for any illegal activities is prohibited. Illegal activities include libel, unauthorized entry into computers, or deliberate vandalism or destruction of computer files.
6. Work only on the account assigned to you and take responsibility for the activity on your account. Violations of this policy that can be traced to an individual account will be treated as the responsibility of the owner of that account.
7. Impersonation and anonymity are not permitted. Users must take responsibility for their actions and words.
8. Exemplary behavior is expected on "virtual field trips." When "visiting" locations on the Internet, students must act according to all the guidelines in the Housatonic Valley Regional High School Student Handbook.

To obtain an Internet account students and their parents are asked to sign the agreement, indicating their acceptance of the above responsibilities. Failure to follow them will result in the loss of Internet privileges and/or disciplinary action. Internet access will be activated after the school receives the signed document.

Conduct

Rules, regulations and penalties outlined in this handbook will be subject to review and change annually. It is not the intent of this handbook to itemize every possible infraction and its penalty. It is hoped that good judgment will be exercised by all parties concerned for the respectful operation of Housatonic Valley Regional High School.

Academic Dishonesty

At Housatonic Valley Regional High School academic dishonesty is defined as the improper use of another person's intellectual property and includes acts of cheating and/or plagiarism. The following are examples of academic dishonesty:

• Passing off the work (words or ideas) of another as your own;
• Failing to properly cite direct quotations and/or paraphrased ideas used in your writing;
• Copying from another student or allowing another student to copy work;
• Sharing specific information about an assessment for the purpose of gaining an unfair advantage;
• Using cheat sheets;
• Improperly using programmable calculators or other technological devices;
• Using or altering information stored electronically by another student;
• Submitting an assignment for a class that has previously been submitted for another class, without the specific approval of the classroom teachers.

The following consequences will apply if it is determined that a student has cheated and/or plagiarized:

First Offense: The student shall be required to participate in a remedial course that provides instruction in the fundamentals of plagiarism and academic dishonesty, including the school policy regarding these infractions. This course shall be offered once per academic term during an after-school session. Following the session, students shall complete a reflective assignment that helps them to consider the impact of their actions. Upon completion of the course and the reflective assignment, students will be reassessed on the skills that were assessed in the original (plagiarized) assignment through a different prompt or assessment.

Second Offense: The student shall be ineligible to participate in any extracurricular activities for a period of one calendar year. The student will still be reassessed on the skills that were assessed in the original assignment.

Any subsequent offenses will result in a Loss of Credit for the course.

Please note: Housatonic Valley Regional High School may be required to disclose information related to incidents of academic dishonesty to colleges/universities or employers as part of a request for transcript or verification of attendance.

Aggressive Behavior

A. The board recognizes there are certain behaviors that, if tolerated, would quickly destroy the type of learning environment to which the students and staff of the district are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated and shall result in immediate action being taken by the district.

B. An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and a probability of harm or injury.

C. Acts of violence and aggression shall be well documented and communicated by the staff to the building principal. The immediate involvement of the parents/guardians is also essential. Law enforcement officials shall be involved if there is any violation of law.

Athletic Events and

School Activities

A student who has been identified as causing a disturbance at any home or away athletic event or school activity may not be allowed to attend an athletic events or school activities for the remainder of the school year and is subject to the school disciplinary code.

Card Playing and Games of Chance

Students are not to possess or play cards or other games of chance whether or not the games involve gambling. This includes tossing coins. Students may be subject to suspension.

Drug and Alcohol Free Schools

Pursuant to the ongoing goal of the Region One Board to maintain a drug and alcohol free school district, schools shall take positive action through education, counseling, parental involvement and medical and police referral in handling incidents in the schools involving possession, sale and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined in the Penal Code of the State of Connecticut.

Personal privacy rights of students shall be protected as provided by law. School properties may be inspected by school authorities to maintain health and safety. Searches to locate drugs, narcotics, liquor, weapons, poisons, and missing properties are matters relating to health and safety and may be regarded as reasonable grounds for searches by school personnel.

Use, possession, sale, or distribution of drugs, drug paraphernalia and/or alcoholic beverages is prohibited at any time on school premises or at any school-sponsored activity. If a student is under the influence of a drug or alcohol, or is engaged in the illegal activity of possessing or selling drugs and/or alcohol, his/her parent(s) will be contacted; he/she will be suspended from school (in accordance with policy 5114), referred to the appropriate treatment agency and possibly expelled. In cases of the illegal activity of possessing or selling drugs or alcohol, students will be referred to the appropriate law enforcement authorities.

False Alarms

Any student who turns in a false alarm is subject to ten (10) days suspension from school and arrest.

In-Line Skates, Roller Skates, Skateboards, Hoverboards, All-Terrain Vehicles

Due to insurance regulations, in-line skates, roller skates, skateboards, hoverboards, and all-terrain vehicles are not permitted on the high school grounds at any time. These items are subject to confiscation.

Leaving School Property

Students who leave school property without permission of an administrator, or who leave school without following the prescribed sign out procedure will be subject to disciplinary action up to and including suspension from school and loss of parking privilege.

Loitering on School Grounds

A student who loiters on school grounds after signing out of school or being dismissed early; or after school will be subject to disciplinary action up to and including suspension. Students staying after school may do so for supervised activities only. We do not have the supervision for students to hang out after school. Inclusive of students waiting for supervised activity which begins later than 2:30 PM, they may study quietly in the Library/Media Center until 5:30 PM, participate or be spectators at athletic competitions, or be an active member of a school-sponsored club or activity that is meeting after school.

Out of School Misconduct

Students are subject to discipline, up to and including suspension and expulsion for misconduct which is seriously disruptive of the educational process and is a violation of a publicized Board policy, even if such misconduct occurs off school property and during non-school time.

In compliance with judicial decisions, the Board considers conduct which is "severely disruptive of the educational process" to mean conduct that "markedly interrupts or severely impedes the day-to-day operations of a school" in addition to such conduct also being a violation of publicized school policy. Such conduct includes, but is not limited to, phoning in a bomb threat, or making a threat off school grounds, to kill or hurt a teacher or student.

In addition, in making the determination as to whether conduct is "seriously disruptive of the educational process," the administration may consider, but such consideration shall not be limited to, (l) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon, as defined in section 29-38 and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. The Board of Education or impartial hearing board, in matters of expulsion for out of school misconduct, in making a determination as to whether conduct is "seriously disruptive of the educational process," may consider, but consideration is not limited to, the same items listed previously.

Such discipline may result whether: l) the incident was initiated in the school or on school grounds or 2) even if the incident occurred or was initiated off school grounds and non-school time if, after the occurrence, there was a reasonable likelihood that return of the student would contribute to a disruptive effect on the school education or its process, markedly interrupting or severely impeding the day-to day operation of a school by threatening:

1. The school's orderly operations;
2. The safety of the school property;
3. The welfare of the persons who work or study there.

Examples of the type of such off-school misconduct that may result in disciplinary action include, but are not limited to:

1. Use, possession, sale, or distribution of dangerous weapons; (as defined C.G.S. 53a-3, 53-206, and 29-35)
2. Use, possession, sale, or distribution of illegal drugs; or
3. Violent conduct,
4. Making of a bomb threat,
5. Threatening to harm or kill another student or member of the staff.

where any such activity has the reasonable likelihood of threatening the health, safety or welfare of school property, individuals thereon, and/or the educational process.

For example, if it is determined that a student's use, possession, or sale of drugs in the community has a strong likelihood of endangering the safety of students or employees because of the possibility of such sales in the school; or if violent conduct in the community presents a reasonable likelihood of repeating itself in the school environment; or if any similar type of misconduct in the community has a reasonable likelihood of being continued or repeated in school or of bringing retaliation or revenge into the school for such off-school misconduct, the Board may impose discipline up to and including suspension and/or expulsion. The rationale to be applied in considering disciplinary action is whether the off-school grounds conduct will markedly interrupt or severely impede the day-to-day operation of a school.

A student who possesses and uses a firearm, deadly weapon, and dangerous instrument, or martial arts weapon in the commission of a crime off-campus shall be expelled for one calendar year unless said expulsion is modified on a case-by-case basis.

Pepper Gas, Mace, and Irritant Sprays

Possession of the above on school property or at any school function will result in confiscation and disciplinary action up to and including

suspension. Use of the above on school property or at any school function will be treated as use of a weapon.

Personal Technology Devices

Personal technology devices can have a place in education when used in the spirit of respect, responsibility and safety.

Respectful use:

* Personal technology devices should only be used to enhance the educational process. (For any exceptions, other than the ones listed under Responsible use below, the student must secure permission from an adult in the building.)

Responsible use:

* Technology devices should be turned off or set to silent mode, except under the following circumstances:
    - A supervising teacher may authorize the use of technology devices in an instructional setting;
    - Technology devices may be used by students before the morning warning bell at 7:45 AM, after 2:25 PM, during lunch or during study halls with the express permission of a supervising teacher; and
    - Seniors, with a privilege card, may use their personal technology devices in the Senior Courtyard.
* When using personal technology devices to access the internet during school hours, students will be held to the same standards outlined in the Internet Acceptable Use policy regardless of the method used to access the internet.

Safe use:

* Communication with these devices should be courteous and respectful, and shall adhere to the Guidelines for Student Behavior and to the board policy regarding Sexual Harassment.

Violations:

* For the first violation, the device will be confiscated and turned into the Assistant Principal. It will be returned to the student at the end of the school day.
* Subsequent violations will result in the device being returned only to a parent/guardian.
* Habitual violations (three or more) or failure to turn over a device will result in further disciplinary action up to, but not limited to, suspension.

The faculty, staff, and administration are not legally or financially responsible for lost, stolen, damaged, or misplaced technology devices.

Profanity

The use of profanity is not appropriate in the school setting. Students who use profanity will be subject to disciplinary action up to and including suspension.

Refusal of Identification

Any student who refuses to identify himself or herself correctly to a staff member will be subject to disciplinary action up to and including suspension.

Reporting to Office

Students who are referred to the office and who fail to report immediately to the office may be subject to disciplinary action up to and including suspension.

Smoking/Vaping

Use or possession of nicotine products on school property at any time by anyone, students or adults, is a violation of Connecticut state statutes. The Region One Board of Education recognizes that smoking and vaping represent health and safety hazards that can have serious consequences for the smoker and the non-smoker. For purposes of this policy, “smoking” will mean all uses of smoking materials and tobacco, including cigars, cigarettes, e-cigarettes, pipes, chewing tobacco, snuff, vapor devices, matches and cigarette lighters. Students are not to bring any of the above products to school. All related products will be confiscated. Individuals who violate this rule will be subject to disciplinary action up to and including suspension and possible arrest and legal fines.

Textbooks & Equipment

Housatonic Valley Regional High School furnishes students with all textbooks required for courses. Students who lose books or equipment are financially responsible for replacements. If a student loses a book, he or she should report this information to the appropriate teacher who will provide the student with another copy of the textbook. The student should pay for the lost book as soon as possible. Numbered receipts are issued for all monies paid for lost books and equipment. If the lost article is found after the student has paid for it, the school will refund the money to the student upon presentation of the receipt.

Theft

Any student who is caught stealing from other students, adults, or the school will be subject to disciplinary action up to and including suspension from school and possible referral to the police department. Students should report theft to the Assistant Principal. The school encourages students not to leave book bags or personal belongings in hallways or classrooms. Students are strongly encouraged to keep valuable belongings at home. Administration has limited time to investigate lost or stolen items. The school has no insurance to cover stolen property.

Threats of Violence by Students

The Region One Board of Education finds that threats of violence are disruptive of, and incompatible with, the maintenance of an appropriate educational atmosphere in school. Particularly in view of the many incidents of actual student violence in schools around the nation in recent years, such threats cannot be ignored as harmless talk. The Board therefore adopts this policy regarding threats of violence by students.

1. Threats of Violence Prohibited: Threats of violence toward other students, school staff members, or school facilities are prohibited and may result in suspension or expulsion, regardless of whether the student has engaged in such conduct previously.

2. Mandatory Reporting: All employees and students are required to report evidence of threats of violence to the building Principal or to the Superintendent. Such reports shall be investigated by the building Principal or his/her designee.

3. Documentation: All such reports shall be documented by the Superintendent or his/her designee; and, in regard to any that are regarded as not sufficiently credible to warrant investigation, all reasons and bases for such conclusion shall be stated in the documentation.

4. Reports to Law Enforcement Authorities: In cases of threats that may constitute a violation of criminal law, the Superintendent or his/her designee shall notify law enforcement authorities.

5. Procedure; Sanctions: Students who are charged with violations of this policy may be placed on in-school or out-of-school suspension pending investigation of the charge. In the event the charge is substantiated, discipline including suspension or expulsion will be implemented.

6. Conditions for Return from Suspension; Documentation: As a condition or conditions of a student's return from suspension or expulsion for a violation of this policy, the Superintendent or his/her designee shall consider, and may impose, the following, individually or in any combination, as well as other conditions deemed necessary or appropriate:

a. That the parent of such student shall provide a documented opinion by a licensed professional that the student does not represent a threat of harm to himself/herself or to others and, for a period to be determined by the Superintendent or his/her designee, that the parents provide regular documented updates of such opinion;

b. That the parent of such student agrees that, for a period to be determined by the Superintendent or his/her designee, the

parent shall check the student for weapons at home and shall accompany the student to the school office upon arrival at school at the beginning of each school day, at which time the student shall be searched for weapons or other contraband by school personnel;

c. That the parent of such student agree that, for a period to be determined by the Superintendent or his/her designee, the student shall be prohibited from leaving campus during the school day and that during any non-class time the student shall remain in a monitored, segregated environment;

d. That the parent of such student agrees that, for a period to be determined by the Superintendent or his/her designee, the student shall be transported home from school by the parent at the end of the school day;

e. That the parent agree that, for a period to be determined by the Superintendent or his/her designee, the student shall not be permitted to participate in any extracurricular activities or school functions except classroom instruction during the school day;

f. That the parent agree that, for a period to be determined by the Superintendent or his/her designee, the student will not be permitted to enter or be present on school premises except during the regular school day and that the parent will enforce such prohibition by appropriate means.

g. In permitting a student to return to school from a short-term or long-term suspension, conditions imposed by the Superintendent or his/her designee, including those set forth in this subparagraph, shall be incorporated into a written agreement to be signed by the parents or parent of the student in question.

h. In permitting a student to return to school from a suspension or expulsion, the Superintendent or his/her designee shall document the reasons and bases for permitting such return, and such documentation shall include reasons and bases for imposing or not imposing the conditions set forth in these subparagraphs.

7. Special Education Students: Similar problems with special education students shall be addressed under the specific procedures applicable to special education students according to state and federal law.

The police shall be involved if there is any violation of the law.

Throwing of Objects

Any student throwing any object including snowballs, food, etc. may be subject to disciplinary action up to and including suspension from school.

Toys

Toys, not intended for educational purposes, such as water pistols, superballs, yo-yos, etc. are not permitted. Such items are subject to confiscation.

Weapons

Any student in possession of a weapon, dangerous instrument, or weapon paraphernalia will be subject to disciplinary action up to and including suspension and/or expulsion from school and referral to the police department. Knives, razor blades, and martial arts equipment of any type and length will be considered as weapons. Students who have knowledge of weapons or weapon paraphernalia are required to report this information to the administration. Confidentiality will be maintained.

Defibrillators in Schools (AED's)

HVRHS has automatic external defibrillators (AED's) and school personnel trained in AED operation and cardio pulmonary resuscitation (CPR). The AED and trained personnel will be available during the school's normal operational hours and at school-sponsored athletic events and practices on school grounds. For individuals experiencing sudden cardiac arrest or similar life threatening emergencies the school nurse (x196) should be called or dial 911.

Locations of AED's

- Ag-Ed wing entrance near office

- By doors near main school entrance (next to principal's office)
- Nurse's Office
- Near room 114 (back hallway)
- Outside gym near superintendent's office
- On golf cart (athletic trainer)

Discipline

Suspension

An authorized member of the administrative staff may suspend a student from school privileges or from transportation services when the student's conduct endangers persons or property or is seriously disruptive of the educational process, or whose conduct violates a publicized policy of the Board of Education.

Students may not be suspended without an informal hearing before the building principal or the principal's designee unless the principal determines that an emergency situation exists.

A suspended student must be given an opportunity to complete any class work, including examinations, which were missed during the suspension.

At the discretion of the Principal, in-school suspension (not to exceed five [5] consecutive days) may be given when deemed appropriate no more than fifteen (15) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

If it is necessary to suspend a student before an informal hearing is held, such hearing shall be held as soon after the suspension as possible. A suspension shall not extend past the end of the school year.

A suspension shall be included in the student's record.

Suspension and Expulsion/Due Process

It is the goal of the Region One Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.

In working with students, emphasis shall be placed upon developing effective self-disciplines as the most effective disciplinary approach.

A. Definitions

1. "Exclusion" shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. "Removal" shall be defined as an exclusion form a classroom for all or a part of single class period, provided such exclusions shall not extend beyond ninety (90) minutes.
3. "In-School Suspension" shall be defined as an exclusion from regular classroom activity for no more than five (5) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in the school attended by the student. (Or: Such suspension may be served in any school building under the jurisdiction of the Board of Education).
4. "Suspension" shall be defined as an exclusion from school privileges or from transportation services for no more than

ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. (Suspension shall be in-school suspension unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the education process that the student shall be excluded from school during the period of suspension.)

5. "Expulsion" shall be defined as an exclusion from school privileges for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student as assigned at the time of such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year.

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

7. "Days" is defined as days when school is in session.

8. "School-Sponsored Activity" is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.

9. "Possess" means to have physical possession or otherwise to exercise dominion or control over tangible property.

10. "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.

11. "Firearm" means 1. Any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive: 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. For purposes of this definition "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than ¼ ounce, mine or device similar to any of the weapons described herein.

12. "Vehicle" means a "motor vehicle" as defined in Section 14-1 of the Connecticut General Statues, snowmobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.

13. "Martial arts weapon" mean a nunchakum kama, kasari-fundo, octagon sai, tonfa or Chinese star.

14. "Dangerous Drugs and Narcotics" is defined as any controlled drug in accordance with Connecticut General Statutes Sections 219-240

B. Removal from Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and reason for removal.
3. No student shall be removed from class more than six (6) times in any year nor more than twice in one week, unless such student is referred to the building Principal or his/her designee and granted an informal hearing in accordance with the provision of this policy, as state in G(3).

C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such program are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but

are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

D. Suspension and Expulsion

A student may be suspended or expelled for conduct on school property or at a school-sponsored activity that endangers persons or property, is violative of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:

1. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;
2. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self defense;
3. Intentionally causing or attempting to cause damage to school property or material belonging to school staff (private property);
4. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;
5. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;
6. Deliberate refusal to obey the directions or orders of a member of the school staff;
7. Harassment and/or hazing/bullying on the basis of that person's race, religion, ethnic background, gender or sexual orientation;
8. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
9. Threatening in any manner, including orally, in writing or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;
10. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student.
11. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon as defined in Section 53a-3, such as a pistol, knife blackjack, etc;
12. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or air soft pistols;
13. Possession, transmission distribution, sell, use of consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;
14. Knowingly being in the presence of those who are in possession of using, transmitting or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
15. Participation in any unauthorized occupancy by any group of students or other of any part of any school, school premises or other building owned by any school district after having been order to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;
16. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the principal or other person then in charge of said classroom or school building;
17. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;
18. Repeated unauthorized absence from or tardiness to school;
19. Intentional and successful incitement of truancy by other students;
20. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
21. Violation of school rules and practices or

Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
22. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;
23. Lying, misleading or being deceitful to a school employee or person having authority over the student;
24. Unauthorized leaving of school or school-sponsored activities;
25. Unauthorized ingestion or inhalation of nicotine.

E. Suspension for Conduct Off School Grounds

1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:
   a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
   b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
   2. In making a determination as to whether conduct is "seriously disruptive of the educational process" the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in Section 29-38 and whether any injuries occurred, and (4) whether the conduct involved the used of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student for one full calendar year if:
1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921* or amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.
2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. The Board modifies the period of a mandatory expulsion on a case-by-case basis.
4. A firearm, as defined by C.G.S. 53a-3 includes any sawed-off shotgun, machine gun, rifle, shotgun pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switch-blade knife, a gravity knife, billy, blackjack, bludgeon or metal knuckles.

*A firearm: currently defined by 19U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.

G. Suspension Procedure

1. The administration of each school shall have the authority to invoke suspension for a period of up to ten (10) days or to invoke in-school suspension for a period of up to ten (10) days of any student for one or more of the reasons stated in paragraph D, above in accordance with the procedure outline in this paragraph. Suspension shall be in-school suspension unless the administration determines that the student being suspended poses such a danger to persons for property or such a disruption of the educational process that the students shall be excluded from school during the period of suspension.

The administration is expected to use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph D above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A above.

If an emergency situation exists, the hearing outlined in paragraph H(3) shall be held as soon as possible after the exclusion of the student.
2. In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of his/her suspension.
3. Except in the case of an emergency, as defined in paragraph A above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The administration shall then determine whether or not suspension or in-school suspension is warranted. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to the removal of a classroom, in-school suspension or expulsion.
4. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of, or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
5. No student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.
6. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is granted.

H. Expulsion Procedures

1. The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.
2. Upon receipt of a recommendation for

expulsion from the Superintendent of Schools, the Board shall, after giving written notice to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing, but in such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning legal services that are provided free of charge or at a reduced rate that are available locally (Connecticut Legal Services or source of such services) and how to access such services.

3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast.

4. A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of the Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.

5. The procedure for any hearing conducted under this paragraph shall at least include the right to:

a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing; a statement of the legal jurisdiction under which the hearing is to be held; and a statement that the board is not required to offer an alternative educational opportunity to any student between the ages of 16 and 18 who was previously expelled or who is found to have engaged in conduct endangering persons which involved (1) possession of a firearm, deadly weapon, dangerous instrument or martial arts weapon on school property or school transportation or at a school sponsored activity or (2) offering for sale or distribution on school property or at school sponsored activity a controlled substance, as defined in Section 21a-240(a) of the Connecticut General Statutes.

b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;

c. The opportunity to he heard in the student's own defense;

d. The opportunity to present witnesses and evidence in the student's defense;

e. The opportunity to cross-examine adverse witnesses;

f. The opportunity to be represented by counsel at the parents'/student's expense;

g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;

h. The opportunity to have the services of a translator, to be provided by the Board of Education whenever the student or his/her parent or legal guardian do not speak the English language;

i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.

6. The record of the hearing held in any expulsion case shall include the following:

a. All evidence received and considered by the Board of Education

b. Questions and offers of proof, objections and ruling on such objections;

c. The decision of the Board of Education rendered after such hearing; and

d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any or if not transcribed, any recording or stenographic record of the hearing

7. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:

a. Any oral or documentary evidence may be received by the Board of Education but,

as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering of length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;

b. The Board of Education shall give effect to the rules of privilege by law;

c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is both substantially prejudiced thereby;

d. Documentary evidence may be received in the form of copies or excerpts;

e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;

f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;

g. A stenographic record or tape-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Finding of fact made by the Board after and expulsion hearing shall be based exclusively upon the evidence adduced at the hearing;

h. Decisions shall be in writing if adverse to the student and shall include finding of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing;

8. For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

I. Notification

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of the Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.

2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.

3. The notice of an expulsion hearing to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning legal services that are provided free of charge or at a reduce rate that are available and how to access such services.

J. Students with Disabilities

A special education student's and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten (10) school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten (10) school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten (10) days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to

enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. In cases involving removals for ten (10) days or less, school personnel (school administration) in consultation with the child's special education teacher, shall make the service determination.

If the disabled student's suspensions beyond ten (10) school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student' IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from his/her current placement for more than ten (10) school days in a school year and when commencing a removal (suspension) that constitutes a change in placement.

Whenever a student is suspended, notice of the suspensions and the conduct for which the student was suspended shall be included on the student's cumulative educational record. Such notice shall be expunged from the record by the Board if the student graduates from high school.

Notwithstanding the forgoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities"):

1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student' disability or if the conduct in question was the direct result of the school district's failure to implement the IEP. A student may be suspended for up to ten (10) days pending the IEP team (PPT) determination.
2. If the District, parent and relevant members of the IEP Team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative education plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.
3. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.
4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself is eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree the child shall stay in the interim alternate educational setting, if so placed by student authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.

5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph "weapon" means a device instruction, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2-1/2 inches in length. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss of impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.
6. In order for the district to unilaterally obtain a 45 day change in placement from a federal judge or Connecticut hearing officer, it must prove by substantial evidence that maintain the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in current placement.

K. Alternative Educational Opportunity

The Board of Education recognizes it obligation to offer any student under the age of sixteen (16) years old who is expelled an alternative educational opportunity during the period of expulsion. Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational program shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes. Any expelled student who is between the ages of sixteen (16) and eighteen(18) not previously expelled and who wishes to continue his/her education shall be offered an alternative educational opportunity if he/she complies with conditions established by the Board of Education. Such alternative educational opportunity may include, but shall not be limited to, the assignment of a student (who is sixteen years of age or older) to an adult education program or placement of such student in a regular classroom program of a school other than the one from which the student has been excluded. In determining the nature of the alternative education opportunity to be offered under this Section, the Board of Education may receive and consider evidence of past disciplinary problems which have led to removal from a classroom suspension, or expulsion.

The Board of Education is not obligated to provide such alternative educational opportunity to any student eighteen years of age or older. The Board of Education is not required to offer such alternative educational opportunity to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers a person, if it was determined at the expulsion hearing that the conduct for which the student was expelled involved (a) carrying on or introducing onto school property, a firearm, deadly weapon or dangerous instrument as defined in C.G.S. 53a-3 or (b) offering for sale or distribution on school property or at a school sponsored activity a controlled substance as defined in subdivision (8) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering or administration is subject to criminal penalties under C.G.S. 21a-277 and 21a-278. If the

Board expels a student for the sale or distribution of such a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and inform the agency of its action. If a student is expelled for possession of a firearm or deadly weapon, the Board shall report the violation to the local police department.

The provision shall not apply to students requiring special education who are described in subdivision (1) of sub-section (e) of C.G.S. 10-76a. The alternative educational opportunity for any such student shall be established by the IEP team (PPT) in accordance with the procedures described above.

Whenever the Board notifies a student between the ages of sixteen (16) and eighteen (18) or the parents/guardians of such student, than an expulsion hearing will be held, the notification shall include a statement that the Board is not required to an alternative educational opportunity to any student who is found to have engaged in conduct including possession of a martial arts weapon, firearms, deadly weapons or dangerous instruments on school property or at a school function.

L. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school unless expulsion notice is based on possession of a firearm or deadly weapon.
2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
3. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S. 10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of the Board. The student shall be excused from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
4. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall have complete the expulsion hearing and render a decision.
5. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the local police department.
6. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
7. An expelled student may apply for early re-admission to school. Such re-admission shall be at the discretion of the Board of Education/ Superintendent of Schools (choose which). Re-admission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent as appropriate, may condition such re-admission on specified criteria.

Detention

Teacher Detention:

1. Any teacher may assign a detention for cause.
2. This detention is administered by the teacher within his/her own classroom.
3. 24-hour notification will be given.

4. If the student fails to report, his/her name will be turned into the Assistant Principal's Office for further disciplinary action. The incident then becomes a part of his/her record.

Office Detention:

Office Detention will be held from 2:30 to 3:15 PM. Extended Office Detention will be from 2:30 to 5:00 PM, days to be announced. Lunch Detention, Friday Detention and Saturday Detention will be other disciplinary options implemented by the administration.

* The Assistant Principal is in charge of office detention.
* Students are assigned an office detention by school administration.
* Failure of a student to report to lunch detention will result in an Extended Office Detention.
* Failure of a student to report to office detention will result in an Extended Office Detention.
* Failure to follow detention rules can result in dismissal from the detention and the assignment of a Friday, Saturday Detention, in-school or out-of-school suspension.
* Students assigned to an in-school or out of school suspension for failure to serve an Extended Office Detention may not participate in extra-curricular activities on the day of the suspension.

Dress & Grooming

The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). HVRHS is responsible for seeing that student attire does not interfere with the health or safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student and that dress code enforcement does not increase marginalization or suppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance or body type/size.

1. Minimum Safe Attire: Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school personnel.

a. Students must wear clothing including both a shirt with pants or skirt, or the equivalent (dresses, leggings, yoga pants, shorts, sweatpants).
b. Shirts and dresses must have fabric in the front and on the sides (under the arms).
c. Clothing must cover undergarments.
d. Fabric covering breasts, genitals and buttocks must be opaque.
e. Hats and other headwear must allow the face to be visible to staff and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff. Hats are allowed to be worn on campus but not in school classrooms or in classrooms only at the discretion of the classroom teacher.
f. Shoes which are safe and appropriate for weather, course assignments, athletic and other conditions.
g. Clothing must be suitable for all scheduled classroom activities, including physical education, science labs, shops and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

2. School Dress Code: Board policy #5132 provides: "Attire or grooming depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited." All District students are expected to comply with the attire and grooming requirements of this policy. Specifically:

a. May not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
b. May not depict pornography, nudity or sexual acts.
c. May not use or depict hate speech targeting groups based on race, ethnicity, gender,

sexual orientation, gender identity, religious affiliation or any other protected classification.
d. Clothing and grooming, including gang identifiers, must not pose a threat to the health or safety of any other student or staff.
e. Enforcement must accommodate clothing worn by students and/or grooming as an expression of sincerely held religious beliefs (head scarves, for example) and worn by students with disabilities (protective helmets, for example).

Students whose dress and grooming does not conform to these standards will be referred to the administration or nurse who will inform students of necessary changes in dress. If students fail to remedy the problem, parents will be contacted. If the problem remains uncorrected, students will be subject to disciplinary action up to and including possible suspension/expulsion. Exceptions to the above dress standards will be considered for medical reasons, special events and cultural beliefs, or to promote school spirit as determined by the school principal or his/her designee. Students and/or sponsors wishing to request special exceptions must have permission 30from the school administration prior to the activity.

Emergency Evacuation

In case of a fire drill, fire, or other emergency situation, all rooms have posted directions for building evacuation. Teachers, staff and students will quickly and quietly evacuate the school. No one can ever be sure when a drill might become an actual event. Once outside the school, students are to remain with their classes quietly for the entire period of time. Fire drills will be held monthly.

A crisis response drill will be substituted for one of the required monthly school fire drills every three months. Such crisis response drill will be planned and conducted with the local law enforcement agency.

When the alarm sounds, students are to proceed along the posted exit routes in a quick, quiet and calm manner. Students should not return to the building until the return signal is given.

Emergency School Closing Information

A communication system is in place to communicate to families important occurrences such as school delays or closings. It has the ability to deliver voice, text, or e-mail messages to Internet-enabled devices. In order for this system to work please be sure to submit to the Main Office updated and accurate information regarding where we can contact you.

English Learners (EL)

Parents of English Learners participating in a language instructional program will be notified within 30 days of their child's placement in the program. The notification will include an explanation of why, a description of the program, and the parent's rights to remove their child from the English Learners program. In addition, the notification will explain how the program will help the child to develop academically, learn English and achieve the standards necessary for promotion.

Students not meeting the English mastery standard or demonstrating limited progress will be provided with additional language support services, which may include, but are not limited to, English as a Second Language program, sheltered English programs, English Immersion programs, summer school, after-school assistance, homework assistance and tutoring. Students after 30 months in a bilingual program will not be offered additional bilingual education.

Enrolling in Courses Adding Courses

New courses may not be added after the add/drop period. Any exceptions must be approved by the teacher, counselor, parent and administration. All course changes must have parent approval.

Changing and Dropping Courses

It is frequently difficult and often impossible to change a student's schedule after the school year starts. The selection of a course is a very important decision. Courses should be selected only after considerable thought and with the counsel of parents, teachers and the school counselor.

Schedule changes will only be considered after contact has been made with parents, teacher, school counselor and administration. Schedule changes will be kept to a minimum and made only for the following reasons: to correct scheduling conflicts, to accommodate a student's revised placement, or to meet extenuating circumstances (as determined by school administration). Schedule changes initiated by students or parents should be initiated by the tenth class session.

All students are expected to carry a minimum of seven (7) units of credit per academic year in grades 9-11. Seniors in good standing may carry a minimum of six courses, including physical education and health. Students who have registered for more than the above required credits/ classes may work with their School Counselor to drop a course. After the tenth day of school, no student may withdraw from a scheduled course without the appropriate form signed by the classroom teacher, the department chairperson, the student's parent/guardian, the School Counselor, and the principal must also sign the form. Forms are available in the School Counseling office. If the student withdraws from a course within ten (10) calendar days of the beginning of the course, the course will not appear on their transcript. Students who withdraw from a course after the ten (10) day limit with permission from the department chairperson will receive a final course grade of WP (Withdraw Pass) or a WF (Withdraw Failure) on their transcript, depending on the course grade at the time of withdrawal. Any student who withdraws from a course after the ten (10) day limit without the approval of the teacher and/or department chair will receive a final course grade of WF (Withdraw Failure) on their transcript and the WF will be counted as a 0 in the student's GPA calculation. A student involved in the process of dropping or adding a course may not stop attending class and/or start going to another class until the Course Change Request Form has been signed by all parties, and the Counselor informs the student that the process is complete.

Extracurricular Activities

Academic Requirements for Eligibility

In order to participate or practice in either an athletic or non-athletic extra-curricular activity beyond school time not specifically required by course descriptions, a student must:

- have received credit for at least four (4) classes at the close of the school year preceding the fall season to be eligible for fall sports (CIAC Rule I.A),
- not have received a NYP in two or more classes at the time of distribution of report cards for the marking period preceding the start or during the current season (or end of year for fall eligibility),
- have attended not more than eight (8) semesters unless granted a waiver by CIAC (CIAC Rule II.B)

Students must meet Housatonic's academic standards to be eligible to participate in athletics at Housatonic. When a student is not eligible at the start of a season, the student may practice with the team, but not play in contests, until the next distribution of marking period grades providing the student completes bi-weekly progress reports showing that he or she is currently meeting the academic standards. Students who become ineligible or remain ineligible at the time of distribution of marking period grades during any season may be permitted to stay with the team only with permission from the coach.

For purposes of athletic and/or extracurricular eligibility, a grade of “Incomplete” shall be treated in the same manner as a grade of “NYP” until that incomplete grade is recorded as a passing grade.

Student eligibility will be determined by the athletic director for athletic activities and by the individual activity advisor for all non-athletic extracurricular activities on the date that report cards are distributed or on the fourteenth calendar day following the end of the marking period, whichever comes first. No course for which the student has already received credit shall be included in those required by this rule. Marking period grades (not semester grades) are to be used in determining scholastic eligibility to participate during any given marking period.

A student who receives NYP for two (2) or more subjects may become partially eligible for activities or athletics. Partial eligibility allows a student to participate in rehearsals, practices or meetings, but not in performances, competitions, or games. After ten (10) school days from the issuance of the report card (date of issuance being Day 1), a student may obtain partial eligibility under the following conditions:

1. The student shall obtain a progress report from the Athletic Director (for sports) or school counselor (for extracurricular activities). The Athletic Director or activity advisor will discuss with the student what is entailed in this partial eligibility. The student shall bring the progress report to his/her teachers for written comments and signatures from each of his/her teachers which indicate that the student is currently not receiving NYP in two (2) or more classes. The student shall also obtain the signature of an administrator and the student’s school counselor.

2. The student shall present the completed progress report to the athletic director (for sports) or his/her school counselor (for extracurricular activities) who will either approve and sign the form, or declare the student ineligible for practices or meetings. The student shall then present the signed form to his or her advisor or coach.

3. The student will continue to obtain progress reports and have them completed by his/her teachers, approved by the athletic director or school counselor, and submitted to his/her coach or advisor on a bi-weekly basis. The student shall remain eligible for participation in practices or meetings as long as these bi-weekly reports continue to indicate that this passing status is maintained.

4. It is the sole responsibility of the student to initiate and file these bi-weekly reports in a timely manner. Participation in meetings and/or practices will cease immediately should the student fail to provide bi-weekly verification of the status on time or if the bi-weekly reports shows that the student is currently not NYP in two (2) or more classes

5. For a student to maintain partial eligibility, the process of obtaining progress reports must continue until the next report card is issued.

6. A student may apply for partial eligibility only one time per marking period.

Make-up and extra help sessions as well as detentions must be attended before students may participate in extra-curricular activities. Students who have been suspended out of school may not participate in any school activity during the duration of the suspension.
Students are to be in school for a total of four (4) consecutive hours in order to be eligible on any given day to attend an event unless prior permission due to extraordinary circumstances has been obtained from the Principal. On a regular school day, students need to arrive no later than 10:25 AM. If there is a delayed opening, students must still be in attendance for a total of four (4) consecutive hours, and therefore must arrive to school no later than 10:25 AM. In order to attend a co-curricular activity scheduled for a weekend, students must be in attendance at school on the day of the activity or the last scheduled school day before if the activity is

scheduled for the weekend.

An individual student who attempts to participate in several co-curricular activities may be in a position of a conflict of obligations. Teachers are encouraged to recognize that each student should have the opportunity for a broad range of experiences in the area of co-curricular activities, and to this end, will attempt to schedule events in a manner which minimizes conflicts. Students have a responsibility to do everything they can to avoid continuous conflicts. This would include being circumspect about belonging to too many activities among which obvious conflicts are bound to occur. It also means notifying the faculty sponsors and coaches immediately when a conflict does arise.

If a conflict does arise, the sponsors and coaches will work out a solution to prevent the student from feeling caught in the middle. If a solution cannot be found, the Principal will make the decision based on the following criteria:
1. the relative importance of each event
2. the importance of each event to the student
3. the relative contribution the student can make
4. the length of time that each event had been scheduled
5. a conversation with the student's parents or guardians.

Once the decision has been made and the student has followed that decision, he/she will not be penalized in any manner by either faculty sponsor or coach. Students are encouraged to try out for an activity or team.

Activities and Attendance

There are extra-curricular activities for students to attend throughout the school year and students are strongly encouraged to participate in the activities. Understand that in order to attend an extra-curricular event on a regular schedule school day, students must be in attendance for a total of four (4) consecutive hours, and therefore must arrive to school no later than 10:25 AM. If there is a delayed opening, students must still be in attendance for a total of four (4) consecutive hours, and therefore must arrive to school no later than 10:25 AM. In order to attend an extra-curricular activity scheduled for a weekend, students must be in attendance at school on the day of the activity or the last scheduled school day before if the activity is scheduled for the weekend.

Artgarage

Community members volunteer and support our students in exploring their artistic interests after school on most days when there is a late bus. For more information, contact the Main Office or our Art Department.

Athletics

Students are encouraged to take advantage of the several opportunities to participate on athletic teams throughout the school year. FALL: Cross Country; Volleyball; Football; Soccer; Field Hockey; WINTER: Basketball; Wrestling; Alpine Skiing; Ice Hockey; Swimming; SPRING: Baseball; Softball; Track; Lacrosse; Tennis & Golf.

Dances

School dances must be sponsored by a school organization. The date of the dance must be pre-approved by the Principal or Assistant Principal. A building usage request form, available in the Main Office, must be completed at least two (2) weeks prior to the date. At least five (5) adult chaperones are required. All guests must be older than 14 and less than 21 years of age. Elementary school children are not permitted to attend. Guests who are not students at HVRHS must also be pre-approved by the Principal or Assistant Principal. A completed HVRHS Guest Permission Form, available in the APO, is required for all guests. The form must be completed and submitted no later than the Thursday (2:30 PM) prior to the dance. A photocopy of the guest's high school ID or state driver's license

must be attached to this form. There will be no admittance into a school dance after 8:00 PM and no re-admittance once a student exits the building. Dances begin at 7:00 PM and conclude at 10:00 PM. All students enter and exit from the superintendent's wing. Coats, pocketbooks, and backpacks are not permitted into the school dance. School related discipline incidents may result in students not being allowed to attend dances.

Flex/Activity Block

The activity block is designed to offer a wide range of opportunities for students to select and pursue areas of interest. All activities meet on a (Activity Block One & Activity Block Two) rotating cycle. New activities may be initiated by petition of the students with advisor's signature.

Class Council

The duties of the class officers include the organization of class activities and fund raising endeavors. Class officers promote class spirit and unity. Students are invited to serve on governance and problem-solving teams with staff members. The elections of class officers in the sophomore, junior and senior classes are held in the late spring. Freshman elections are held in the fall.

Student Government Association

The Student Government Association is organized for students, teachers and administrators to work collaboratively for school improvement based on our core values and beliefs. This group will organize student groups and work with teachers and administrators to create a positive respectful academic, civic, and social school environment.

Field Trips

Field trips may be scheduled for educational, cultural, or extracurricular purposes and will be made available to all students in good standing. A student is considered "in good standing":

- whose behavior consistently supports and enhances the well-being of the school community.
- who has not been identified as "chronically absent"
- who does not have two or more non-passing grades in a course (F or NYP)

While on a trip, all students are considered to be "in" school. This means that conduct and dress standards will be appropriate for the field trip activity.

Freedom of Speech/Expression

The Regional School District No. 1 Board of Education shall recognize and protect the rights of student expression. It will balance these rights with the interests of an orderly and efficient educational process and of a school environment suitable for the healthy growth and development of all students. School officials may regulate the First Amendment rights of free speech when they reasonably forecast that permitting such speech would result in:

* Substantial disruption of the educational process
* Material interference with school activities
* Invasion of the rights of others

Fund-Raising

Administration will be responsible for approving and scheduling fund-raising activities. Contact the Principal's Office for the appropriate forms.

Grading Policy

The following grading practice guidelines were developed from the belief that grades should reflect student achievement.

Therefore:

* Graded assessments should reflect student achievement of course outcomes.
* Zeros will not be included in achievement grades. * The minimum grade for proficiency is C-. Any summative assessment that does not meet minimum requirements shall receive a "Not Yet Proficient" (NYP) in the gradebook. Failure to submit work will receive a "No Grade' (NG) in the gradebook.

* Students who do not demonstrate proficiency on a course outcome should be allowed additional opportunities to demonstrate proficiency.
* A student's grade for each term will be calculated with summative assessments comprising 75% of the grade, and formative assessments 25%. A rule of thumb is that formative assessment is any measurement of learning that is completed during the teaching of a unit to measure student understanding. Practice (i.e. traditional homework) is not to be calculated into a student's grade.
* Students with an "NYP" should be scheduled for Flex Blocks until they have demonstrated proficiency in the course outcomes required in that assessment. * Any "NYP" that remains as the grade on an assessment at the end of a term will result in an "NYP" for the course, and must be completed in order to earn credit for that course.
* At the end of a course, a student with a final grade of NYP will work with the course instructor or department head to identify how proficiency will be demonstrated in summer school in order to earn full credit.
* Students who establish proficiency on the initial attempt at an assessment are entitled to one additional opportunity to improve their score. This reassessment shall take place within ten school days of the students receiving their work back from the teacher.
* Students must work with their teacher to create a plan for reassessment in order to be eligible for a retake (see below). It is the responsibility of the student to meet with their teacher within three days of having the graded assessment returned.
* The content of any summative assessment should not be a surprise to the student. The content of the reassessment shall be equivalent to the content of the original assessment.
* If student work is only completed outside of class, it cannot be considered a summative assessment; however, work that is completed outside of class and supported by continuing guidance from the teacher can be considered to be summative.
* Students in UConn ECE and Advanced Placement Courses can potentially receive college credit for these courses. Grades in these classes reflect those used on college campuses (A-F Scale). Teachers of these classes will not grade practice, and will allow revisions only on finished writing (not on in-class writing assignments or tests). Late work can be penalized or not accepted per teacher discretion.

Practices that support the implementation of these policies:

* Teachers will clearly delineate practice work (not graded), formative assessments, and summative assessments for students. Practice work is defined as any task that leads to demonstration of mastery, or a task that follows concepts or skills first developed and discussed in class.
* Questions about whether an assignment constitutes practice will be handled first by the Department Head and then by administration if necessary.
* Students will be required to develop a learning and re-assessment plan within three days of a grade being posted in PowerSchool and that assignment being returned to the student. Students will then have seven days to receive re-teaching and retake the assessment. This plan will be developed in conjunction with the classroom teacher. Teachers will assign the assessment a "Not Yet Proficient" (NYP) in PowerSchool so that students know which assessments are eligible for resubmission.
* A student who has begun to re-assess because they have not met proficiency may continue to reassess (assuming the re-assessment plan continues to be followed) until they reach proficiency or the quarter ends.
*Students who do not make arrangements with the teacher about re-assessment within three days will not have the opportunity to re-assess during that quarter.
* Proficiency on all learning must be demonstrated by the end of each quarter. Grades will

be locked at Grades will be locked at the end of a marking period; at that point, a grade of NYP will be “frozen” until the end of the semester. (NOTE: This protocol is not meant to override the recording of a grade of Incomplete for students with medical or other extenuating circumstances. Those students will have the opportunity to complete missing assignments following the completion of a quarter.)



Exams

Final and Midterm Exams will take place during a designated exam period. The exams will be large-scale summative assessments in Quarters Two and Four that are aligned with core content standards for each semester. These assessments will account for five percent of semester grades. The exam period should allow time for preparation before and reflection afterwards, with more time allotted to this activity in ninth grade than twelfth.

Seniors with a Y1 average of A or A+ in a full-year course, as determined at the close of the fourth quarter, do not have to take the final assessment in that course. However, the exemption is not automatic. It is at the teacher’s discretion to grant it, and all other year-end academic responsibilities, such as attending classes and participating in the review sessions, must be met by the student as usual.

Academic Probation

* Students who do not submit a summative assessment will be placed on Academic Probation until that work is submitted. Students on academic probation cannot sign themselves up for Flextime Manager; that must be done with their classroom teacher or PLP teacher.
* Because it is important that Flex time opportunities be maximized, there will be disciplinary consequences for students who do not go to Flex.
* Students failing to submit summative work will receive an office detention, with escalating consequences if this continues. Note: Students who submit work that is deemed to be not proficient shall not receive detentions.
* Students who have two grades of NYP at the end of the marking period shall be ineligible after the end of a marking period; at that point, a grade of NYP will be “frozen” until the end of the semester. Students will have an opportunity for re-teaching and learning during Flex Blocks, and students will have an opportunity to address non-proficient skills during semester exams. (NOTE: This protocol is not meant to override the recording of a grade of Incom- school extra-curricular activities.
* Students who have one or more grades of NYP from a prior marking period are ineligible for non-essential field trips. Non-essential field trips will be identified in a course syllabus distributed at the beginning of the course.

Graduation Requirements

In order to graduate and be granted a diploma, students must satisfactorily complete a minimum of twenty-five (25) credits, including not fewer than:
(1) nine credits in the humanities, including civics and the arts;
(2) nine credits in science, technology, engineering, and mathematics;

(3) one and a half credits in physical education and wellness;
(4) one credit in world languages;
(5) one credit mastery-based diploma assessment (Capstone); and
(6) one credit in Health Education.

In addition, the Board of Education provides adequate student support and remedial services for students beginning in grade nine. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements, previously listed, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to (1) allowing students to retake courses in summer school or through an online course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, (3) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency through success on such alternate assessment.

Additional Requirements for Graduation

All freshmen must enroll in Exploring Lifeskills. A student must meet proficiency in a minimum of four (4) full year courses or their equivalent in the senior year in addition to Physical Education and Health.

FAFSA (Free Application for Federal Student Aid) Completion

Starting with the Class of 2027, all graduating students must complete one of the following before receiving a diploma:

* Submit a Free Application for Federal Student Aid (FAFSA)
*Submit an application for institutional financial aid to a public college or university in Connecticut (for students without legal immigration status)
*Submit a waiver indicating you do not wish to complete a financial aid application

Waivers must be signed by a parent or legal guardian, or signed by the student, if 18 years of age or older

Graduation Credit for Courses Taken in Middle School

Successful completion of French 1, Spanish 1, Algebra 1, or Geometry in middle school will be used to determine placement of students in the corresponding next course at the high school level (i.e., French 2, Spanish 2, etc.). Students will not be awarded credit for those courses, and they will not count toward completion of the World Language Graduation Requirement.

Other Requirements

1. Transfers: if a student transfers into the Housatonic Valley Regional High School from another district in Connecticut he/she will be expected to meet the performance standards requirement for graduation outlined in this policy.

If a student transfers into Housatonic Valley Regional High School after completing at least three years in a high school in another state, he/she may be exempted from Housatonic's performance standards requirement for graduation.

2. Students with Special Needs: students with special needs may be exempted from district performance standards for graduation as described in this policy if so determined by a Planning and Placement Team (PPT) and indicated on an Individualized Education Plan (IEP). Accommodations for the district performance tasks are available to students with 504 Accommodation Plans.

3. Notification and Record Keeping: students in grades 9 and 10 will be given opportunities

to practice the skills necessary to meet the standards throughout their programs of study. Students in grades 9, 10, and 11 will take the PSAT, and parents of students in Grade 11 will be notified of SAT scores upon their release by the Connecticut Department of Education.

Credit Requirements for Promotion and Graduation

(These are minimum requirements only and are independent of the core course requirements.) For further details, please contact guidance.

To the sophomore class	6
To the junior class	12
To the senior class	18
For graduation	25

With administrative approval and in consultation with the teacher of the course, the department chairman, and school counselor, a student may request to take the failed half of a full year course during the following year. Credits are awarded when the student successfully completes the entire course.

Early Graduation

Early Graduation is an opportunity for students to complete their high school graduation requirements by their seventh semester of school. Students must complete all of the graduation requirements for a standard diploma, which can be found in the Program of Studies. In order to be considered for early graduation, students must submit the Early Graduation Request Form with required signatures and documents by March 1st (semester six) of the student's junior year. Applications will be reviewed by a committee to evaluate the merit of the request as well as the behavior, attendance, and academic standing of the applicant. Applicants will be notified in writing about the outcome of the review process, which is not subject to appeal.

Health Services

The goal of the nurse is to attain and maintain optimum health status and to promote positive health habits for all students so that they may derive maximum benefit from their education. The nurse is available for health counseling and for any medical problems.

The Nurse's Office is staffed by a full time registered nurse who operates the clinic under the medical supervision and written standing orders of the school medical advisor. The clinic is a first aid and referral center; there are no provisions for infirmary care. The clinic is equipped to deal with any situation in which first aid care is needed. The Falls Village Volunteer Ambulance Service responds immediately to a call when the situation dictates.

All 9th grade students only must have a current physical examination by October 31. Students, who do not meet this requirement, may not attend school on or after November 1 until the requirement is met.

Medication Use

State law prohibits students from possessing and using all types of drugs (this includes all those that can be purchased over-the-counter) in school buildings and on school property. Any student needing medication for a temporary symptom must go to the nurse's office in order to have her secure the proper authorization for its administration. Whenever necessary, students may take medication at school, but only in the presence of the nurse. When a student is scheduled to take medication, he/she must report to the nurse who will dispense the medication. The following procedures must be followed to ensure the safety and well being of all students:

a. A Medication Authorization form must be filled out and signed by the prescribing physician and the parent or guardian. The form (which may be obtained from the nurse) must come to school with the medication.

b. The medication must come to school in the original container labeled by the dispensing pharmacy.

c. Medication must be brought to school by the parent.

d. It is illegal for students to possess any over-the-counter medications in school. If such

medications need to be used, their use must adhere to the same regulations as prescribed medications.

Any questions regarding medication should be addressed to the nurse. Students may not have unauthorized medication(s) at school. Students will be subject to legal and disciplinary action up to and including suspension if they fail to comply with this regulation.

Communicable/Infectious Diseases

Students with any medical condition which within the school setting may expose others to disease or contagious and infectious conditions may be excluded from school and referred for medical diagnosis and treatment. Additional information concerning this may be obtained from the school nurse.

Before a child may return to school after an absence due to such condition, parents and students may be required to submit medical evidence that their child has recovered sufficiently to prevent exposing others.

Emergency Medical Treatment

Parents are asked each year to complete an emergency information form for use by the school in the event of a medical emergency.

Health Records

School nurses maintain health records using the Connecticut "Health Assessment and Record Form." These records are accessible to certified staff working with the child and to school health aides if permission is granted by the nurse or building administrator. Parents may request to inspect the health records of their child. Copies may be provided if requested. Original copies of the record are sent where a student transfers to another school in the state. If moving out-of-state, a copy will be forwarded. Health records are maintained for at least six years after the student graduates. The District will comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) to maintain the privacy of protected health information.

A diabetic student may test his/her own blood glucose level per the written order of a physician or advanced practice nurse stating the need and the capacity of the student to conduct self testing. Such self testing shall be done in accordance with the guidelines issued by the Commissioner of Education.

Homeless Students

Homeless students, as defined by federal and state legislation, will have all programs, services, and transportation that other students enjoy and may continue to attend the school of origin. A homeless student who is not in the physical custody of a parent/guardian, shall have full access to his/her educational and medical records in the Board's possession. The local liaison for homeless children is the superintendent.

Homework

Homework is an important factor in student academic achievement. Students can expect to receive homework assignments each day, including Friday. In cases in which a student must miss school for an extended period of time, homework assignments may be obtained by phoning the Main Office, giving the names of all the teachers involved, and identifying a student who will assist in getting the work to the absent student. If an absence of only one day is anticipated, arrangements to secure the assignments should be made through a classmate. A reasonable amount of time must be afforded to teachers and staff when making these requests.

Honors

At the end of a marking period, students with an unweighted average of A with no grade less than a A- will achieve the rank of Highest Honors.

Students with an unweighted average of A- with no grade less than an B- will achieve the rank of High Honors. Students with an unweighted average of B with no grade less than an B- will achieve the rank of Honors.

Library Rules

The Paul W. Stoddard Library is open for reading, research and quiet study from 7:30 AM to 5:30 PM on most days when there is a late bus.

1. All books; except reference or books on reserve; may be borrowed for two (2) weeks.
2. To take out books or magazines, see the staff member on duty.
3. Audio-visual materials may be borrowed with



the permission of the Library Media Center staff.

4. Students in Large Study Halls may reserve a spot in the LMC by filling out the Library Media Center Reservation form, which is available through the “Library” link under the School Resources tab on the school website. Students must submit a request before the start of the block when they want to use the library. The library staff will check this list, and students who have not made a reservation will not be allowed to stay in the library. All students should still report first to their assigned study hall in order to check in with that teacher before going to the LMC. Students in a Small Study Hall must obtain a physical pass from a classroom teacher that will excuse them from their Small Study Hall for the purpose of using the resources in the LMC for a specific assignment.

Lost & Found

Articles found should be turned in to the Main Office. Students searching for lost articles should inquire at the Main Office. Unclaimed items will be donated to charity.

Medication

Parents of students requiring medication during school should contact the school nurse. Special forms are required to permit the administration of medicine in school and they can be obtained from
the school nurse. All medication must be in original container with proper labels.

In cases in which a student is able to self-administer medication, the parents or guardians must submit a Medical Authorization form that states that the medication must be taken during the school day and the student is capable of administering the medication. The statement must be accompanied by a physician’s, dentist’s or advanced practice registered nurse’s statement indicating the necessity and naming the medication, the strength, and the prescribed dosage. It must specify the schedule on which it is to be taken and the details of administration. Such statements must be renewed at the beginning of each school year.

A student with asthma or an allergic condition may carry an inhaler or an EpiPen or similar device in school at all times if he/she is under the care of a physician, physician assistant or advanced practical nurse and such practitioner certifies in writing that the child needs to keep an asthmatic inhaler or EpiPen at all times to ensure prompt treatment of the child’s asthma or allergic condition and to protect the child against serious harm or death. A Medical Authorization form is required.

Any COVID-19 specific procedures for bringing and picking up student medication will be outlined in school communications directly from the school nurse.

A school nurse, or in the absence of the nurse, a "qualified school employee" may administer epinephrine in a cartridge injector for the purpose of emergency first aid to students who experience allergic reactions but were not previously known to have serious allergies and therefore do not have prior written authorization of a parent/guardian or qualified medical professional for the administration of epinephrine. Parents/guardians may submit in writing to the school nurse and school medical advisor that epinephrine shall not be administered to his/her child.

A school nurse, or in the absence of the nurse, a "qualified/school employee" may administer antiepileptic medication to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Written parental permission and written order from a physician is required.

A student with diabetes may test his/her own blood glucose levels if the student has written permission from his/her parents/guardian and a written order from a licensed physician. The time or place of such testing shall not be restricted.

A school nurse or the principal will select a qualified school employee to, under certain conditions, give a glycogen injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. Written parental permission and written order from a physician are required.

School bus drivers are trained to administer epinephrine in a life-threatening anaphylactic reaction to a student who is in need of emergency care due to a medically diagnosed allergic reaction.

The District does not allow the ingestion of marijuana for palliative (medical) use in any school, on school grounds or at school-sponsored activities, on or off school grounds.

Migrant Students

The district has a program to address the needs of migrant students. A full range of services will be provided to migrant students, including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes. Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation and evaluation of the migrant program.

National Honor Society

The Housatonic Valley Regional High School chapter of the National Honor Society strives to encourage and recognize academic achievement as well as the character, service and leadership of the students of this school community. Students are selected for the organization by a faculty council appointed by the Principal which bases its judgment upon the scholarship, leadership, service, and character of eligible students.

To be eligible for membership the candidate must be a member of the junior or senior class. In all cases, only those students who have an unweighted cumulative grade point average of 3.0 meet the scholarship requirement for membership. Candidates must have been in attendance at the school for one semester. Each student is given a letter of invitation and an activity sheet on which to record their school, work, and community activities. They are also asked to write an essay explaining why they believe they possess the character, service, and leadership qualities necessary to be selected for induction into our chapter of the National Honor Society. Membership is granted only to those students selected by the faculty council and administration. The Principal or designee notifies the selected students, and a ceremony is held to induct the new

members.

On-Campus Recruitment

The Regional School District No. 1 Board of Education shall provide the same directory information (ref 5145.5) and on-campus recruiting opportunities to representative of the Armed Forces of the United States of America and State Armed Services as are offered to nonmilitary recruiters, recruiters for commercial concerns and recruiters representing institutions of higher education. The Board of Education shall also provide full access for the recruitment of students by regional vocational technical schools, regional vocational agricultural centers, inter-district magnet schools, trade schools, charter schools and inter-district student attendance programs. The school administrator may make the determination of when the recruitment meetings are to take place and reserves the right to deny such meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school. Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the Board of Education by filing a written request with the Superintendent of Schools.

Parent & Adult Student Communication

It is the practice at Housatonic Valley Regional High School to strongly encourage communication between the home and school. At times, adult students (Age 18 +) often request to sign their own permission slips for field trips and dismissals. HVRHS will honor such requests upon written receipt of agreement from the parent/guardian.

Parent-Teacher Conferences

Twice a year, teachers will be available for conferences. In the fall, this will take the form of a traditional Parent-Teacher Conference, and parents will be able to sign up for brief conferences with any of their students' teachers. In the spring, students will lead a conference at which they share their progress toward attaining the qualiteis in the Portrait of a Graduate, providing insight into how their work was developed, and reflecting upon the learning that occured throughout the year. The student's Advisor and a parent or invited guest will provide feedback on the presentation, praising the strengths evident in the work being showcased, and recommending areas for further growth.

In addition, parents and guardians wishing to confer with any faculty member, administrator or school counselor should telephone the Main Office at 860-824-5123 for an appointment or contact the teacher directly by email. Telephone and email contact information is available on the school website.

Parent Portal Information System (PowerSchool)

The PowerSchool student information system allows a parent/guardian to access student records via their secure website. A parent/guardian will be able to view attendance, homework assignments, and grades. For more information and access instructions, visit the school website or contact the Main Office

Parking Lot

Once students enter the building, they are not to exit for any reason except: 1. an authorized early dismissal, 2. an emergency evacuation, 3. a fire drill, or 4. a teacher supervised class activity. Students who need to go outside of the building for any other reason must obtain a pass from an administrator. A student who exits the building without authorization will be subject to disciplinary action up to and including suspension.

Parking Privileges

Any junior or senior wishing to drive to school and park on campus must fill out a parking registration and receive a parking sticker to be allowed on campus. Parking registration forms

will be sent home in the mail to all juniors and seniors and must be returned with a copy of the students drivers license and car registration. These documents need to be brought in to the Main Office in order to obtain the parking sticker. Parking stickers need to be put on the vehicle before arriving on the first day of school. Failure to register your vehicle with the school may result in disciplinary action, up to and including suspension.

A limited number of parking places are available and reserved for upper classmen. No students of sophomore or freshmen status will be granted parking privileges. Except for students in the work-study program, to be eligible for parking privilege students must be passing all courses.

Automobiles are not to be used for any purpose during the school day, and students must vacate their automobiles immediately in the morning. Automobiles are to be locked, and no one may be in an auto during the school day. Since bus transportation is provided for all, driving to school is a privilege that may be revoked for unsafe or irresponsible practices or for patterns of unexcused late arrival, or class cutting. Driving is a personal decision, and car problems do not constitute valid excuses for tardiness. All drivers and passengers should note that the school day begins with the arrival of the vehicle on the premises. No motor vehicle of any kind is to be parked or driven on lawns, walk-ways, or athletic fields at any time, and students must operate their vehicles in a safe and responsible manner at all times. Students are not to park their cars in the lot near the gymnasium, even after 2:25 PM. Violations will result in the loss of the student's parking privilege.

Pesticide Application Policy

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted, and a written record of all pesticide applications will be maintained for five years.Notice will be provided at least 24 hours in advance of the application of a pesticide either on the school's homepage or on the school or district's messaging platform.

Photographs

From time-to-time during the school year, school personnel and/or the media take photographs. If a parent/guardian does not want their child to be photographed for school use, school website use or for media purposes, the school office must be alerted in writing. Photos of individual and classroom groups are taken annually, which may be purchased by parents/guardians, but they are not obligated to do so.

Property and Lockers

Students are expected to treat Housatonic Valley Regional High School with respect. This applies not only to the building and grounds, but also to all books and materials that are distributed, for which students are held responsible.

Each student will be assigned a locker in which he or she is to keep his or her belongings. Students are not to change lockers without administrative approval. Sharing lockers is not allowed for security reasons. Students are not to leave book bags or personal belongings in hallways or classrooms for any reason.

The school does not have the insurance to cover stolen items. All lockers remain the property of Region One School District and may be opened for inspection at any time. Students are not allowed to use their own padlocks.

A student who believes he/she has a defective locker or lock may request a new locker or a new lock from the Main Office. Lockers that do not function properly should be reported to the Main

Office immediately. Students are strongly encouraged to keep valuable belongings at home. Administration cannot dedicate time to investigate lost or stolen items.

Students will be held responsible for any writing or marking on their lockers. If someone does mark a student's locker, the student should report this information to an administrator immediately.

To open the locker: Turn knob RIGHT two or more complete turns and stop at the first number of the combination. Then turn knob LEFT one complete turn past the first number and stop at the second number of the combination. Then turn knob RIGHT to the third number of the combination. Operate the locker handle. If the locker fails to open after several tries, go to the Main Office and ask for assistance.
To close the locker: Close the locker door and turn the knob at least one full turn in either direction.

Psychotropic Drug Use

School personnel is prohibited from recommending the use of psychotropic drugs for any student enrolled within the school system. School nurses, nurse practitioners, district medical advisor, school psychologists, school social workers and school counselors, may recommend that a student be evaluated by an appropriate medical practitioner. Further, the District is prohibited from requiring a child to get a prescription before they may attend school, be evaluated to determine eligibility for special education or receive special education.

Residency

The superintendent of schools or his/her designee may require documentation of family and/or student residency including affidavits, provided that prior to a request for evidence of residency the parent or guardian, relative or non-relative, emancipated minor, or pupil eighteen (18) years of age or older shall be provided with a written statement of why there is reason to believe such students may not be entitled to attend school in the district. An affidavit may require a statement or statements with documentation that there is a bona fide student residence in the district, that the residence is intended to be permanent, that it is provided without pay, and that it is not for the sole purpose of obtaining school accommodations.

School Counseling

Students are encouraged to visit with the school counselors for personal guidance and for information on grades, study help, and testing programs. The counselors are available to discuss any home, school, or social concerns. The school counselor's role is to see that students take full advantage of what the school has to offer, to listen and help when students experience frustration with school or personal problems and, when appropriate, to refer students to agencies that may be of additional help.

Sexual Abuse Prevention and Education Program

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

Sexual Discrimination and Harassment

The school wants all students to learn in an environment free from all forms of sexual harassment.
Sexual harassment is against state and federal laws. It is unwelcome sexual attention from peers,
teachers, staff or anyone with whom the victim may interact. Sexual harassment, whether verbal or physical, includes, but is not limited to the following:

- Statements or other conduct indicating that a student's submission to, or rejection of, sexual overtures or advances will affect the student's grades and/or other academic progress.
- Unwelcome attention and/or advances of a sexual nature, including verbal comments, sexual invitations, leering and physical touching.
- Display of sexually suggestive objects, or use of sexually suggestive or obscene remarks, invitations, letters, emails, text messages, notes, slurs, jokes, pictures, cartoons, epithets or gestures.
- Touching of a sexual nature or telling sexual or dirty jokes.
- Transmitting or displaying emails or websites of a sexual nature.
- Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by the Board's Policy regarding Title IX of the Education Amendments of 1972-Prohibition of Sex Discrimination and Sexual Harassment (Students).

Any student who believes they have been subjected to sexual harassment should report the alleged misconduct immediately to the Title IX Coordinator, a teacher, social worker, school counselor, administrator, school nurse, or any responsible individual with whom the student feels comfortable, either informally or through the filing of a formal complaint. The administration will take action to investigate the allegations.

The district will notify the parents of all students involved in sexual harassment by student(s) and will notify parents of any incident of sexual harassment or sexual abuse by an employee.
A complaint alleging sexual harassment by a student or staff member may be presented by a student
and/or parent in a conference with the principal or designee or with the Title IX Coordinator, Rebecca Gaschel-Clark, Director of Pupil Services.

Special Education (IDEA)

Connecticut General Statutes (Section 10-76a to 10-76h, inclusive) and the federal Individuals with Disabilities Act (IDEA) are laws that require the provision of special education and related services to eligible children with disabilities. These laws ensure that children with a disability have available to them a free appropriate public education (FAPE) in the least restrictive environment (LRE). Additionally, these laws give parents of children with disabilities the right to play an important role in their children's education. For more information, contact the Director of Pupil Services.

Standardized Testing

All students in grades 9 and 10 will participate in the PSAT; all students in grade 11 will participate in fall PSATs and the state-mandated SAT. Special education students participate in these programs except in the rare case when participation in an alternate assessment is proscribed by the student's PPT. Student scores on these tests may/shall be included on transcripts and permanent records.

Student Assistance Team

The Student Assistance Team has as its purpose the early identification and assistance to students whose personal decisions or behaviors interfere with academic, social, and civic performance. Referrals can come from self, other concerned students, staff members, and parents. For more information, contact our Student Assistance Teacher.

Student Records/FERPA

A student's school records are confidential

and are protected by federal and state law from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the district until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The principal is custodian of all records for currently enrolled students at the assigned school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours upon completion of the written request form. The record's custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate educational interests" include any employee, agents, or facilities with which the district contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, an Individual Education Plan (IEP) for a student with disabilities under IDEA or an individually designed program for a student with disabilities under Section 504;
3. Compiling statistical data; or
4. Investigating or evaluating programs.

Certain other officials from various governmental agencies may have limited access to the records. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

The parent's or student's right of access to, and copies of, student records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher and records pertaining to former students after they are no longer students in the district, do not have to be made available to the parents or student.

A student over 18 and parents of minor students may inspect the student's records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the district refuses the request to amend the records, the requestor has the right to a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, parents and the student are not allowed to contest a student's grade in a course through this process. Parents or the student have the right to file a complaint with the U.S. Department of Education if they believe the district is not in compliance with the law regarding student records. The district's policy regarding student records is available from the principal's or superintendent's office.

Copies of student records are available. Parents may be denied copies of a student's records (1) after the student reaches age 18 and is no longer a dependent for tax purposes; (2) when the student is attending an institution of post-secondary education; (3) if the parent fails to follow proper procedures and pay the copying charge; or (4) when the district is given a copy of a court order terminating the parental rights. If the student qualifies for free or reduced-price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at

has been refused as to a particular student) provided such information is to be used by the PTA for its own school activities or school business.

The District, when a student moves to a new school system or charter school, will send the student's records to the new district or charter school within ten business days of receiving written notice of the move from the new district. Unless the parents/guardians of the student authorize the record transfer in writing, the sending District is required to send a notice when the records are sent to the new district.

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the Requirements of FERPA. Complaints may be addressed to: Family Policy Compliance Office, U.S. Department of Education, 5400 Maryland Avenue, S.W., Washington, DC 20202-4605.

The district's HIPPA Privacy Officer is the School Nurse.

Teacher and Paraprofessional Qualifications

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

Title 1

The purpose of Title 1 is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on state assessments. Each student is provided with a program specifically designed to improve an area of weakness that has been targeted by classroom teachers or has been identified after a review of test results. For more information, please contact your child's school counselor.

Comparability of Services

All district schools, regardless of whether they receive Federal Title I funds, provide services that, taken as a whole, are substantially comparable. Staff, curriculum materials and instructional supplies are provided in a manner to ensure equivalency among district schools.

Parental Involvement

Parents of a child in a Title 1 funded program will receive a copy of the district's parental and family
engagement involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review and implementation of Title 1 programs and opportunities for parents and family members to participate in the education of their children.

Title IX

Alleging Discrimination on the Basis of Sex

The Regional Board of Education designates the Director of Pupil Services, 236 Warren Turnpike Road, Falls Village, CT. 06031, compliance officer with regard to Title IX of the Education Amendments of 1972 and the regulations promulgated thereto. The compliance officer, or his designee, will, at least annually, notify all students, parents and employees of the name, address and phone number of the compliance office and the procedure for processing grievances.

Any student or employee of the Board may file a Title IX grievance. All formal complaints shall be addressed in writing to the designated compliance officer. The grievance shall state the name of the grievant, the nature and date of

the alleged Title IX violation, and the name(s) of the individual(s) responsible for the alleged violation. A grievant requiring assistance in preparing the written grievance may request assistance from the compliance officer. More information about the formal grievance process is set forth in Region 1 Board of Education policies and regulations.

Transfers and Withdrawals

Students withdrawing from school must notify the school counseling office one week in advance of their last day. At that time, they will be given forms for their parents to complete. Included will be a formal written statement of withdrawal and release of records form.

On their last day of attendance, students will be given a form that must be signed by each of their teachers. This form will indicate their grade at the time of withdrawal and that all materials have been returned. Records cannot be forwarded until all materials have been returned.

Transportation

Bus Conduct

For legal, health and safety reasons, Regional School District One provides bus transportation for students who live the proper distance from their assigned school. The privilege of riding a bus is one that the students must respect and protect. Conduct while on a bus must be such that it does not annoy other riders or create a safety hazard. Misbehavior on a bus will result in possible disciplinary action and in the loss of transportation privileges. On most of the 180 school days, late buses, which depart at 5:30 PM, are available for student use. Buses are considered school property and all rules and regulations will apply. School transportation is a student privilege conditional upon satisfactory behavior on buses and at bus stops. Students are advised that, while awaiting or receiving transportation to and from school, they may be suspended from transportation services for unsatisfactory conduct that endangers persons or property or violates a board policy or administrative regulation.

All complaints concerning school transportation safety are to be made to the region's Business Manager. A written record of all complaints will be maintained and an investigation of the allegations will take place.

Bus Passes

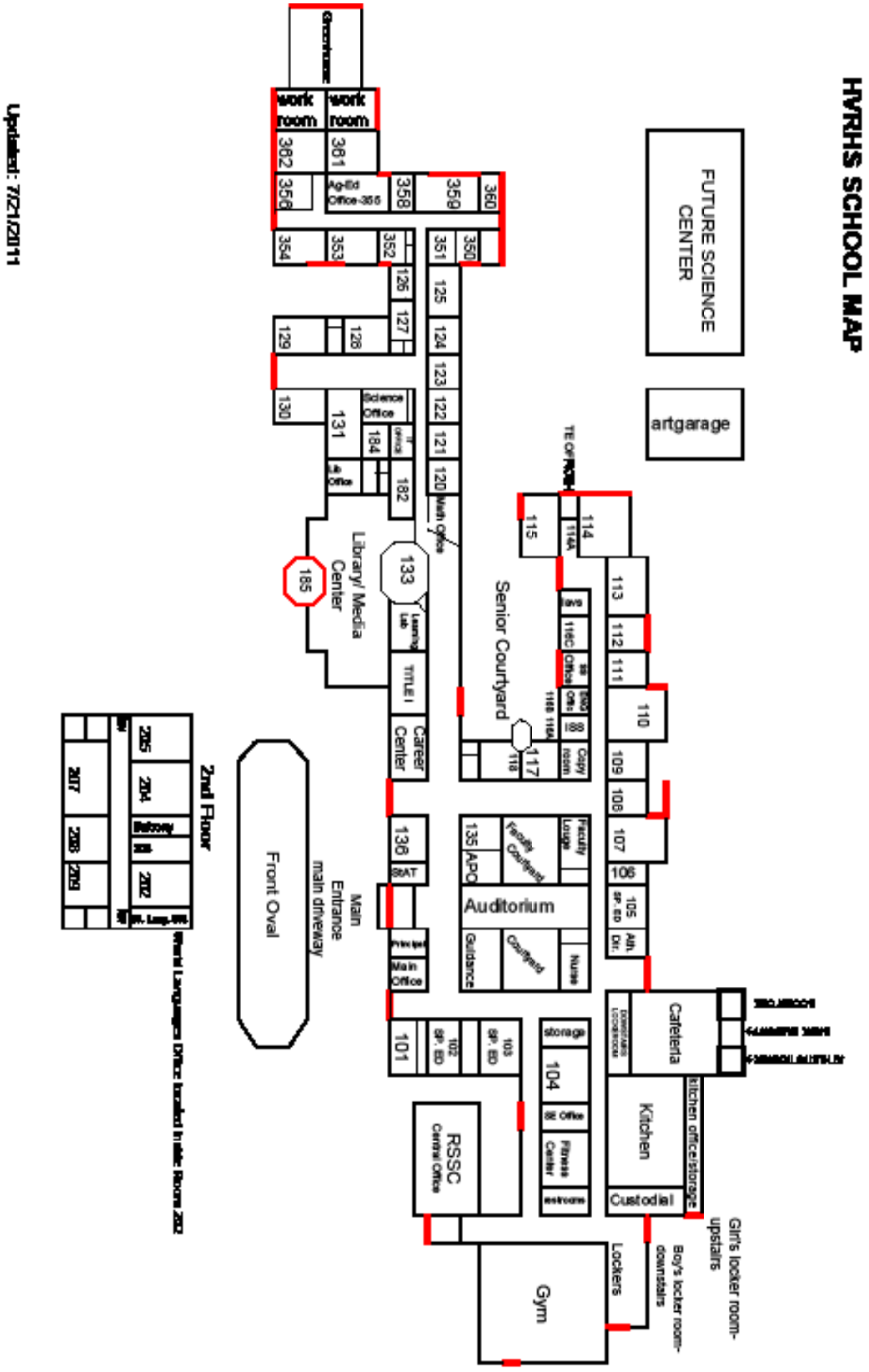
Bus passes are required to ride another bus in which the student is not assigned. A written request from a parent is required and it is the student's responsibility to bring the note to the Main Office upon arrival to school in the morning. Bus passes will not be issued without a written parent note and will not be issued after 10:00 AM. If a student is on another bus without a bus pass, the student will be subject to disciplinary action.

Visitors

It is the desire of the Region One Board of Education and the administration to encourage parents, alumni, and responsible groups to visit our school. However, the Board and the administration also recognize their responsibility to protect the students and preserve the educational process.

1. All visitors must report to the Main Office, sign the registry, and receive a visitor's pass. Prior to departure, visitors must also sign out in the Main Office.
2. Faculty members are encouraged to have guest speakers or community people visit their classrooms.
3. Teachers who notice unauthorized persons in the building should notify the Main Office immediately. Unauthorized visitors will be treated as trespassers and may be subject to arrest.
4. No student visitors will be allowed unless they are prospective students who have pre-arranged their visit with the guidance office or with a teacher.
5. A prospective student will follow this procedure:
   a. An appointment will be made with the school

HVRHS School Map



Bell Schedule

Block	Start	End	Time in Period
Warning	7:45		
1	7:50	8:50	1:00:00
2	8:54	9:42	0:48:00
3	9:46	10:34	0:48:00
Flex**	10:38	11:07	0:29:00
4*	11:11	12:41	1:30:00
5	12:45	1:33 PM	0:48:00
6	1:37 PM	2:25 PM	0:48:00
Lunch 1	*11:11*	*11:41*	*0:30:00*
Lunch 2	*12:11*	*12:41*	*0:30:00*
***Flex Block is designated for Advisory and Activities on Day 1*			

CAPSTONE RUBRIC
Draft 5.13.2021

POG Skill	I can...	Performance Indicators		
		Mastery	Proficient	Developing
Communication	…communicate effectively for a variety of situations, purposes, and audiences.	Clearly identifies purpose of communication and recognizes audience. Content is relevant, engaging, organized. Demonstrates attention to detail: precise vocabulary, free of errors, connects with audience and flows well. Demonstrates understanding of purpose of different types of communication (oral, written) and demonstrates appropriate use.	Identifies the purpose of the communication and recognizes the audience. Uses appropriate content to demonstrate understanding in a well organized manner. Vocabulary and grammar are appropriate and correct.	Identifies purpose of communication and demonstrates some understanding of audience. Content is relevant but not well organized.
Confidence	…adjust to and overcome challenges and persevere through difficult tasks.	Student consistently takes an active role in their education. Student consistently takes responsibility for work and ensures that it is an accurate representation of their ability. Student consistently overcomes obstacles through perseverance and self-advocacy. Student is willing to take risks, make mistakes, and learn from those mistakes.	Student usually takes an active role in their education and takes responsibility for work that is an accurate representation of their ability. Student usually overcomes obstacles through perseverance and self-advocacy. Student is sometimes willing to take risks, make mistakes and learn from those mistakes.	Students inconsistently takes a role in their education and their work does not always reflect their ability. Student is inconsistently able to overcome obstacles. Student is hesitant to take risks and avoids mistakes that are a part of the learning process.
Problem Solving	…use strategies to solve problems, investigate answers to my own questions, and design solutions to challenges in order to further my learning.	Clearly identifies and insightfully defines problems, utilizes resources to develop a creative and appropriate strategy that is then demonstrated to work through a thorough, imaginative/logical and insightful process. Evaluates the effectiveness of the process and offers reflective alternatives or perspectives on the problem. Describes/Interprets the results and conclusions clearly and concisely with support. Student uses skills to meet deadlines and completes all parts of a process.	Identifies and defines most aspects of problems, utilizes resources to develop a reasonable strategy that is then demonstrated to work through a thorough, imaginative/logical process. Evaluates the effectiveness of the process and offers reflective alternatives or perspectives on the problem. Describes/Interprets the results and conclusions adequately with support. Student uses skills to meet most deadlines and completes most parts of a process.	Identifies and defines some aspects of problems, utilizes some resources to develop a reasonable strategy that is then demonstrated through a somewhat imaginative/logical process. Evaluates the effectiveness of the process and offers few alternatives or perspectives on the problem. Describes/Interprets the results and conclusions adequately with support. Student misses some critical deadlines and does not complete all parts of the process.
Global and Environmental Awareness	…examine local, national, and global issues, which enables me to understand a variety of cultural and environmental perspectives.	Student consistently demonstrates respect for their classmates and for informed perspectives and arguments. Uses a wide breadth of reputable and scholarly research to support arguments. Understands human and individual impact on the local environment and planet and takes action to leave their community "greater, better, and more beautiful than it was transmitted to us."	Students usually demonstrates respect for their classmates and for informed perspectives and arguments. Uses reputable and scholarly research to support arguments. Understands human and individual impact on the local environment and planet.	Student inconsistently demonstrates respect for their classmates and for informed perspectives and arguments. Uses some reputable research to support arguments. Has some understanding of human and individual impact on the local environment and planet.
Self Advocacy	…demonstrate initiative to make healthy choices and seek out the necessary resources to further my learning and wellness.	Student can accurately assess and describe skills and limits and appropriately request help or direction; student appropriately approaches teachers and other adults for clarification, assistance, accommodations, or support to achieve success and wellness.	Student can describe skills and limits with some guidance or teacher support and sometimes requests help or direction independently; student sometimes approaches teachers for clarification, assistance, accommodations, or support to achieve success and wellness.	Student may struggle to describe skills or limits but can describe one or the other with guidance; student occasionally requests help or direction, needs assistance in approaching teachers for clarification, assistance, accommodations or support to achieve success and wellness.

Humanities Writing Rubric - DRAFT, NOV 08, 2023/ MODIFICATIONS DEC 6, 2023/JAN 02, 2024

CRITERIA	ACCOMPLISHED	PROFICIENT	NYP
INITIATION	The author: • establishes a clear **purpose** for writing that aligns with the success criteria of the assignment. This purpose is immediately evident to the reader. • demonstrates a deep understanding of the target audience and establishes a **voice** that is appropriate for this audience. The author's voice is unique, distinct, and original. The writer's voice is consistently present throughout the piece. • establishes and maintains a **tone** that is appropriate to the nature of the assignment, which enhances the overall quality of the writing. • states an easily identifiable **claim** that is clear, concise, arguable, and offers new knowledge to the reader.	The author: • presents a vague **purpose** for writing that may require a closer reading by the reader to fully grasp. • demonstrates an understanding of the target audience and establishes a **voice** that is appropriate for this audience. The author's voice is present throughout the piece, but may be inconsistent at times. • maintains the **tone** established in the introduction, but it may waver in places. The author alternates between informal and formal tone. • presents a claim that is recognizable, arguable, and relevant.	The author: • does not identify a clear **purpose**, or the purpose does not match that of the assignment. • does not demonstrate an understanding of the target audience. The author does not establish a **voice** that is consistently carried throughout the piece, or this voice is unoriginal. **[Note: Using the words or ideas or others without attribution is plagiarism.]** • uses a **tone** that is not appropriate for the audience and/or purpose for writing. The tone is offensive, or disrespectful to the subject matter or audience. • does not put forth a recognizable **claim**, or is irrelevant, inaccurate, or a statement of fact.
SUPPORT	The work: • contains a substantial amount of well-researched, relevant, and detailed **evidence** to support the claim. • is based on an exceptionable variety of credible **sources** from which conclusions are drawn. • features insightful **commentary**	The work includes: • contains adequate research and somewhat relevant **evidence** that support the claim. • is based on a variety of credible **sources**. • features occasional **commentary** on the sources that strengthens the arguments presented.	The work includes: • contains little to no research or relevant **evidence** to support the claim. • is based on minimal **sources**, and/or the sources included are not credible. • features little to no **commentary** on the sources,

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	on the sources which effectively strengthens the arguments presented. • includes **citations**, when necessary, in the style appropriate for the assignment and course. No errors in formatting.	• **includes citations**, when necessary, that are in the style appropriate for assignment and course. There may be a few problems with formatting.	which does not strengthen the arguments presented. • includes no or insufficient **citations**, or there are major problems with formatting. **[This is plagiarism.]**
EXPRESSION	The work: • is exceptionally **well-written** and purposely **organized**, making it engaging and easy for the reader to understand. • uses exacting **word choice** and **varying sentence structure** that furthers the reader's understanding. • is free of the **distractions** caused by grammatical or spelling errors.	The work: • is generally **understandable** and adequately **organized**, but not particularly engaging. • demonstrates attempts to use **specific, appropriate vocabulary.** • may include some **clarity issues**, and/or grammatical or spelling errors that cause **occasional distractions**.	The work: • **lacks clarity** and purposeful organization. • demonstrates no attempts were made to use **specific, academic vocabulary**. • contains **excessive grammatical and spelling mistakes** that make it nearly impossible for the reader or audience to understand or engage with the content.
CLOSURE	The reader is left certain that the writer's defined purpose has been entirely fulfilled. The piece concludes in a way that: • **fully explores** the ongoing relevance or broader implications of the thesis, or; • **emphasizes** the meaning or lesson to be taken away from the essay, or; • **vividly describes** the impact or effect that the experience being written about had on the writer.	The reader is left convinced that the writer's purpose has been adequately fulfilled. The piece concludes in a way that: • **broadly identifies** the ongoing relevance or broader implications of the thesis, or; • **suggests** the meaning or lesson to be taken away from the essay, or; • **generally describes** the impact or effect that the experience being written about had on the writer.	The reader is **left unconvinced** or **confused** about the writer's purpose. The piece's conclusion: • **fails to effectively identify** the ongoing relevance or broader implications of the thesis, or; • **fails to imply a meaning** or lesson to be taken away from the essay, or; • **does not** describe the **impact or effect** that the experience being written about had on the writer.

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