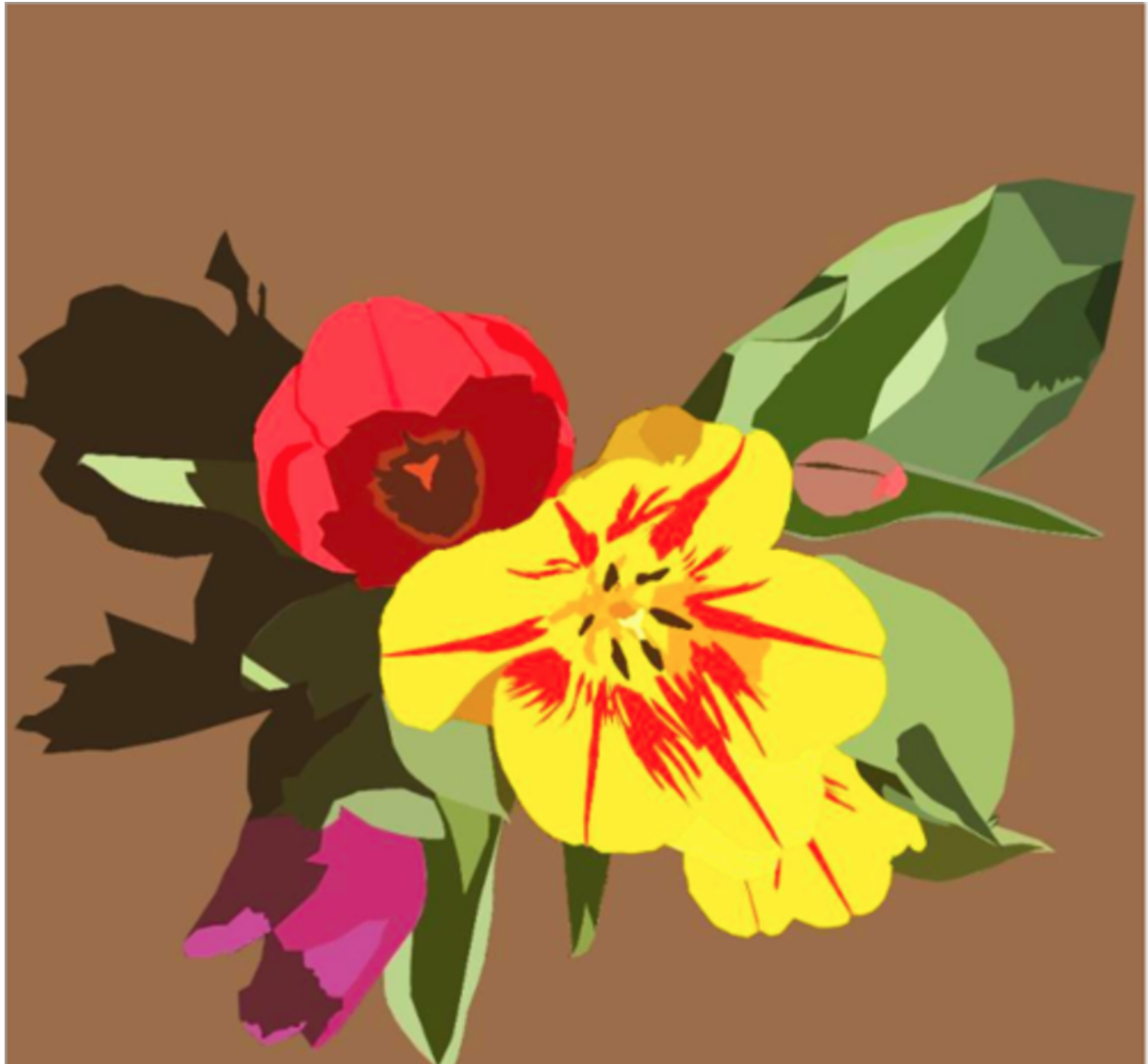


**NEW CANAAN HIGH SCHOOL  
STUDENT HANDBOOK  
2021 – 2022**



*“What we are to be, we are now becoming”*

## **CORE VALUES, BELIEFS, AND LEARNING EXPECTATIONS**

New Canaan High School is committed to preparing all students to meet the challenges of living in an increasingly global and diverse society. We believe that students learn best in an environment that fosters respect for themselves and others. This allows students to be active participants in their learning, identify and solve authentic problems, and effectively share their learning with the appropriate audiences.

In partnership with parents and the community, we strive to inspire students to the habits of mind and character that will make them lifelong learners and responsible, respectful, global citizens.

### **ACADEMIC EXPECTATIONS**

All students will *independently* demonstrate:

- 1.1 the ability to apply analytical and creative thinking to identify and solve problems across disciplines
- 1.2 the ability to reflect thoughtfully on their learning for continuous growth and development
- 1.3 mastery of positive and effective communication skills
- 1.4 an understanding of healthy life choices

### **PERSONAL AND SOCIAL EXPECTATIONS**

All students will:

- 2.1 demonstrate the ability to make healthy life choices, including maintaining a balance between academic and personal needs and choices
- 2.2 demonstrate respect for one another and the unique beliefs and choices of others
- 2.3 demonstrate positive interpersonal skills that are essential for collaboration in a diverse society
- 2.4 work responsibly and productively in both independent and collaborative environments

### **CIVIC EXPECTATIONS**

All students will:

- 3.1 be an active member of and contribute in a positive way to the culture of NCHS and the larger community
- 3.2 demonstrate the ability to solve problems and make responsible, ethical decisions

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# NEW CANAAN HIGH SCHOOL

11 Farm Road  
New Canaan, CT 06840

<http://www.ncps-k12.org/Domain/9>

SAT/ACT/CEEB School Code: 070465

<b>Main Office</b>	<b>594-4600</b>
<i>Fax</i>	<b>594-4700</b>
<b>Attendance</b>	<b>594-4672</b>
<b>Health Office</b>	<b>594-4643</b>
<i>Fax</i>	<b>594-4709</b>
<b>Interscholastic Athletics</b>	<b>594-4639</b>
<b>School Counseling</b>	<b>594-4649</b>
<i>Fax</i>	<b>594-4652</b>
<b>Registrar</b>	<b>594-4647</b>
<b>Special Education</b>	<b>594-4650</b>

## ADMINISTRATION

<b>Mr. William Egan</b> Principal	<b>594-4686</b>
<b>Mrs. Kristi Carriero</b> Assistant Principal (Class of 2023)	<b>594-4677</b>
<b>Mr. Ari Rothman</b> Assistant Principal (Classes of 2022 & 2025)	<b>594-4677</b>
<b>Mr. Larry Sullivan</b> Assistant Principal (Class of 2024)	<b>594-4677</b>
<b>Mr. Kevin Ryan</b> Special Education Administrator	<b>594-4650</b>
<b>Mr. Jay Egan</b> Director of Athletics	<b>594-4638</b>

## SCHOOL COUNSELING

<b>Mrs. Cynthia Rivera, Department Chair</b>	<b>594-4659</b>
<b>Mr. Dan Farina</b>	<b>594-4660</b>
<b>Mrs. Lori Keen</b>	<b>594-4657</b>
<b>Mrs. Linda McGann</b>	<b>594-4750</b>
<b>Ms. Lindsay Reihl</b>	<b>594-4731</b>
<b>Mrs. Erica Schaedler</b>	<b>594-4648</b>
<b>Ms. Ann Vernon</b>	<b>594-4658</b>
<b>Mr. Nicholas Willett</b>	<b>594-4661</b>
<b>College &amp; Career Center</b>	<b>594-4664</b>
<b>Mrs. Susan Carroll, Director</b>	

**PUPIL PERSONNEL SERVICES**

<b>Ms. Eileen Donellan</b> <i>Social Worker</i>	<b>594-4754</b>
<b>Ms. Rachel Hartong</b> <i>Social Worker</i>	<b>594-4642</b>
<b>Mrs. Maria Calcagni</b> <i>School Psychologist</i>	<b>594-4654</b>
<b>Mrs. Sandra Warkentin</b> <i>School Psychologist</i>	<b>594-4656</b>
<b>Officer Geoffrey Lambert</b> School Resource Officer	<b>594-4740</b>

**SCHOOL NURSES**

<b>Mrs. Janet Reed, Supervisor</b>	<b>594-4676</b>
<b>Mrs. Karina Giangos</b>	<b>594-4644</b>
<b>Mrs. Betsy Imbrogno</b>	<b>594-4643</b>

**DEPARTMENT CHAIRS**

<b><i>Career and Technical Education</i></b>	
<b>Mr. James Zambarano</b>	<b>594-4636</b>
<b><i>English</i></b>	
<b>Mr. Evan Remley</b>	<b>594-4719</b>
<b><i>Library</i></b>	
<b>Ms. Michelle Luhtala</b>	<b>594-4629</b>
<b><i>Mathematics</i></b>	
<b>Mrs. Rebecca Pavia</b>	<b>594-4626</b>
<b><i>Physical Education &amp; Health</i></b>	
<b>Mr. Jay Egan</b>	<b>594-4638</b>
<b><i>Science</i></b>	
<b>Mr. Michael LeDuc</b>	<b>594-4695</b>
<b><i>Social Studies</i></b>	
<b>Mr. Robert Stevenson</b>	<b>594-4678</b>
<b><i>Visual and Performing Arts</i></b>	
<b>Mr. Alan Sneath</b>	<b>594-4568</b>
<b><i>World Languages &amp; English Language Learner</i></b>	
<b>Mrs. Lizette D'Amico</b>	<b>594-4559</b>

***The e-mail address for any of the above is:  
First Name. Last Name @ ncps-k12.org***

***New Canaan High School Athletics Website  
[www.ncrams.com](http://www.ncrams.com)***

**Board of Education (203) 594-4000**

## **Credits Needed for Graduation** for Class of 2022

In order to earn a diploma from New Canaan High School, a student must earn a minimum of **23 credits**, with a required number of credits in each of the following disciplines:

**English:**                    **4 credits** (8 semesters) including *Freshman English* (2 semesters); *Sophomore English* (2 semesters); *Junior English or AP Language and Composition* (2 semesters); *Senior electives or AP English* (2 semesters)

**Social Studies:**        **3 credits** (6 semesters) including *U.S. History* (2 semesters); *one course in Civics or government* (1 semester)

**Mathematics:**         **3 credits** (6 semesters)

**Science:**                **2 credits** (4 semesters)

**Physical Education:**   **1.5 credits** (.50 Grade 9, .50 Grade 10, .25 Grade 11 and 12)

**Comprehensive Health and Substance Abuse Prevention:**  
**.5 credit** (as scheduled across Grades 9 - 12, for a total of .5 credits)

**Visual & Performing Arts and Career & Technology Education:**  
**1.5 credits** (2 semesters in one of these areas and 1 semester in the other)

**Visual & Performing Arts** - Any course offered in Music or Art

**Career & Technology Education** - Any course offered in Technology Education, Computer Programming, Family and Consumer Science or Business

# Credits Needed for Graduation for Classes of 2023, 2024 & 2025

In order to earn a diploma from New Canaan High School, a student must earn a minimum of **25 credits**, with a required number of credits in each of the following disciplines:

## **9.0 Humanities**

### **4.0 English**

including *Freshman English* (2 semesters); *Sophomore English* (2 semesters); *Junior English or AP Language and Composition* (2 semesters); *Senior English* electives or *AP English* (2 semesters)

### **3.0 Social Studies**

including *U.S. History* (2 semesters); *one course in Civics or government* (1 semester)

### **0.5 Visual & Performing Arts**

**1.5** any combination of courses equaling three semesters in any of the above disciplines, World Languages (beyond the first year), Graphics, Business Education and/or Family & Consumer Science

## **9.0 Science, Technology, Engineering & Mathematics**

### **3.0 Mathematics**

### **3.0 Science**

### **0.5 Career & Technical Education**

**2.5** any combination of courses equaling five semesters in any of the above disciplines, or technology-based VPA course

**1.0 Physical Education and Wellness** - one semester each in Grades 9 - 12

### **1.0 Health and Safety Education**

including one semester each of *9<sup>th</sup> Grade Health*; *10<sup>th</sup> Grade Health*; *11<sup>th</sup> Grade Health*; and *12<sup>th</sup> Grade Health*

### **1.0 World Languages**

### **1.0 mastery-based diploma assessment**

*a work product developed by the student over a period of several years and integrates many, if not all, of the essential skills acquired over a student's history in secondary schools.*

**0.5** one additional semester in either Career & Technical Education or Visual & Performing Arts

**2.5** five semesters in any discipline or combination of disciplines

## GRADUATION STANDARDS

In addition to the minimum number of credits every student must earn, we require our students to be able to successfully demonstrate competency in each of the following six areas: **reading, writing, research, mathematical problem solving, scientific reasoning, and citizenship.**

**Reading – Students will read, comprehend, and analyze fiction, non-fiction, and technical materials to obtain information and build an understanding of the text, themselves, and the world around them.**

A student may demonstrate the performance standard by:

- Achieving a score of 480 or better on the Evidenced-Based Reading and Writing section of the Preliminary Scholastic Achievement Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)
- Achieving a score of 480 on the Evidenced-Based Reading and Writing Section of the SAT
- Achieving a score of at least 18 on the Reading section of the American College Test (ACT)
- Successfully completing a Reading Center course in 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade

**Writing – Students will communicate effectively in writing by applying appropriate structures and conventions.**

A student may demonstrate the performance standard by:

- Achieving a score of 7 or above on the annual English portfolio assessment in May of the sophomore year
- Achieving a score of 7 or above on a revised English portfolio that is submitted to the English portfolio assessment in May of the junior year
- Achieving a score of 3 based on the *School Research Rubric* on a research paper in either a junior English or US History course

**Research – Students will engage in research by locating, critically selecting, interpreting, organizing, and synthesizing information from print, non-print, and electronic sources to increase knowledge, solve problems, and construct meaning.**

A student may demonstrate the performance standard by:

- Achieving a score of 3 based on the School Research Rubric on a research paper in a Junior English or Junior US History course
- Completing the Senior Independent Research Project in 12th Grade Health



**Mathematical Problem Solving** – Students will represent a problem using mathematics and will know that math is a necessary tool for understanding the physical and social world.

A student may demonstrate the performance standard by:

- Achieving a score of at least 500 on the mathematics portion of the SAT
- Achieving a score of at least 550 on an SAT math subject area test (level 1 or level 2)
- Achieving a score of at least 20 on the mathematics section of the American College Test (ACT)
- Achieving a 75% or higher on the Algebra 2 final exam in grades 9, 10, or 11
- Achieving a score of 75% or higher on the Algebra 2 or Pre-calculus midterm exam in grade 12
- Meet regularly with a faculty mentor and successfully complete a mathematics portfolio in grade 12

**Scientific Literacy** – Students will apply the scientific method to discover the rules of nature.

A student may demonstrate the performance standard by:

- Achieving a score of at least 21 on the science section of the American College Test (ACT)
- Earning four (4) years of science credit with at least one credit in either Chemistry or Physics
- Achieving a score of 80% or higher on two (2) inquiry-based lab activities drawn from the assured experiences embedded in each science course during junior or senior year

**Citizenship** – Students will understand the ideals, principles, and practices of citizens that reflect a democratic republic.

A student may demonstrate the performance standard by successfully completing a civics course.

***This booklet is written for our students and their parents. It contains required and useful information intended as a method of communicating to students and parents regarding general school information, rules, and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation, or negotiated agreement and may therefore be superseded by such Board policy, administrative regulation or negotiated agreement. 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 this Handbook will be made available to students and parents through newsletters, web pages, and other communications.***

***Both students and parents need to be familiar with the NCHS Student Code of Behavior which is intended to promote physical and emotional safety in a respectful environment conducive to learning.***

## **Academic Integrity**

Academic Integrity is based on trust and mutual respect for your own work and the work of others. Ethical behavior and fairness are the foundation of a positive learning community. All members of the New Canaan High School community are expected to act with respect for themselves and the intellectual property of others.

Students, teachers, administrators, parents, and community members will all work together to ensure that students represent their own work honestly and accurately; acknowledge when the work of others is incorporated; and report to a teacher, school counselor, or administrator any behavior which undermines our standards for academic integrity. This goal reflects New Canaan High School's role in preparing students for college and beyond, where academic integrity is non-negotiable and inherent in ethical citizenship.

Unacceptable academic behavior is specifically defined as, but not limited to, claiming credit for work not the product of one's own honest effort, providing unwarranted access to materials or information so that credit may be dishonestly claimed by others, and knowing of and tolerating either of the foregoing (see the Student Code of Behavior for a more detailed description).

Any of these behaviors represent a violation of the mutual trust and respect essential to maintaining a safe and constructive educational environment at New Canaan High School. Students who act without academic integrity should expect to be confronted by their teacher and be subject to such penalties as the teacher deems appropriate to the situation (e.g., personal reprimand, reduction in grade, failure, notification of parents); repeated acts within the same class or across classes and grades, will result in referral to grade-level administration for possible disciplinary action.

## Communicating With Teachers

E-mail is a vital means of communication used by staff and students to carry out academic and administrative functions. But while the transmission of electronic correspondence is nearly instantaneous, staff members and teachers may not be able to read and/or respond to your message during the school day.

E-mail is an appropriate vehicle for quick, uncomplicated messages to teachers when time and/or confidentiality are not critical factors. Any e-mail correspondence should be brief and informational in nature. Your child's academic progress, learning expectations, or behavioral issues are best addressed through a telephone conversation or by scheduling a personal conference with your child's teacher. E-mail contact between parents and teachers is not intended to supplant the personal responsibility that students have of communicating their assignments and other important school-related messages to their parents.

## Homework

The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals. Specific homework assignments may strengthen basic skills; extend classroom learning; stimulate and further interests; reinforce independent study skills; develop initiative, responsibility, and self-direction; stimulate worthwhile use of leisure time, and acquaint parents with the student's work in school.

**Within the block schedule, teachers have been guided to assign, on average, 20 – 45 minutes of out-of-class work per class meeting (and the assignment may be made at each class meeting or for the week). Students are encouraged to spread this out to maintain a reasonable workload across the week.**

## Field Trips

Field Trips provide valuable, enriching experiences beyond the classroom. Students are expected to sign that they recognize that participation requires them to miss other classes. By participating in a field trip, they must be aware that they are responsible for advising their teachers of their absence in a timely manner prior to the field trip date and arranging to make up any missed work in a timely fashion. Students need to also understand that if they choose not to participate in a field trip, they may be responsible for completing an alternative assignment for that class. Lastly, all parts of the *NCHS Student Code of Behavior* are in effect, and that every student is responsible for his/her actions as if he/she were on school premises.

If the cost of a field trip or school activity proves burdensome for a student and his/her family, the School Counselor should be notified.

# STUDENT SCHEDULES

As a full-time NCHS student, you are required to remain enrolled in a minimum number of courses throughout the two semesters that comprise our academic year.

## **Grade 9**

6 courses plus Health and PE

## **Grade 10**

6 courses plus Health and PE

## **Grade 11**

6 courses plus Health and PE

## **Grade 12**

6 courses

### **Planning Your Schedule with Your Teachers and Counselor**

Course selection is one of the most important activities in which you participate. Careful selection will help you achieve the educational goals that you have set for yourself. Academic course placement is based on recommendations by the five academic departments (English, Social Studies, Science, Mathematics, and World Language). Students are given an opportunity to appeal for a higher placement. Course selection begins in the third quarter.

In the spring of each academic year, a revised edition of the *NCHS Program of Studies* is provided (through the NCHS website), and a student meets with his/her counselor to discuss course requirements and build a course of study for the coming year. Requests for specific teachers will not be honored. Schedules will be available for viewing and downloading in PowerSchool prior to the opening of school.

### **Request for Schedule Changes**

It is expected that student schedules will remain firm, and there will be few substantive reasons for requesting changes. Any unusual problems related to correct placement or course conflicts will receive immediate attention from a counselor. Student or parent requests for change for any other reason will necessitate completion of a request form (available in the School Counseling Office), which will be reviewed to determine approval or denial of the request.

## SCHOOL COUNSELING

Counselors are trained in personal, academic, career, and college counseling; their main concern is you and working with you toward making realistic choices that are in keeping with your abilities, interests, and goals. It is the joint responsibility of both student and counselor to become acquainted as soon as possible.

To make an appointment, students see the receptionist in the School Counseling Office any time between 7:30 a.m. and 2:45 p.m.; counselors may also send a note to visit them during free periods. Each counselor from 11:00 – 11:45 a.m. daily maintains a “walk-in” period when no appointment is necessary.

Starting at the end of the first marking period, all **freshmen** will be notified about meeting with their school counselors. This is an opportunity to get acquainted and to develop a four-year plan for their high school careers. Students will also complete a learning styles inventory that will help them to understand the environment in which they learn and study best. **Sophomores** will have an opportunity in the spring to complete a career interest inventory and develop a better understanding of their personal strengths. This is accomplished through a program that is based on the Meyers-Briggs questionnaire but adapted for teenagers.

In junior year, students begin planning for their lives after high school. Individual appointments have been carefully developed for all members of the junior class to help put college and other post-high school plans into action. Services provided will include a proposed schedule of standardized testing, an initial list of post-secondary options to investigate, and methods for organizing your search. Tips on visiting colleges, interviewing, and writing required admissions essays will be covered. Held in the early spring of the junior year, these appointments are student-focused, but parents are encouraged to attend.

Since more than 90% of NCHS **seniors** attend college upon graduation, the School Counseling Department conducts classes designed to address this topic in early September. All seniors are required to attend these classes, which focus on the key components of the college admission process (i.e., application procedures, transcript and testing requirements, and writing the college essay). Afterward, individual **senior appointments** are scheduled with the student’s counselor to continue the application process and/or to discuss other post-high school options.

### College and Career Center

**An important component of our program is the College and Career Center, located in the School Counseling Suite and open every day during the school year from 7:30 AM to 2:15 PM.**

**Concentrated especially in the fall semester, more than 175 college and university representatives visit the CCC, and seniors are encouraged to attend these information sessions. The schedule of visits is posted in the School Counseling office as well as on *Naviance* and the New Canaan High School webpage. Information concerning registration and scheduling for the SAT and the ACT is also available in the CCC.**

**In addition to other post-high school planning resources such as information on careers, pursuing a “gap year,” or joining the military, the College and Career Center has information on summer enrichment programs. This is also available on the College and Career Center page on the NCHS website.**

### **College Admissions Standardized Tests**

The School Counseling department recommends that ALL juniors take the **PSAT** (Preliminary SAT) in October of their junior year for practice. Registration takes place at the NCHS College and Career Center in early September.

The **SAT** consists of evidence-based reading and writing, mathematics, and an optional essay portion.

The **SAT Subject Tests** are one-hour examinations that determine knowledge in a specific subject. Only selective colleges require a student to submit Subject tests (usually two tests). Students should look at each individual college’s requirements to determine which tests are to be completed by December of the senior year to meet most college regular decision deadlines. To register for these tests, students should visit the following websites: [www.collegeboard.com](http://www.collegeboard.com). Contact your counselor for more specific information concerning these tests.

### **ACT**

The ACT is an alternative to the SAT. This test may be suitable for some students and should be discussed with the school counselor. The **ACT** consists of reading, mathematics, writing, and science sections. To register for this test, visit the following website: [www.actstudent.org](http://www.actstudent.org).

### **Advanced Placement Tests**

Students enrolled in an Advanced Placement course are expected to take a national examination given in May. Students must register for these tests in the School Counseling Office in late winter. Exam scores range from 1 (low) to 5 (high) and are considered by many colleges for course requirements, exemptions, credit, or advanced standing.

### **Y.E.S. (Youth Employment Service)**

The Youth Employment Service is located in the College and Career Center. It provides information on part-time and/or temporary jobs for students. Most jobs listed are in the New Canaan/Stamford/Norwalk area. This is a free service for students who are invited to register with Y.E.S. The office is open from 7:30 a.m. to 2:15 p.m. Monday through Friday during the school year. The telephone number is 203-594-4664. The office is also where Working Papers may be obtained. Students must present a letter of employment from their workplace stating hours to be worked and pay per hour along with a copy of his/her birth certificate. During the summer months when Y.E.S. is closed, Working Papers may be obtained at the reception desk of the School Counseling Department.

### **Student Learning Support Team**

Counselors are one component of the Student Learning Support Team that includes school psychologists, social workers, school nurses, the school resource officer, and the grade-level administrators. Convening weekly, this group is dedicated to monitoring the school climate and developing programs that enhance the learning process for all students.

### **Grades and Grading Policies & Options**

Assessment is embedded in the instructional process within every class and is used to improve learning and instruction. As part of their daily classroom practice, teachers use a variety of methods designed to gauge student understanding of the curriculum, including, but not limited to class participation, homework assignments, quizzes and tests, pieces of writing, and any variety of means through which students can demonstrate their understanding of the content and skills that comprise a course's curriculum.

For each quarter of the school year, numerical grades represent the teacher's informed evaluation of the quality of assigned work over that roughly ten-week period. For each semester, the two-quarter grades and the midterm or final exam are averaged for the semester grade for that course; it is the semester grade that is on the student's transcript.

Even though a number of our courses meet for the full year, credit is earned by the semester and, therefore, a full-year course will appear on the transcript as two-semester grades (such as, Freshman English will appear as a line on the transcript that reads "Freshman English S1 and S2," each with a grade and .5 credit earned).

New Canaan High School uses numerical grades for reporting purposes. The final grade for a marking period and a semester may range from 100 to 60 for passing and from 59 to 50 for failure.

### **Credit-No Credit Policy**

Students may take certain courses on a 'pass' or 'fail' basis, receiving on their Report Card and transcript either "CR" (credit is earned for the course) or "NC" (no credit is earned). **The student must complete the application for this no later than two (2) weeks before the end of the first quarter the course meets** (for a full-year course, that means within the first quarter of that course). This decision should be made in consultation with and the signed approval of the student's parent, the teacher of that course, and the student's counselor. All interested students should inquire in the School Counseling Department for complete details and the necessary forms.

### **Withdrawal from a Course**

It is the school's expectation that students will remain in all courses they begin throughout the semester. This is true even when it becomes apparent, at some point in the semester, that the course is proving difficult or the probability of earning a passing grade is not likely. However, if it is no later than **two weeks before the end of the first marking period** in a course (normally, about six weeks into a semester), a student may withdraw from a course. For the second

semester of a full-year course (a course that continues for a whole year with the same teacher), the second-semester deadline for withdrawal from that course is **ten school days** from the start of the semester.

Even if a withdrawal is discussed or planned, **the student is required to continue attending the class until the schedule change is made official.** It is expected that, if by withdrawing from a class the student falls below the minimum enrollment requirements for his/her grade (see p. 12), the student must enroll in another course meeting the same number of times per cycle. **All grades and accumulated absences will be carried over into the new course and the responsibility of make-up work shall rest with the student.**

If the student is failing, any withdrawal after the dates mentioned above will lead to a designation of **WF** (Withdraw/Failure), which will be printed on the report card and included on the permanent transcript. For purposes of computing the GPA, the WF converts to a grade of 50. **No student should receive a WF without the consent of the teacher and the recommendation of the counselor and administration.**

## **Auditing**

Auditing is a means by which a student may take part in a class without the burden of homework assignments and tests. However, with the consent of the instructor, the student may participate in-class activities and assignments to the extent desired.

No credit will be given for an audited course, although students who carry full academic schedules have found auditing to be beneficial and rewarding.

## **Grade Point Average**

*Grade Point Averages* (or GPAs) are reported on a student transcript. One is a *Comprehensive Grade Point Average* which will include all courses (except Physical Education and those courses graded as "Credit/No Credit"). A second, *Academic Grade Point Average*, will be comprised of grades from the following subjects: Mathematics, Social Studies, English, Science, and World Language. The other GPAs reported are weighted. A grade of "Withdraw/Failure" (W/F) from a course is computed as a 50 in the GPA.

All Honors and college-level course grades will use a multiplier of 1.075 in the determination of a student's grade point average. All other courses will have a multiplier of 1.000. **Students enrolled in Advanced Placement courses will only receive a weighted grade if, in May, they take the AP Exam appropriate for that course.**

In accordance with Board of Education policy, **New Canaan High School does not report rank in class.** For the purpose of providing information to give colleges a sense of where an individual student stands in relation to classmates, a grade distribution graph for each class will be included with the student transcript.

## **Honor Roll**



The Honor Roll acknowledges students whose quarterly grade average is 85 or better over the nine or so weeks of the quarter. Students attaining an overall quarterly average of 90 or better earn High Honors.

### **Senior Final Exam Waiver**

Seniors in their second semester have the option of waiving the final exam for a class if they meet all of the following criteria:

1. They have a Fourth Quarter average of at least 85 in that class; and
2. They have no more than five (5) absences in that class throughout the Second Semester and no unexcused absences or the equivalent in tardies.

**Under no circumstance will any aspect of the Attendance Policy (outlined below) be reconsidered in light of this policy.** Neither the grade-level administrator nor the Principal has the ability to reconsider the application of this policy.

### **Outstanding Obligations**

It is extremely important that all students accept responsibility for school-owned property issued to them as part of their academic or co-curricular program. If a student has an outstanding obligation for textbooks and/or other instructional materials, parking fines, or athletic equipment, his/her final transcript will be withheld and not released until all obligations are met or reconciled.

## **OTHER ACADEMIC OPPORTUNITIES**

### **Early College Experience (ECE)**

Students have the opportunity to earn college transfer credit from the University of Connecticut or Norwalk Community College for successful completion of designated honors courses. Check the *Program of Study* or speak with your School Counselor for more information.

### **Summer Academic Make-Up Program**

The Summer School Program includes remedial courses to earn back credits on courses failed or audit courses for personal skill growth.

Courses offered are determined based on enrollment. It is held each year from late June to the end of July. Tuition, which includes lab and special fees, must be paid at the time of registration.

If a particular course is not offered through our program, students may earn credit through course work in another school's summer program. To ensure that credit earned through another school's program is accepted, students must first get approval from their school counselor and then present the curriculum to the appropriate Department Chair for his/her approval.

### **National Honor Society**

Membership in the NHS is an honor, not an entitlement. To be considered for membership, students must attain a comprehensive weighted grade point average of at least **92** and have an exemplary record of leadership, service, and character.

Students are eligible for membership after five semesters (halfway through junior year). Every subsequent semester the Society will consider eligible students. An application complete with documented activities must be submitted. The NCHS Faculty Honor Society Council will make a selection of students.

## ATTENDANCE POLICY

New Canaan High School's attendance policy reflects the philosophy that **attentive presence in class is essential for academic success**. Legislation mandates school attendance; therefore, excessive absence from a scheduled class will result in the loss of credit for that class. Parents are asked to work with the school in implementing the policy's provisions.

New Canaan High School will only excuse absences due to personal illness, death in the family, court appearance, religious observance, college visits, or emergency medical appointments. School-affiliated activities (field trips, suspensions, standardized testing, athletic events, and special assemblies) that cause absence from class are the only absences that **do not** count towards loss of credit.

The number of absences (**excused and/or unexcused**) permitted in each course before credit is lost is:

**Semester courses meeting every scheduled period . . . . .8 absences**

**Any absences (excused or unexcused) or groups of three tardies (three tardies = one unexcused absence) beyond the above-listed numbers will result in loss of credit.**

Students not in a course for its entirety (for example, students new to the school) will have their attendance requirement prorated according to the amount of time they are enrolled in the class. Students changing courses mid-semester (level changes, etc.) will continue their attendance record from the previous course into the new course.

Parents are asked to call the Attendance Office between 7:15 and 8:15 am (594-4672) if their child will be absent from school. **A parent or guardian telephones call or email for any absence is required upon the student's return to school or, at most, within 48 hours of the absence** and must include the student's name, date(s) of absence, the reason for absence, and daytime phone number where parents can be reached to verify the note. **NO PAPER NOTES WILL BE ACCEPTED**. Unexcused absences from class will not only jeopardize a student's academic performance but will lead to disciplinary actions.

### Requirements for Excused Absences

A telephone call or written explanation for any absence is required upon the student's return to school or, at most, within 48 hours of the absence. Notes must be both written and signed by a parent or legal guardian (regardless of the student's age) and must include the student's name, date(s) of absence, the reason for absence, and daytime phone number where parents can be reached to verify the note. **There is no negotiation of an absence after the 48-hour grace period**. Upon returning to school, students with valid excuses for missing class must meet with their teacher(s) and arrange if, how, and when the student can make up the class time that was missed.

Doctor and dental appointments should be scheduled for after-school hours. If after-school arrangements are not possible, then written notice from the physician is required for the absence to be considered excused.

The school strongly discourages family vacations during school time, and any absence due to vacation will be treated as any other non-school-related absence from class and will, therefore, count toward loss of credit. Students and parents should realize that if extended vacations contribute to excessive absence, an appeal for reinstatement of credit will not be possible.

**Teachers are under no obligation to provide missed lessons or give extra help to students who miss their classes due to vacations or any unexcused absences.**

Any student who needs to be dismissed during the day must bring proper notification from their parents to the Attendance Office by 9:00 AM on the day for which it is being requested. **Students may not go home for illness or injury during the school day without going through the Nurse's Office.** The nurse, with parental agreement, will make the decision to dismiss the student from school. Missing class to go home without the permission of the nurse will cause any absences for illness to be unexcused.

## **Tardiness**

**Students are to report directly to class as soon as they arrive at school.** If their reason for being tardy can be excused, a parent or guardian should call or email the Attendance Office during the day for such verification. **NO PAPER NOTES WILL BE ACCEPTED.** Three (3) offenses of tardiness to any course, regardless of the number of minutes late, will constitute one unexcused absence. Students missing more than 20 minutes of a class are considered absent.

## **Right of Appeal**

The Attendance Policy is not designed to deny credit to students who, through no fault of their own, are unable to attend school or class due to legitimate illness or other conditions beyond the student's/parent's control. In January and June, students who have lost credit will have an opportunity to appeal to have full or partial credit reinstated. To be eligible for the appeal process, students must continue classroom responsibilities and attend class faithfully. **Should they lose credit in that class, students with three or more unexcused absences or the equivalent number of tardies in any one class forfeit the right to appeal.**

When a student has lost credit, a letter is sent indicating that loss of credit has occurred and explaining the procedure for requesting a hearing from the Appeals Board: **submit a written request and supporting documentation to the Chairperson of the Appeals Board by noon on the first day of that semester's exams.** Supporting documentation must include justification for all absences and verification that the student has continued all classroom responsibilities since the loss of credit occurred. If a student has been absent due to chronic illness, a statement from a physician must be on file with the school nurse. All cases will be

considered on an individual basis, and the final decision is a majority vote of the Appeals Board, which is composed of teachers, counselors, and the appropriate Grade Level Administrator.

In reaching decisions on reinstatement of credit, the Appeals Board will reference all absences to the non-school-related *Requirements for Excused Absences* previously indicated. Credit will be reestablished only if it can be demonstrated that there were major extenuating circumstances that were absolutely beyond the student's and parents' control.

If credit is lost, the student's transcript will report 0.0 credits next to the course grade. The grade will be included in the student's grade point average and may be used as a course prerequisite. If a student does not have valid reasons for appealing loss of credit or credit is not reinstated through the appeals process explained above, the student should contact his/her counselor to identify ways to make up the credit.

**In addition to the above policy regarding course credit, state law requires the following: If, for any reason, a student is absent nine days or more over the course of the school year, Connecticut General Statute 10-210 regarding school attendance and truancy, requires the school to record that student's future absences as unexcused unless they meet one of the following conditions:**

1. **student illness (Note: all student illness absences must be verified by an appropriately licensed medical professional to be deemed excused, regardless of the length of absence);**
2. **student's observance of a religious holiday;**
3. **death in the student's family or other emergencies beyond the control of the student's family;**
4. **mandated court appearances (additional documentation required);**
5. **the lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation is required for this reason); or**
6. **extraordinary educational opportunities pre-approved by district administrators and in accordance with Connecticut State Department of Education guidance.**

**In order for any of the student's future absences due to illness to be recorded as excused, medical documentation that explains each absence will be required. Until such documentation is submitted and verified, absences will be recorded as unexcused and thus subject to Connecticut truancy statutes.**

### **Co-Curricular Attendance Eligibility**

**A student who is not present for at least two full class-blocks on a single day will not be eligible to participate in ANY co-curricular activity, team practice or game, and/or theatre rehearsal or performance.**

## The Nurses' Office

The New Canaan School District School Health services provide registered nurses with expertise in school health and pediatric care in each school. State of Connecticut mandated screenings, immunization compliance, and mandated physical examinations are managed and documented by your school nurse.

Parents should notify the School Nurse if their child has any medical problems, e.g. allergies, injuries, chronic illness, vision or hearing difficulties, recent surgery, etc. The School Nurse will work with the child's physician, parent, and other school personnel to meet special health needs in school so that all children may benefit from their educational program. If you have any concerns about your child's health or wellness, please speak to the School Nurse.

### Medications

The nurse administers all medications during school hours. Only metered-dose inhalers, epi-pens, and insulin pumps may be self-administered with appropriate completed forms; students are not allowed to self-administer any other OTC or prescribed medications during school. A physician's order and parent signature are required for all medications.

Medications will be kept in the nurse's office. Students in possession of medication not covered above will have disciplinary consequences applied.

Forms for medication administration are available in the Nurse's Office or on the **NCHS** Website under the "**Nurse's Office**" section. State of Connecticut School Health Laws requires documentation from the child's physician for all medications given during school hours.

NOTE - High school students can receive Ibuprofen and/or Acetaminophen in the nurse's office ONLY if given permission from their parents via PowerSchool

### Dismissal

If students become ill or injured during the school day, they should report to the nurse for evaluation and care. The nurse will contact the parent if it is necessary to dismiss the student. Students who leave school without going through the nurse's office will be marked unexcused.

### Statement of Food Allergy Policy

The primary focus of the policy is to support parents regarding food allergy management and to maintain a safe school environment. At the high school level, we encourage our students to develop independence in managing their food allergies by reading labels, not sharing food, having strategies to minimize the risk of exposure, and manage an emergency. Staff members are not responsible for determining safe foods.

### Screening Tests

Hearing tests and vision tests are available upon request at any time. Policies of the New Canaan Board of Education, in accordance with Connecticut State Law, require all students new

to the New Canaan Public Schools to have a physical examination and immunization records on file in the School Nurse's Office prior to the first day of school.

### **Immunization Requirements**

Please check the NCPS Website (District Info/Health Information) for the most up-to-date requirements and information.

**Please visit the NCPS district website under "Nurse's Office" for guidance when your student is sick. Staying home will likely shorten the length of the illness and hopefully, we can interrupt the "sharing of germs" in school.**

### **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 advisors, school psychologists, school social workers, and school counselors may recommend that an appropriate medical practitioner evaluate a student. Further, the District is prohibited from requiring a child to get a prescription before he/she may attend school, be evaluated to determine eligibility for Special Education, or receive Special Education services.

## **NCHS: A Safe, Caring Community**

We expect all students to participate in creating a safe, caring community at NCHS. Students, therefore, have a responsibility to be alert and responsive to classmates who are at risk for self-harm or harm to others. It is then essential to share this information with school personnel such as teachers, administrators, school counselors, school psychologists, school nurses, or social workers.

### **Mandated Suspected Child Abuse Reporting**

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

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

Child abuse is defined as any physical injury inflicted by other than accidental means or injuries that 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 is also considered child abuse.

### **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. The local liaison for homeless children is the Assistant Superintendent for Student and Family Services.

### **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.



# Student Code of Behavior

It is the responsibility of students to conduct themselves respectfully. Students must govern their behavior so as not to infringe on the rights and personal freedom of others. The school staff will appropriately deal with any extremes in social behavior that have a disrupting effect on the educational process or jeopardize the safety and welfare of others.

The following breaches of conduct on school property and transportation or in attendance at any school-sponsored event or activity are unacceptable behaviors. They can lead to disciplinary action, which might include removal from class or the activity, in-school seclusion, suspension, or expulsion:

- **Behavior endangering persons**

Causing or attempting to cause damage to another student or staff member; fighting; using obscene or objectionable language to another student or staff member.

**NOTE - Masks or suitable face coverings (nose and mouth) are to be worn at all times in the building (except when eating in the Cafeteria or outside). Social distancing guidelines and safety expectations are to be respected in classrooms and throughout the building.**

- **Conduct endangering property**

This includes but is not limited to causing or attempting to cause damage to school or private property and/or theft.

- **Possession, transmission, use, or knowingly being in the presence of tobacco in any form, e-cigarettes or vapor cigarettes, controlled or illegal substances, drugs or alcohol, fireworks, weapons, and steroids/performance-enhancing drugs.** Such infractions shall result in immediate suspension (a minimum of five days) or expulsion from school and referral to the Youth Officer.

**NOTE – To ensure safety, a student may be asked to take a breathalyzer to prove they are not under the influence of alcohol at school or at a school-sponsored or -related event or activity. If a student refuses to take the breathalyzer, they will be suspended for five (5) days.**

- **Repeated or extreme insubordination.**

- **Unauthorized absences from school, classes, or school grounds.**

- **Harassing, language/behavior toward others**

Name-calling, insults, innuendo, explicit language, touching, or violent acts rooted in a bias against gender, race, religion, national origin, or other personal attributes. Taking or transmitting images embarrassing or hostile to anyone are included.

- **Counterfeiting, forgery, and/or possession of any school document, communication, or school-issued materials**
  
- **Repeated violations of academic integrity expectations, such as**
  - Presenting information collected, organized, or envisioned by someone else as your own (with or without the author’s permission) or allowing someone else to present your work as his or her own
  - Unauthorized use of study aids, materials to “help” during an exam (such as cheat sheets, unauthorized copies of tests, graphing calculators, or any electronic aid connected to the internet).
  - Asking about or sharing questions and/or answers to quizzes and exams. before or during that assessment
  - Altering corrections or scores with the intent of changing your grade.
  - Misrepresenting yourself in any way to your teachers in regard to the work you have done or inventing excuses (broken technology, feigned illness/crises, time constraints, etc.) to explain lack of academic production.
  - Using a computer to translate text from one language to another and submitting it as your own translation.

## **Harassment**

It is the policy of New Canaan High School that no person shall harass, annoy, embarrass, or cause any duress toward any member of the school community either verbally, through gestures, in writing, or by physical contact. Any student experiencing harassment should report this behavior to a counselor, teacher, or administrator.

Sexual harassment is unwanted and unwelcome behavior of a sexual nature that interferes with a student’s right to learn, study, work, achieve, or participate in school activities in a comfortable and supportive atmosphere. Students are legally protected against sex discrimination and sexual harassment by Title IX of the Education Amendments of 1972, a federal law prohibiting discrimination in schools on the basis of sex. Sex discrimination is also covered under Connecticut state law, and any or all forms of it are expressly prohibited in school settings and will not be tolerated in any form. All students and staff have a right to participate in all school and classroom activities in an atmosphere free from sexual harassment and all have the responsibility not to engage in sexual behaviors that are unwelcome or offensive to others.

Sexual harassment shall include, but not be limited to, unwelcome sexual advances, direct or indirect demands or requests for sexual favors, sexual comments, gestures, or other physical actions of a sexual nature. While the majority of incidents of sexual harassment involve a male harassing a female, harassment also can involve female to male, male-to-male, or female-to-female behaviors. Harassment may be student-to-student, teacher-to-student, student-to-teacher, or teacher to teacher.

All reported incidents of sexual harassment will be promptly and thoroughly investigated. Any school community member, who believes that he/she has suffered sexual harassment by an employee, a student, or by anyone on school property shall report the alleged harassment by notifying the principal. Where appropriate, the principal may require that the complaint be submitted in writing. The Title IX Coordinator for the New Canaan Public Schools is the Assistant Superintendent for Human Resources, who can be reached at (203) 594-4022 or at 39 Locust Avenue, New Canaan, CT 06840

### **Bullying Behavior in Schools (Public Act 11-232)**

Bullying is now 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
- (C) infringes on the rights or 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 characteristics, 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;

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

"Teen dating violence" means any act of physical, emotional, or sexual abuse, including stalking, harassing, and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship;

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

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

## **Non-Instructional Use of Cell Phones and Electronic Devices During the School Day**

New Canaan High School recognizes that laptops, tablets, and other electronic devices are an integral part of instruction and learning and that cell phones are sometimes used communication between parents and students for true emergencies. **It is essential that these devices are utilized responsibly and not become a distraction to learning, particularly that all cellphones are not used as part of instruction or during class. Under current safety guidelines, no devices or phones are to be shared and need to be stowed away in backpacks during class.**

If a student is caught using any electronic device for non-instructional purposes during class, the teacher will have the right to confiscate the device and it may not be returned until a parent comes to school to claim it. Unless designated within a student's individual education plan (IEP) or 504, a student using any electronic device during an assessment will result in a grade of zero for that assessment.

**While a teacher-controlled webcam will carry instruction and classroom activity synchronously for those students learning remotely, at no time during the school day or at school events may photographs be taken, or recordings be made of any student or staff member without their explicit permission.**

## **Information & Communication Technologies (ICT) Acceptable Use**

Students are encouraged to use the district's ICT resources for legitimate educational purposes; personal use of these resources is prohibited. In addition, if the law generally prohibits a particular behavior or activity by Board policy or by school rules or regulations, the use of ICT resources for the purpose of carrying out such behavior or activity is prohibited. **Students are expected to always adhere to the following standards and expectations for conduct:**

### **Behave ethically and responsibly when using ICT resources**

- Handle ICT resources and equipment with care. Refrain from deleting, destroying, modifying, abusing, or moving resources without permission or accessing unauthorized ICT resources.
- Refrain from utilizing proxy gateways or similar technologies to bypass the ICT monitoring and filtering. Do not breach or disable network security mechanisms or compromise network stability or security in any way nor download or modify computer software in violation of the district's licensure agreement(s) and/or without authorization from the ICT Department.

### **Use ICT resources, transmit communications, or access information only for legitimate, educationally relevant purposes and to access educationally appropriate content.**

- Refrain from sending any form of communication that breaches the district's confidentiality requirements or the confidentiality of students.
- Refrain from using class or school-wide e-mail distribution lists/directories without the explicit permission of school administration

- Refrain from sending any form of communication that harasses, threatens, or is discriminatory.
- Refrain from accessing any material that is obscene, harmful to minors, or prohibited by law.
- Refrain from using social network tools for personal use.

**Respect the privacy of others and treat information created by others as the private property of the creator.**

- Maintain confidentiality of your username and password by not sharing it with others and not using another person's username and password.
- Maintain the integrity of files and data by not trespassing, modifying, copying, or deleting files of other users without their consent. Protect the confidentiality and safety of others when sharing work and images.
- Share, post, and publish only within the context of the district ***Publishing Guidelines***.
- Respect copyright and fair use laws; these policies and procedures apply in digital contexts, as well. Plagiarism is prohibited

**The full text of the *Acceptable Use Policy* may be found on the District website.**

## Campus Policy

Unscheduled student time during the school day should be devoted primarily to academic and other constructive educational activities; however, inherent in being a high school student is the responsibility of using free time well.

All students will be granted off-campus privileges as outlined in the **NCHS Off-Campus Procedures**. It is important that all students and families review these procedures to ensure they understand the rules about leaving campus. For students to maintain this privilege, it is necessary that students demonstrate to their parents, teachers, and administrators responsibility and maturity. Parent/guardian signatures must be collected for students seeking off-campus privileges. To grant or deny permission, parents/guardians must log into the Powerschool portal, click the “**forms**” button on the left-hand side, and submit the off-campus permission form. This must be done for each student.

Any student who leaves school without permission will be subject to disciplinary action, unexcused absence recording, and loss of open campus privileges. Students should not expect permission to go home for equipment, uniforms, projects, assignments, etc. If they have forgotten anything, they will have to miss the activity or call their parents to bring the needed materials.

### **Driving and Parking**

Driving on campus is a privilege and not a right. All the rules of road safety apply on the school grounds. The speed limit on school grounds is 15 MPH, the legal limit for all school zones.

### **Parking stickers (Juniors and Seniors):**

Members of the Classes of 2022 and 2023 may park on campus with a valid 2021-22 parking sticker. Please note that a new sticker is required each school year. Seniors and juniors may request a parking sticker for one vehicle only. The parking fee for the 2021-22 school year is \$40. Payments for parking passes must be made online through the “**My School Bucks**” system using VISA, MasterCard, or eCheck. **A copy of the receipt with a parent/guardian signature must be handed to the attendance office to receive a parking sticker.** Families can complete the application and agreement form by clicking this **NCHS Motor Vehicle Registration Form**.

Students may stop by the Attendance Office beginning on **Monday, August 16, 2021**, to receive their parking stickers. All parking application documentation must be completed and with necessary signatures turned in before receiving a parking sticker.

**Students may *not* park in faculty parking lots, visitor spaces behind the school (east side) as this area is for the district school buses or South School.** Students who drive should plan on arriving at school early enough to allow for additional walking time between the parking lots and the school and the morning traffic congestion. Color-coded maps, which indicate student parking, are available in the Attendance Office.

**Please note: there are *not* separate junior and senior parking lots.**

Students who violate driving or parking rules will be issued citations, and fines will be assessed. Parking Violation Fine = \$10 per instance (except as noted below)

Parked in Firelane	No NCHS parking sticker (\$25)
Parked on Grass	Parked in Handicap Space (\$50)
Student Vehicle in Faculty Area	
Parked too close to a hydrant	
Blocking Driveway	

**Any student who receives two tickets will have their parking privileges revoked for two weeks. Should a third citation be issued, parking privileges will be revoked for the remainder of the 2021-22 school year. The use of a forged parking sticker will result in a loss of your parking privilege and a \$200.00 fine.** Failure to comply with parking regulations may also result in disciplinary consequences.

To ensure a safe campus at NCHS, **all** drivers must:

- observe the 15 mph speed limit
- be aware of pedestrians
- abide by the [“Driving Restrictions for 16 and 17-Year-Olds”](#) as outlined in the Connecticut Department of Motor Vehicles website

Students with an outstanding fine or obligation will not be issued their parking sticker until **all** fees are paid in full. Please see Mrs. Pescatello in the Main Office to pay any overdue fees. Once payment for parking has been received, **all** documentation is on file, and the student account is verified to have a zero balance, the student will be issued their parking sticker.

**ONLY VEHICLES REGISTERED WITH THE ATTENDANCE OFFICE MAY BE PARKED ON CAMPUS WITH THEIR PARKING PASS DISPLAYED. VEHICLES WITHOUT A VALID NCHS PARKING STICKER DISPLAYED WILL BE TICKETED (FINE = \$25.00, PER INSTANCE).**

If a situation arises in which a student will be driving a vehicle that is unregistered with the school, the student must notify the attendance office upon entering the building to receive a temporary parking pass to avoid receiving a parking ticket.

**NOTE – A student’s car parked on school property and its visible contents are subject to all prohibitions (such as but not limited to liquor, drugs and/or drug paraphernalia, weapons, or facsimiles) as detailed in the NCHS *Student Code of Behavior*. Discovery of such items in a student’s car anywhere on school property may result in the same disciplinary action (including referral to appropriate authorities) as if prohibited items were found in the student’s possession.**

## **Visitors and 'Shadowing'**

**Until further notice, there will be no visitors or 'shadowing' during the school day.**

## **Lockers and Storage of Personal Belongings**

A school locker to hold books and garments is available to each student and, it is expected that it will be used throughout the school year. A gym locker is also provided to each student while enrolled in a Physical Education class. We recommend that students not share their combinations with others. If it is absolutely necessary to bring valuables to school, they should never be left in either locker but may be brought to the Main Office. **Personal property of any kind must not be left in public areas of the school building or locker rooms, as we cannot be responsible for its safekeeping.** School lockers should not be decorated since removing the decorations drains the time and energy of our maintenance staff. Students will be held responsible for any damage that occurs to their assigned lockers.

**For athletic equipment that cannot fit into a school locker, students are expected to utilize the 'Bag Drop' storage room next to Room 201.** Drop-off is until 8:30 AM when the room is locked and available for pick-up after 1:30 PM.

## **Lost and Found**

Any articles that are found in the school or on school grounds should be turned in to the Main Office. Loss or suspected theft of personal or school property should be reported through a completed *Report of Lost Property* form available in the Main Office.

## **Pesticide Application**

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 applications will be posted, and a written record of all pesticide applications will be maintained for five years. Parents/guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry, and such notice will be provided as required by law. Parents/guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact the Director of Facilities.



## **NCHS ATHLETIC & CO-CURRICULAR PARTICIPATION GUIDELINES**

### **NCHS Athletics – Program Goals and Objectives**

The goal of interscholastic athletics at NCHS is to harness the discipline, desire, and commitment that come from striving to achieve team and individual athletic goals and then channeling those traits into overcoming the challenges of everyday life. The following are specific objectives of the athletic program:

- ***Learn teamwork*** - Develop self-discipline, respect for authority, and the spirit of hard work; place the team and its objectives higher than personal desires.
- ***Strive for success*** - Learn to accept defeat by striving to win with earnest dedication; develop a desire to excel to the best of one's ability.
- ***Display good sportsmanship*** - Learn to treat others as one would wish to be treated by developing emotional control, honesty, cooperation, and dependability.
- ***Continually strive to improve*** – Exhibit focused and consistent practice habits.
- ***Enjoy the athletic experience*** – Appreciate the personal rewards derived from sports participation and give sufficiently of self in order to preserve and improve the athletic program.

### **CIAC Rules of Eligibility**

All student-athletes must abide by the following:

1. **A student must be in grade 9, 10, 11, or 12 to be on a high school team. Students have eight semesters of high school eligibility beginning when they enroll in ninth grade.**
2. **A student must take at least five major subjects, must pass at least four major subjects, and attend classes regularly.**
3. **Failed courses causing ineligibility must be made up the next semester; a student-athlete must wait until the next report card to become eligible again.**
4. **A student cannot play or represent NCHS in more than one sport in any one season.**

## **RULES AND REGULATIONS FOR STUDENT-ATHLETES AT NCHS**

**Absences:** A student-athlete who has been absent from school all day may not practice a sport after school. **In order to participate in an athletic contest, a student-athlete must attend at least the last four (4) periods of the day of an athletic contest.** The Athletic Director will determine extenuating circumstances.

**Attendance at Practice:** Student-athletes are expected to attend all practices and contests, including those scheduled for vacation periods. An injured athlete is required to be present at practice sessions unless excused by the trainer.

**Travel:** Student-athletes are required to travel to and from contests on the team bus under the supervision of a coaching staff member.

**Valuables:** Student-athletes should leave all valuables at home, not in the locker room! They should lock their belongings in a locker at all times.

### ***Equipment:***

1. The student-athlete will be financially responsible for any lost equipment/uniforms. All such financial obligations must be paid within one week after the end of the sport's season.
2. No student-athlete will receive an athletic award, nor will further equipment be issued until all outstanding equipment has been returned and all financial obligations have been met.
3. New Canaan High School athletic equipment in possession of a student-athlete after a sport's season conclusion will be considered stolen and dealt with accordingly.
4. All equipment must be returned to the Equipment Manager during assigned hours only.

### ***Student Conduct***

At NCHS, responsible behavior begins with the desire to be a positive contributing member of the school community. Participation in athletic and/or extracurricular activities at NCHS is a privilege and demands certain commitments and responsibilities. The school system and the community have a high level of expectations for the students who represent our high school and who benefit from its programs. Student-athletes will accept responsibility for their own actions and support others in their efforts to do the same. Student-athletes can expect support from the adults in their lives (educators/coaches/parents) to adhere to the commitments and expectations of this policy.

### ***Participation Rules***

**It is expected that student-athletes will conduct themselves at all times in a manner, which reflects positively on our athletic teams, our school, and our community.**

**A student athlete's violation of any NCHS School rule, athletic policy, or public law may result in suspension or removal from an athletic team.**

The use of **Tobacco, Alcohol, and Other Drugs** **is** injurious to an individual's health, and the consumption of alcohol by minors is illegal. Therefore, no member of an NCHS athletic team will use, possess, sell, or assist another student in the use of alcoholic beverages, any illegal drugs or be in possession of drug paraphernalia other than those prescribed by his/her physician.

This policy is in effect the entire school year, from the onset of the first preseason practice/activity to the last school activity.

***First Offense:***

A student, after confirmation of a first offense, is put on probation for 10 calendar days. During this probationary time, the student:

- will participate in all practices/meetings but may not participate in any competition/performance;
- will attend a meeting with parents, Athletic Director/Administrative Representative; and
- will be required to meet with the NCHS Outreach Worker for counseling referral;

***Voluntary admission of an offense may reduce the period of ineligibility by half and is applicable to the first offense.***

***Second Offense:***

The student, after confirmation of a second offense, will be suspended for the remainder of the current sport season. In addition, the student:

- will meet with the parents, coach/extracurricular advisor, Athletic Director and Principal;
- will be required to meet with NCHS Outreach Worker for counseling referral; and
- will be ineligible for club recognition or awards and any post-season team functions and awards.

### ***Tobacco Use***

The use of tobacco and/or tobacco products on school grounds or school-sponsored activities is a violation of the New Canaan Board of Education policy. Tobacco use by an NCHS athlete is NOT ACCEPTABLE. This includes chewing tobacco and e-cigarettes.

All coaches will establish and enforce team-specific prohibitions against tobacco use among team members. These prohibitions will be communicated at the beginning of the season.

Any additional rules and procedures may be established by the coach/advisor within the guidelines for participation listed above. The coach shall determine consequences for violation of additional rules and procedures with prior verbal and written descriptions at the beginning of the season.

***Appeals Process:***

A student may appeal to the Athletic Director/Principal. Before participation may resume, the student must have a conference with his/her coach. The student is responsible for scheduling this meeting.

## ***Hazing***

**Hazing in any form is prohibited.** Students should be aware that hazing can constitute a violation of Connecticut Criminal Statutes as a form of assault and can make the student liable for arrest and prosecution, as well as civil liability.

Hazing is defined as any form or type of physical, verbal, and/or emotional mistreatment, abuse, and/or harassment of a student in connection with a student's participation in or membership on an interscholastic athletic team or in any school-sponsored activities, and/or forcing, coercing or intimidating any student to participate in any illegal or inappropriate activities in connection with the student's participation or membership in the foregoing. **Hazing is prohibited whether it occurs on or off school grounds and whether it occurs during, prior to or after the season or school day.**

## ***Conflict Resolution***

Athletic involvement is highly emotional and very time-consuming. Sometimes conflicts arise between students, coaches, and, occasionally, parents. However, the student's interest is best served when each participant understands the position of the other. This understanding will only be accomplished by open and honest communication. When conflicts or issues arise, it is important that they be addressed as directly as possible so that they can be promptly resolved.

**Students and their parents should use the following process as a guideline when seeking a resolution to conflicts or issues between an athlete and a coach:**

### **First Step: Contacting the Coach**

The athlete should present the conflict/issue to the coach. If personal contact is not practical, a student may ask his/her team captain to approach the coach. If the personal or captain route is not possible, contact may be made by the athlete's parent at an appropriate time.

In order for the contact to be as productive as possible, times that athletes, captains, or parents should avoid are:

- Prior to, during, or immediately following a contest.
- During an active practice session.
- When other students are present
- When it would be readily visible to others that the discussion is taking place.
- When it is apparent that there is not sufficient time to allow for a complete discussion.

Perhaps the best solution is to ask the coach, either over the phone or in person for an appointment to discuss the issue. A parent or student may also leave a note for the coach in the athletic office or send an email.

### **Second Step: Contacting the Athletic Director**

If a satisfactory solution is not reached through direct contact with the coach, the student and/or parent should contact the Athletic Director. The coach should be informed that this contact is going to be made. If this discussion does not result in a satisfactory conclusion, then a meeting will be scheduled involving all concerned parties in an attempt to reach a satisfactory resolution.

There should be no delay in airing any and all concerns since this process could take time and athletic seasons are relatively short, it is very important for all students and their parents to know that any comments, concerns, or issues are raised to the Athletic Director will be addressed. Parents and students may also expect to hear from the Athletic Director as to the disposition of their concerns.

While there can be no guarantee that all parties will agree with all resolutions or findings, a thorough, respectful airing of different perceptions and experiences can lead to more productive relationships and clearer understandings in the future.

### **Third Step: Contacting the Principal**

If there is still not a satisfactory resolution, the student or parent may contact the high school Principal. The Athletic Director should be informed that this contact is going to be made.

### **“Retribution”**

Students and parents must be confident that the voicing of an opinion or concern, using the proper forum and method, is not only free from penalty or retribution but also is strongly encouraged. The Athletic Director and coaches are committed to ensuring that after a student or parent raises an issue or concern, there shall be no “retribution” in any form within the athletic department at New Canaan High School. If at any time, a student or his/her parent suspects that some form of retribution is surfacing as a result of the voicing of a concern, opinion, or issue, using the proper forum and method, he or she should contact the Athletic Director immediately.

## **PARENTAL EXPECTATIONS**

1. Be positive with your son/daughter. Let them know that they are accomplishing something by being part of the team.
2. Encourage your athlete to play for the love of the game. Do not offer excuses to them if they are not playing. Encourage them to work hard and do their best.
3. Encourage athletes to follow the rules. Whether they are a first stringer or a seventh stringer, players must follow the rules pertaining to curfew, drinking, smoking, promptness, and school.
4. As a fan, you are entitled to cheer your head off but don't become belligerent. Coaches work with athletes and know their talents. Respect that!
5. Insist that the athletes respect team rules, school rules, game officials, and sportsmanship. Self-respect begins with self-control. Encourage the athletes to improve their self-image by believing in themselves.
6. Remember that the coach is involved as a coach because he/she is sincerely fond of children and is an experienced professional. Coaches have different ways of dealing with

people and situations. Athlete's lives are enriched by interaction with different types of leaders.

**Remember: at a competition, you, the parent, represent your town, your school, and your son/daughter. Please be a positive role model.**

***The FCIAC and New Canaan High School promote good sportsmanship by student-athletes, coaches, and spectators. We request your cooperation by supporting the participants and officials in a positive manner.***

***Profanity, racial, sexist, or abusive comments or intimidating actions directed at officials, student-athletes, coaches, or team representatives will not be tolerated and are grounds for removal from the event.***

Our school district supports relationships that are based on trust, decency, and fairness. New Canaan H.S. athletic contests are held in the spirit of healthy competition and good sportsmanship. We expect cooperation and respect from all athletes and spectators at home and away. Remember that you are a representative of New Canaan! To this end, we ask that you:

**Show team support by making only positive comments.**

Show respect for the judgment of coaches, officials, and referees.

Acknowledge fields, courts, and equipment as the player's domain during contests.

Respect the law: all public schools are smoke-free, substance-free environments.

**Exceptions to this behavior will lead to ejection from the event.**

## 2050 STATEMENT OF NON-DISCRIMINATION

In compliance with Title VI, Title IX, and Section 504 of the Rehabilitation Act of 1973, the New Canaan Board of Education does not discriminate on the basis of race, creed, color, national origin, age, sex, marital status, or handicap in establishing and implementing hiring and employment practices and establishing and providing school activities and educational programs.

### **New Canaan Board of Education Grievance Procedure**

#### I. Informal Level

Any student, parent, staff member, or applicant to a program who feels that he/she has been discriminated against on the basis of race, color, national origin, age, sex, marital status or handicap shall contact the designated Compliance Coordinator within 30 days of the alleged occurrence to discuss the nature of the complaint.

The Coordinator shall maintain a written record which shall contain the following:

1. Full name and address of the complainant
2. Full name and position of the person(s) who allegedly discriminated against the complainant
3. A concise statement of the facts constituting the alleged discrimination
4. Dates of the alleged discrimination

At the time the alleged discrimination complaint is filed, the Coordinator will direct the complainant to the appropriate principal or director, who will investigate the complaint and send a written report to the Coordinator. The Coordinator shall then meet informally with the complainant and the individual(s) against whom the complaint was lodged, and shall provide confidential counseling where advisable, and shall finally seek an informal agreement between the parties concerned. Every attempt shall be made to seek a solution and resolve the alleged discrimination complaint at this level. This process shall take no longer than ten (10) working days from the time the complaint was received.

#### II. Formal Level

If the complainant is not satisfied with these limited informal procedures and within twenty (20) workdays from the date of the original discussion with the Coordinator, more formal procedures may be initiated by the complainant to further explore and resolve the alleged discrimination complaint at this level.

1. The complainant shall present the written alleged discrimination complaint to the superintendent, who may resolve the complaint alone or with the appropriate principal/director.
2. The superintendent shall inform all parties of the date, time, and place of the grievance hearing and of their right to present witnesses or representatives if desired. The Coordinator shall provide assistance to **the parties** in understanding the grievance procedure process. A written record of the hearing shall be kept.
3. The superintendent shall hear and fully review the case within fifteen (15) days of receipt of the discrimination complaint. A written decision shall be sent to the complainant **and the individuals(s) against whom the complaint was lodged** within five (5) days of the superintendent's decision.
4. If the complainant is not satisfied with the superintendent's recommendation he/she may submit a written appeal to the Board of Education within fifteen (15) days of the superintendent's decision.

With at least five (5) days notice given prior to the hearing, the Board of Education shall inform all parties involved of the date, time, and place of the hearing and of the right to present witness(es) and to the legal

counseling or other representation, if desired. The Board of Education shall hear all aspects of the appeal and shall reach a decision within twenty (20) days of receipt of the written appeal. The decision shall be presented in writing to the complainant at its next regularly scheduled meeting. The time limits as noted throughout may be extended by mutual agreement in writing.

Any person may also file a complaint of illegal discrimination with the Office of Civil Rights, **33 Arch St, Suite 900, Boston MA 02110** or O.C.R. Washington, D.C. at the same time he/she files a grievance during or after use of the grievance process, or without using the grievance process at all.

If a complaint is filed with the Office of Civil Rights, it must be filed in writing no later than 180 days after the occurrence of the possible discrimination. The New Canaan Board of Education has designated the Director of Special Education as the Title VI, Title IX and Section 504 Coordinator.

### **EDUCATION RECORDS CONFIDENTIALITY & ACCESS**

All school staff is directed to maintain the confidentiality of personally identifiable information contained in a student's education records. Each person who has access to education records is responsible for ensuring personally identifiable information is protected from disclosure at collection, storage, disclosure, and destruction stages. Disclosure of information is permitted only in accordance with Board policy and consistent with state and federal law. Education records are not public records and any disclosure other than to persons authorized to receive the records without the prior consent of a parent or an eligible student violates the law and Board policy, except as provided in federal and state statutes.

- A. Parents and/or an eligible student have the right to inspect and review all education records of the student unless such rights have been waived under Section XI, below. Parents' rights of inspection and review are restricted to information dealing with their own child. In the case of an eligible student, the right to inspect and review is restricted to information concerning the student. All requests for access to education records must be in writing.
- B. When submitting a written request to inspect or review education records, the request must identify the record or records being sought. The school district will notify the parent or eligible student of the date, time, and location where the records may be inspected and reviewed.
- C. The parents or eligible students may designate in writing a representative to inspect and review the records. Consent for disclosure of student records to a designated representative must be signed and dated by the parent or eligible student.
- D. A school professional shall be present at all such inspections and reviews and shall respond to reasonable requests for explanations and interpretations of the records.
- E. For the records of **regular education students**, the Board will make education records available for inspection and review by parents or eligible students within a reasonable period of time, but in any event, no more than forty-five (45) calendar days from the receipt of a written request.



- F. For **students requiring special education**, the Board will comply with a request to inspect and review a student's education records within ten (10) days of the request; or within three (3) days of the request if the request is in order to prepare for a meeting regarding an IEP meeting (planning and placement team meeting) or any due process proceeding.
- G. Parents of students eligible to receive special education and related services (or the eligible student) have the right to receive **one free copy** of their child's (his/her) education records. The request for the free copy must be in writing and the Board shall comply with the written request within five (5) school days of the request. Notwithstanding the fact that a test instrument or portion of a test instrument may meet the criteria of an "education record" under the Family Educational Rights and Privacy Act, 20 USC 1232g, any test instrument or portion of a test instrument for which the test manufacturer asserts a proprietary or copyright interest in the instrument shall not be copied. The parent or eligible student retains the right to review and inspect such information and the board of education shall respond to reasonable requests from the parent or eligible student for explanations and interpretations of the student's education record, which may include reviewing copyrighted testing instruments.
- H. Aside from a parent or eligible student, staff members, school employees, and other school officials may access a student's educational records **only if** they have been determined by the school system to have a legitimate educational interest in accessing the information contained in such records. Disclosures to any other parties may only be made in accordance with the exemptions and provisions set forth in Section VII, below.
- I. Pursuant to the procedures set forth in Section VI, below, the district maintains a record of all parties that have requested access to education records, including access to education records found in computer memory banks.
- J. **Non-custodial Parents**: A parent does not lose his or her right to access to education records upon divorce. Non-custodial parents retain their rights to review their child's education records unless the school district has been provided with evidence that there is a court order, state statute, or legally binding document relating to such matters as divorce, separation, or custody that specifically revokes the non-custodial parent's rights. School notices shall be mailed to the non-custodial parent/guardian requesting the notices at the same time that they are provided to the custodial parent/guardian. Any requests by the non-custodial parent/guardian to receive school notices shall be effective for as long as the child remains in the school the student is attending at the time of the request.
- K. **Copies of Education Records/Fees**: The school district cannot charge a fee to search for or to retrieve the education records of a student. As noted above, if a student has been identified as requiring special education and related services, the parents' (or eligible student's) right to inspect and review the child's records shall include the right to receive **one free copy** of those records. The request for the free copy shall be made in writing. The Board of Education shall comply with such request as stated above. ***The Board reserves the right to charge for copies of a student's education records.***

**NOTE** – In addition to the provision above regarding special education students, if circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's education records, the district shall provide the parent or eligible student with a copy of the

records requested, or make other arrangements for the parent or eligible student to inspect and review the requested records.

### **THE RELEASE OF RECORDS OR PERSONALLY IDENTIFIABLE INFORMATION**

The school system or its designated agent(s) may not permit the release of education records or any information from such records which contains personally identifiable student information to any outside individual, agency, or organization without the signed and dated written consent of the parents or eligible student, except as indicated in Section VII.C below [**Refer to NCPS Policy Series 5000 Section VII available through the district website**]. Personally identifiable information contained in the education record, other than directory information, will not be furnished in any form (i.e., written, taped, person-to-person, statement over the telephone, on a computer disk, e-mailed, etc.) to any person other than those listed within the policy noted above, unless prior written consent has been obtained.

Written consent must be signed and dated and must specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made.

Education records are not public records and any disclosure other than to persons authorized to receive the records without the prior consent of a parent or an eligible student violates the law and Board policy, except as provided in federal and state statutes.

The school district may disclose directory information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection. An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled.

#### **Directory Information**

The school district will notify parents (of students currently enrolled within the district) or eligible students (currently enrolled in the district) annually of any categories of information designated as directory information. This notice will provide such individuals with an opportunity to object to such disclosure. An objection to the disclosure of directory information shall be good for only one school year.

In all other circumstances, information designated as directory information will not be released when requested by a third party unless the release of such information is determined by the administration to be in the educational interest of the school district and is consistent with the district's obligations under both state and federal law.

#### **Student Information Released to the Military Or Institutions of Higher Education**

School districts are legally obligated to provide military recruiters or institutions of higher education, upon request, with the names, addresses, and telephone numbers of secondary school students, unless the secondary student or the parent of the student objects to such disclosure in writing. Such objection must be in writing and shall be effective for one school year.

#### **Child Abuse Reporting**

Nothing in this policy shall limit a mandated reporter's responsibility to report suspected child abuse or neglect under the Board's Child Abuse and Neglect Reporting Policy [**NCPS Board Policy 5531**]

## **Disciplinary Records**

Nothing in this policy shall prevent the school district from:

1. Including in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community.
2. Disclosing appropriate information concerning disciplinary action taken against a student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community, to teachers and school officials who have been determined to have legitimate educational interests in the behavior of the student.
3. In accordance with state and federal law, the district will facilitate the transfer of records of suspension and expulsion of a student to officials of any private elementary or secondary school in which the student is subsequently enrolled or seeks, intends, or is instructed to enroll.

## **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 I 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.

## **Title I Parental Involvement**

Parents of a child in a Title 1 funded program will receive a copy of the district's parental involvement policy, including provisions of an annual meeting and involvement of parents in the planning, review, and implementation of Title 1 programs.

## **TRANSPORTATION SAFETY COMPLAINTS/PROCEDURES**

All complaints concerning school transportation safety are to be made to the Transportation Coordinator/District Business Manager. A written record of all complaints will be maintained, and an investigation of the allegations will take place.

## School Cancellation & Emergency Information

The New Canaan school system operates except during hazardous weather conditions. If you think that school may be canceled, please do not call the school, **check the district website**, or listen to the following AM stations between 6:30 a.m. to 9:00 a.m.: WICC-600, WVIP-1310, WMMM-1520, WNLK-1350, WSTC-1400, and FM frequency: WGMX-96, WQQQ 96.7, WEZN 99.9 and WEBE 108. Parents and students should refrain from calling the Police, Fire Department, or radio stations for information. The high school should be called only if absolutely necessary.

Additionally, the district utilizes an automated phone calling system on school cancellations or delays and in emergency situations.

## EVACUATION DRILLS & EMERGENCY PREPAREDNESS

**Evacuation and safety drills are held at regular intervals throughout the school year as required by state law. Students are expected to follow the emergency response protocols and act quickly, quietly and in an orderly manner.**

## EMERGENCY RESPONSE PROTOCOLS

### Fire Alarm

When the fire alarm sounds, follow these procedures:

1. Students are to move quickly to the nearest exit and stand at least fifty (50) yards from the building and check in with their teacher or another staff member, only if they cannot locate their teacher.
2. Teacher takes attendance, and students should remain with their teacher.
3. Re-enter the school only after the 'all-clear' signal has been given.

### Lock Down Procedure

All safety drills will be announced, and all students should follow appropriate lockdown procedures.

- For a **modified lockdown**, internal doors are to be locked, and all within the room are to shelter in place. Instruction can continue, though bells and alarms should be disregarded until the administration or town official gives official notice.
- For an **enhanced lockdown**, evacuation should always be the first response. If this is not possible, then all internal doors should be locked and furniture used to barricade the door. All in the room should spread out with counter devices and look for alternate escape routes. Bells and alarms should be disregarded until a law enforcement officer gives official notice.

Students and staff need to be prepared to stay in LockDown for an extensive period of time. The LockDown will end only after an administrator or another school or town official calls all clear.

**In the case of a real emergency, parents will receive information via electronic communications, and students should use their devices only to contact 911.**

## **SQRW: A Strategy for Reading Textbooks**

A four-step strategy for reading and taking notes from chapters in a textbook, SQRW will help you to understand what you read and to prepare a written record of what you learned. The written record will be valuable when you have to participate in a class discussion and again when you study for a test. Each letter stands for one step in the strategy.

**SURVEY** – Think about what you already know about the topic of a chapter, and this will quickly prepare you for learning more. To survey a chapter:

1. read the title, introduction, headings, and the summary or conclusion; and
2. examine all visuals such as pictures, tables, maps, and/or graphs and read the caption that goes with each.

**QUESTION** – Having questions in your mind as you read gives you a purpose for reading and helps you stay focused on the reading assignment. Form questions by changing each chapter heading into a question. If a heading is stated as a question, use that question. When a heading contains more than one idea, form a question for each idea. Also, do not waste time forming questions for the Introduction, Summary, or Conclusion.

When forming a question for the *main idea* of a section, use words such as **How**, **Why** and **What**. For questions about the details within a section, use: **When**, **Where**, **Which**, and **Who**. For example, for the heading "Uses of Electricity" in a chapter about how science improves lives, you might form the question "What are some uses of electricity?"

**READ** – Read the information that follows each heading to find the answer to each question you formed. As you do this, you may decide you need to change a question or turn it into several questions to be answered. Stay focused and flexible so you can gather as much information as you need to answer each question.

**WRITE** – Write each question and its answer in your notebook. Reread each of your written answers to be sure each answer is legible and contains all the important information needed to answer the question. Leave out "filler" words (a, as, an, the, have) and use abbreviations to save time and effort (such as Info=information, hsty=history, PSN=photosynthesis).

As you practice using **SQRW**, you will find you learn more and have good study notes to use to prepare for class participation and tests.

## Test-Taking Strategies – Multiple Choice

- Read the directions carefully.
- Know how much time is allowed (this governs your strategy)
- Preview the test. Read through the test quickly and answer the easiest questions first. You may pick up cues for answers from the first reading. If time allows, review both questions and answers.

### Improve your odds, think critically:

- Cover the options, read the stem, and try to answer. Select the option that most closely matches your answer
- Read the stem with each option. Treat each option as a true-false question, and choose the "most true."

### Strategies to answer difficult questions:

- Eliminate options you know to be incorrect. If allowed, mark words or alternatives in questions that eliminate the option.
- Give each option of a question the "true-false test:" This may reduce your selection to the best answer.
- Question options that grammatically don't fit with the stem
- Question options that are totally unfamiliar to you
- Question options that contain negative or absolute words. Try substituting a qualified term for the absolute one, like *frequently* for *always*, or *typical* for *every*, to see if you can eliminate it.
- "All of the above" – If you know two of three options seem correct, "all of the above" is a strong possibility
- Number answers: toss out the high and low and consider the middle range numbers
- "Look alike options" – probably one is correct; choose the best but eliminate choices that mean basically the same thing, and thus cancel each other out.
- Echo options: If two options are opposite each other, chances are one of them is correct.
- Favor options that contain qualifiers. The result is longer, more inclusive items that better fill the role of the answer.
- Guessing: Always guess when there is no penalty for guessing, or you can eliminate options.
- Use hints from questions you know to answer questions you do not.
- Change your first answers when you are sure of the correction, or other cues in the test cue you to change.
- Remember that you are looking for the best answer, not only a correct one and not one that must be true all of the time, in all cases, and without exception.

## **General Tips to Help with Studying and Preparing for Semester Exams**

- Take good notes in class.
- Save all of your work to use for review.
- Pay careful attention to rubrics that are used for assignments
- Have a quiet work area, free from the distractions of social networking, iPods, TV...
- Ask questions in class or make an appointment to see the teacher
- If review sessions are offered, take advantage of them and bring any questions you have

***The following is advice from the department leaders for freshmen preparing for their first exam week. Most of the advice is useful for success in any class.***

### **Social Studies**

- Know that the midterm in social studies mimics (in a small way) college assessments that they will face someday.
- The material in class is interconnected, so it is important to look for these connections and to save all semester work.
- In some classes, the midterm might even be connected to the final exam so it is a good idea to keep all work in year-long classes.
- The midterms will reflect the learning that has been occurring over the course of the semester (so it shouldn't feel as if it is coming out of left field).

### **English**

- Midterms vary within the department (some are more traditional and others use the exam time for sharing a significant piece of writing or reviewing a writing portfolio).
- Use the Writing Center (a drop-in service open every period of the day and staffed by a Social Studies or English teacher) to help prepare.
- Be aware of writing, reading, and research rubrics.
- Be aware of "essential questions" used by the teacher.

### **Math**

- If your teacher hands out a review packet, do *all* of the problems. Try to finish them a few days before your exam so you can ask for help on certain items. Also, review old tests.
- In math, it is always better to do the problem instead of just reading someone else's solution (as with sports, you can't expect to be able to "play" just by watching someone else do it).
- If there's something you've been struggling with, get help as soon as you can, even if that means going over an old test with your teacher. Don't wait until the end of the semester for the topic to come back during the review.

- Take advantage of review sessions offered by your teachers before or during exam week and come prepared with questions.

### **Science**

- Seek extra help as needed and keep up-to-date on assignments.
- Begin reviewing several weeks before the exam (early January).
- Find a study buddy or small study group.
- Keep an organized notebook for the quarter and semester exams.
- Continuously read and review information, especially for honors courses. Midterm and final cover immense concepts which cannot be left for the last minute if you want to feel prepared).

### **Earth Science**

- The preparation work is very structured, guided by the teachers, and there are deadlines to meet before the January exam period.
- Class instruction, computer assignments, and homework are geared to preparing for the exam.
- The questions are provided in advance so students can get to work on them beforehand. This gives you time to seek out extra help from your teacher.

### **World Languages**

- Periodically review your notes and returned assessments throughout the semester.
- Keep an organized binder to facilitate review.
- See the teacher as soon as you are experiencing difficulty.
- Don't leave preparing/studying for the night before.
- Go over "review packets" and/or exam outlines as soon as possible and see the teacher with questions (be sure to review and start studying first and then bring specific questions if possible to get the most out of your review).