

WETHERSFIELD HIGH SCHOOL



Student/Parent Handbook 2026-2027

Table of Contents

WETHERSFIELD PUBLIC SCHOOLS DISTRICT	5
BOARD OF EDUCATION	5
CENTRAL OFFICE DIRECTORY	5
WHS ADMINISTRATION	5
WHS DEPARTMENT LIAISONS	5
WETHERSFIELD HIGH SCHOOL'S MISSION, VISION, & CORE BELIEFS FOR LEARNING	6
ACADEMICS	7
COURSE CHANGES	7
COURSE CREDIT	7
Courseload Appeal	7
TRANSFER CREDITS	8
EXAMS	9
GRADING SYSTEM, HONOR ROLL & GPA	9
HONOR ROLL	10
WEIGHTED GPA/QUALITY POINT RATIO	10
GRADUATION REQUIREMENTS AND EXPECTATIONS CLASS OF 2027-2029	12
GRADUATION REQUIREMENTS AND EXPECTATIONS CLASS OF 2030+	13
MASTERY BASED DIPLOMA ASSESSMENT CREDIT CHECKLIST	14
EARLY GRADUATION	16
HOMEWORK GUIDELINES	16
REPORT CARDS	16
GRADE CALCULATION	16
EXPECTATIONS for WHS STUDENTS & “The Eagle Way”	17
OUR MISSION	17
ATTENDANCE OVERVIEW	17
EXCUSED ABSENCES	18
TARDINESS	19
EARLY DISMISSAL FROM SCHOOL	19
TRUANCY	20
LOSS OF CREDIT DUE TO ATTENDANCE	20
MAKE-UP WORK	21
BEHAVIORAL CONCERNS & RESPONSES	21
OFFICE DETENTIONS	22
PASS RESTRICTION	23
SAFE SCHOOL CLIMATE	23
ACADEMIC INTEGRITY	23
SEARCH AND SEIZURE	24
SOCIAL MEDIA	24
GAMBLING	24

EXPECTATIONS AT SCHOOL ACTIVITIES	24
DRESS CODE	25
GENERAL INFORMATION	25
ACCOUNTABILITIES	25
SCHOOL BUS EXPECTATIONS	26
BUS PRIVILEGES	26
CAFETERIA	26
COMMUNICATION/ELECTRONIC DEVICES	26
GOOGLE CHROMEBOOKS - 1:1 DIGITAL LEARNING	27
DROPPING OFF/PICKING UP STUDENTS	27
FIELD TRIPS/SCHOOL RELATED EVENTS	28
STUDENT ID'S	28
PHOTO PERMISSION	28
LATE ARRIVAL/EARLY DISMISSAL PRIVILEGES	28
LOST AND FOUND/REPORTING THEFTS	28
MEDIA CENTER	29
PARENT/TEACHER/STUDENT ASSOCIATION (PTSA)	29
SCHOOL CLOSINGS	29
STUDENT PARKING	29
STUDENT PUBLICATIONS – FREEDOM OF EXPRESSION	30
STUDENT RECORDS	31
STUDY HALLS EXPECTATIONS	31
TELEPHONES/CELL PHONES	31
VISITORS	31
HEALTH SERVICES	31
NURSE/HEALTH ROOM	31
MEDICATION – DISTRIBUTION/ADMINISTRATION BY SCHOOL PERSONNEL	32
SUPPORT SERVICES	32
MANDATED REPORTING	32
SCHOOL COUNSELING/WELLNESS CENTER	32
ACADEMIC & BEHAVIORAL INTERVENTIONS	33
EXTRA-CURRICULAR ACTIVITIES & ATHLETICS	33
CLASS OFFICERS & LEADERSHIP POSITIONS	34
NATIONAL HONOR SOCIETY	35
INTERSCHOLASTIC ATHLETICS	35
STUDENT PARTICIPATION IN BOTH EXTRA CURRICULAR CLUB/ACTIVITY AND ATHLETICS	36
ADDITIONAL POLICIES & ANNUAL NOTIFICATIONS	37
CIVILITY POLICY	37
CHAIN OF COMMAND	37
NON-DISCRIMINATION STATEMENTS (STUDENTS)	37
NOTIFICATION CONCERNING SCHOOL CLIMATE	40

NOTICE REGARDING SCHOOL DISCIPLINE POLICY	41
TITLE IX NOTICE OF PROHIBITION OF DISCRIMINATION ON THE BASIS OF SEX	44
NOTIFICATION OF RIGHTS UNDER FERPA	45
MANAGEMENT PLAN AND GUIDELINES FOR THE MANAGEMENT OF FOOD ALLERGIES, GLYCOGEN STORAGE DISEASE AND/OR DIABETES	47
NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990	51
NOTIFICATION OF THE RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT ("PPRA")	56
NOTIFICATION REGARDING STUDENT ATTENDANCE	58
WELLNESS	60
NOTIFICATION CONCERNING ASBESTOS MANAGEMENT PLAN	61
APPENDIX B	62
NOTIFICATION OF DATA SHARING AGREEMENTS UNDER CONN. GEN. STAT § 10-234bb(g)	62
YOUR RIGHTS TO REQUEST INFORMATION CONCERNING TEACHER AND PARAPROFESSIONAL QUALIFICATIONS	62

WETHERSFIELD PUBLIC SCHOOLS DISTRICT

BOARD OF EDUCATION

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Matt Laccavole, Vice Chairperson
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Charles Carey
Janice Di Roberts
James Reilly
Mindy Gold
Gabby DiBacco
Bill Davidson

CENTRAL OFFICE DIRECTORY

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Assistant Superintendent
Director of Teaching and Learning
Instructional Supervisor, STEM K-8
Instructional Supervisor, Humanities K-8
Director of Special Education
Elementary Supervisor for Special Education
Secondary Supervisor for Special Education
Director of Finance
Supervisor of Information Technology
Network Supervisor
Director of Security

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Elizabeth Freitas
Kayla Evans
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Nikolay Stoyanov
Jim Deragon
Michael Baribault

WHS ADMINISTRATION

Siobhan O'Connor, *Principal*
Stephanie Hasler, *Assistant Principal Grades 9 & 11*
Tyler Webb, *Assistant Principal Grades 10 & 12*
Sterling Scanlon, *Director of Athletics & Student Activities*
Jennifer Kumnick, *Mathematics Department Head*
Stephanie McKenna, *English Department Head*
Kimberly Troy, *Science Department Head*

WHS DEPARTMENT LIAISONS

Business, Consumer Science & Technology
Fine Arts
School Counseling
Special Education
Social Studies
World Language

Chris Palazzo
Michael Bowles
Cindy Bryan
Julie Freel
Kimberly Niemiec
Shayne Munoz

WETHERSFIELD HIGH SCHOOL'S MISSION, VISION, & CORE BELIEFS FOR LEARNING

At Wethersfield High School we strive to provide an educational program that supports all students for success in high school and beyond. To that end, our school community has identified three core competencies that comprise our Vision of a Graduate as well as our collective mission & core values that we believe will ensure our students will be successful in their post-secondary path.



Our Mission:

The Wethersfield High School community inspires our students to reach their full potential as lifelong learners and responsible global citizens.

We are **E**ngaged **A**ccepting **G**racious **L**eaders **E**nergized to **S**ucceed!

ACADEMICS

COURSE CHANGES

Add/Drop Period: It is assumed that students carefully planned their course of studies in the preceding spring with the aid of counselors, parents and teachers. Over the summer, both student and staff schedules are set and program offerings are established for the year. **Students may request to add/drop a course within the first ten school days from the start of the term.**

A. Dropping a Class:

1. The student will obtain the Course [Withdrawal/"Drop" Form](#) and secure the appropriate signatures after consultation with the classroom teacher & school counselor. If a course is dropped before the end of the add/drop period all records of the student's having attempted this course will be removed from the transcript and report card.
2. Grade Penalty: When a student withdraws from a course after the add/drop period, any grades already entered for the course will remain on the report card with the notation WP (withdrawn passing) or WF (withdrawn failing) and will be recorded in the final grade column & transcript. Partial credit will not be awarded.
3. Any students who drops a class after the add/drop period must have administrator approval.

B. Level Changes:

1. Level changes can be initiated by school staff or student/family; the purpose of a level change is to ensure students are appropriately challenged academically and can be successful in their classes.
2. Level changes should be completed within the first quarter of a course, or by administrative approval.
3. If a student/family is requesting a change in course levels they will obtain the [Course Level Change Form](#) and secure appropriate signatures after consultation with the classroom teacher & school counselor.
 - a. When a student initiates changing from a course at one level to the same course at a different level the student/parent must supply sound academic reasons for the request.
 - b. With all level changes, the previous grades earned will be recorded without adjustment for the course to which the student has transferred.

COURSE CREDIT

Credit for a course will be awarded when a student has met **all** requirements for the course. Students may not repeat the same course for credit with the exception of musical performance groups and support classes.

Courseload Appeal

Students are expected to maintain a full academic schedule throughout the school year. A typical full-time schedule consists of a minimum of 6 credits, and all students are expected to enroll in courses that support progress toward graduation.

In limited circumstances, students may request approval to carry fewer than 6 credits in their schedule. Requests are reviewed on an individual basis and approval is not guaranteed.

Students requesting a reduced course load must:

- Complete the [WHS Application for Reduced Courseload](#) (linked here).
- Understand that requests will be reviewed by school administration and the school counseling department based on the student's academic standing, graduation requirements, post-secondary plans, and the rationale provided for the request.

Students approved for a reduced schedule are still required to maintain satisfactory academic progress and meet all graduation requirements.

Important: To be considered a full-time student at Wethersfield High School, students must be enrolled in at least 5 credits. Requests that would reduce a student's schedule below 5 credits will generally not be approved except in extraordinary circumstances and in accordance with district policy.

Please refer to the WHS Application for Reduced Courseload for additional information.

TRANSFER CREDITS

1. A student requesting to receive credit for a course taken outside the published offerings of the Wethersfield School District must submit a completed [External Credit Application](#). Approval must be obtained from the high school principal, department liaison and school counselor before the course(s) begin.

On-line courses must get permission prior to enrollment by the school principal or designee.

2. A student may choose to take a course(s) as elective credit in an approved high school summer program or at the college level.
 - a. If a student passes an approved college-level course, three college semester hours will equal 1.0 Wethersfield High School credit.
 - b. Currently enrolled WHS students may transfer in a maximum of six semester hours of college-level equivalents (1.0 credits) of coursework completed from approved institutions.
 - c. The summer school/college program must provide to the school counseling department, an official transcript listing the final grade and credit value for course(s) completed.
 - d. The student/parent must understand that all expenses, fees and transportation incurred by enrollment in an approved high school summer program or college course will be borne by them. Wethersfield High School does not and will not assume any financial or transportation responsibility.
 - e. All approved courses taken outside Wethersfield High School will be at the "0" curriculum level and will not count towards GPA or class rank.
 - f. Approved on-line courses can only be taken for credit with administrative approval. They will be at the "0" curriculum level and will not count towards GPA or class rank. The courses, grades and credit will be reflected on the transcript.
3. Students' summer school makeup classes will be honored if it is documented on the official sending transcript and meets the state requirement for instructional time per credit.
4. If a student has failed/lost credit in a course at Wethersfield High School the course can be made up for credit in an approved high school summer program or at the college level (maximum of 2.0 credits/year).
5. If a student transfers to Wethersfield High School, all transfer credits will be at the "0" curriculum level and will not count towards GPA or class rank. Any student transferring to Wethersfield High School after grade 10 will not have a GPA or class rank.
6. Information for students participating in the [Greater Hartford Academy for the Arts program](#):

- Students participating in the ½ time GHAA program must fulfill all Wethersfield High School graduation requirements, established by the Board of Education.
- Courses completed at outside schools will neither be included in GPA nor class rank at WHS. Such courses would be recorded as transfer credits only, as described above.
- A typical GHAA student's schedule will only include their core academic classes. This may mean that a student who is choosing to participate in the GHAA program may need to supplement their coursework with alternate options to meet all graduation requirements and ensure graduation within the traditional 4 year program. While supplemental coursework may not be necessary for all GHAA students, it will be required for some, especially those students starting GHAA as freshmen. While credit minimums are required for a Wethersfield High School diploma, students who are considering a 4-year college/university after graduation may need additional credits to be eligible for college acceptance. For example, while WHS requires one year of World Language, many institutions require 2-3 years of world language for admission.
- Any coursework done outside of WHS must first go through an approval process and will be at the expense of the family, as the student is choosing to participate in the GHAA programs as an elective.

EXAMS

At the conclusion of each semester, students will participate in two-hour final exam periods for each of their classes.

1. There are no exemptions from these examination/graded activities for juniors, sophomores or freshmen. Seniors who have an overall average of A- or better for S1/S2 for semester length classes and Y1 for year-long classes may be exempted from the final exam.
2. Students who are more than 10 minutes late to their exam will not be allowed to test that period and must reach out to their teacher to reschedule their exam.
3. Students will remain in class for the entirety of the exam period; no passes are to be issued unless it is an emergency.
4. Students may make up exams if they have an excused absence from school by their parent/guardian. Makeup exams for Semester 1 must be completed one week after the conclusion of January exams, Semester 2 exams should be made up during embedded make-up times in June. In extenuating circumstances students should reach out to their grade-level administrator for other make-up options. If a student is not excused they will not be able to make-up the exam and a zero "0" will be entered as their exam grade.

GRADING SYSTEM, HONOR ROLL & GPA

The following scale shows the numerical values of letter grades and grading criteria to be utilized by teachers in assigning grades:

Numerical Values of Letter Grades

A+	100-97	C+	79-77
A	96-93	C	76-73
A-	92-90	C-	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	D-	62-60
		F	59-0

HONOR ROLL

An honor roll based on scholastic achievement is published at the end of each marking period. For the purpose of determining honor roll eligibility, each letter grade is assigned a simple numerical weight as follows:

A+	4.3	A	4.0	A-	3.7	B+	3.3	B	3.0	B-	2.7
		C+	2.3	C	2.0	C-	1.7				

HIGH HONORS: A 3.5 average, with no letter grade below B-;

HONORS: A 3.0 average, with no letter grade below C-.

Qualifiers:

1. No D's or F's permitted (no grade 69 or below).
2. No C's permitted for High Honors recognition (no grade 79 or below).
3. A minimum of five letter grades, including Physical Education, must be submitted.
4. Certain courses, i.e. Capstone, Study Skills, Leader Corps, ALS Aide, Principles of Mathematics, Principles of Literature, Principles of Science do not count towards Honor Roll.

WEIGHTED GPA/QUALITY POINT RATIO

The Quality Point Ratio (QPR) is used to determine a student's weighted GPA and class rank. It is determined by multiplying the final grade points earned (see table) by the course credit in each weighted subject. The running tally of quality points earned is then divided by the total number of weighted credits taken.

Subjects in which students receive Pass/Fail marks are not assigned levels, nor are they used in determination of quality point ratio. Unleveled courses, including P.E. and transferred courses, are not used for QPR.

Final calculation of senior class rank will occur 30 days after the distribution of the Quarter 2 report cards; rank will use Semester 1 grades. Quarter grades are not included in the QPR. A GPA/rank may be calculated for graduated seniors for college purposes only and is included in a student's final WHS transcript upon graduation. WHS does not report class rank to colleges for admission purposes unless the students & parent/guardian request it to be released. This request must be submitted to the student's school counselor by September 30th of the student's senior year.

Approved 35 Point QPR Scale, Class of 2027-2029

<u>Grade</u>	<u>AP</u>	<u>Level H</u>	<u>Level 1</u>	<u>Level 2</u>
A+	35	32	29	26
A	34	31	28	25
A-	33	30	27	24
B+	32	29	26	23
B	31	28	25	22
B-	30	27	24	21
C+	29	26	23	20
C	28	25	22	19
C-	27	24	21	18
D+	26	23	20	17
D	25	22	19	16
D-	24	21	18	15
F	0	0	0	0

Class of 2030 and Beyond

Level	Transcript Conversion	Weight Added to 4.0 Scale
Unleveled	U	Excluded
Level 1	1	Actual Grade
Honors	H	.5
AP/College Level	CLC	1

QPA Conversion Chart, Class of 2030+

Grade	Level 1	Honors	College Level Course
A+ (97-100)	4.33	4.83	5.33
A (93-96)	4.00	4.50	5.00
A- (90-92)	3.67	4.17	4.67
B+ (87-89)	3.33	3.83	4.33
B (83-86)	3.00	3.50	4.00
B- (80-82)	2.67	3.17	3.67
C+ (77-79)	2.33	2.83	3.33
C (73-76)	2.00	2.50	3.00
C- (70-72)	1.67	2.17	2.67
D+ (67-69)	1.33	1.83	2.33
D (63-66)	1.00	1.50	2.00
D- (60-62)	.67	1.17	1.67
F (less than 60)	0	0	0

Please see [Policy 6900 Weighted Grading and Calculation of Grade Point Averages](#) for more information.

GRADUATION REQUIREMENTS AND EXPECTATIONS CLASS OF 2027-2029

The Board of Education has established the below requirement of 25 credits for graduation from Wethersfield High School:

9.0 Credits in Humanities

English

4 Credits

Social Studies (1.0 U.S. History & 0.5 Civics required)

1.5 Credits (3 recommended)

Humanities Electives (0.5 Fine, Technical or Performing Arts required)

3.5 Credits

9.0 Credits in STEM (Science, Engineering, Technology & Math)

Mathematics (1.0 Algebra & 1.0 Geometry required)

2 Credits (4 recommended)

Science (1.0 Biology & 1.0 Chemistry credit required)

2 Credits (4 recommended)

STEM Electives (0.5 Personal Finance credit required)

5 Credits

Other Requirements

World Language

1 Credit (3 recommended)

Physical Education & Wellness

1 Credit

Health/Safety Education

1 Credit

Mastery Based Diploma Assessment (Capstone)

1 Credit

Personal Interest Electives

3 Credits

TOTAL REQUIREMENTS NEEDED FOR GRADUATION = 25 Credits

Please note that a course can only count once in any of the above categories for graduation. Please refer to the chart in the back of the Program of Studies with regard to which classes qualify as Humanities or STEM.

All students MUST take the  and complete the  as a requirement for graduation.

At the End of:	High School Credits Earned
9th Grade	6 Credits
10th Grade	12 Credits
11th Grade	18 Credits
12th Grade	25 Credits

GRADUATION REQUIREMENTS AND EXPECTATIONS CLASS OF 2030+

The Board of Education has established the below requirement of 25 credits for graduation from Wethersfield High School:

9.0 Credits in Humanities

English	4 Credits
Social Studies (1.0 U.S. History & 0.5 Civics required)	1.5 Credits (3 recommended)
Humanities Electives (0.5 Fine, Technical or Performing Arts required)	3.5 Credits

9.0 Credits in STEM (Science, Engineering, Technology & Math)

Mathematics (1.0 Algebra & 1.0 Geometry required)	2 Credits (4 recommended)
Science (1.0 Biology & 1.0 Chemistry credit required)	2 Credits (4 recommended)
STEM Electives (0.5 Personal Finance credit required)	5 Credits

Other Requirements

World Language	1 Credit (3 recommended)
Physical Education & Wellness	1 Credit
Health/Safety Education	1 Credit
Mastery Based Diploma Assessment (Capstone)	1 Credit
Personal Interest Electives	3 Credits
Community Service	20 Hours

REQUIREMENTS NEEDED FOR GRADUATION = 25 Credits + 20 Hours of Community Service

Please note that a course can only count once in any of the above categories for graduation. Please refer to the chart in the back of the Program of Studies with regard to which classes qualify as Humanities or STEM.

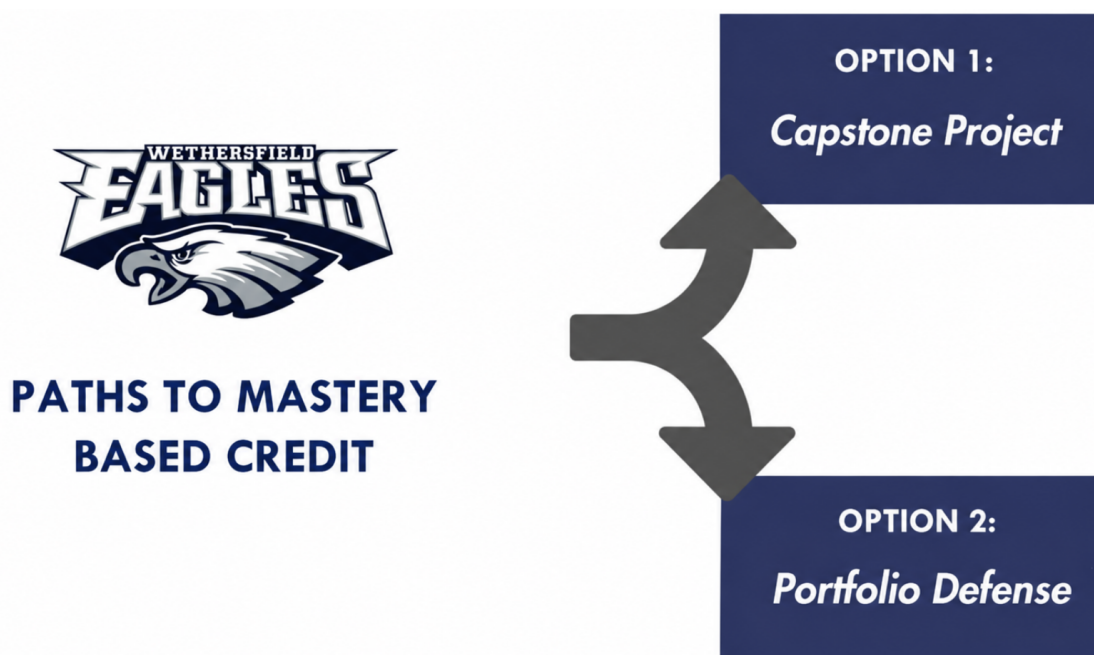
All students **MUST** take the  and complete the  as a requirement for graduation.

At the End of:	High School Credits Earned
9th Grade	6 Credits
10th Grade	12 Credits
11th Grade	18 Credits
12th Grade	25 Credits

MASTERY BASED DIPLOMA ASSESSMENT CREDIT CHECKLIST

All Wethersfield High School students must complete a 1.0 Mastery-Based Credit Assessment prior to graduation. The credit represents each student's successful mastery of the Vision of a Graduate skills of Collaboration, Problem-Solving & Communication.

Wethersfield High School embraces a "multiple pathways" approach to fulfilling the Mastery-Based Credit graduation requirement that provides students with flexibility and choice to demonstrate their readiness for their post-secondary path.



Option 1: Capstone Project

The Wethersfield High School Capstone/Mastery-Based Credit Option is intended to be a 1.0 credit graduation requirement for students by the end of their eleventh or twelfth-grade year. Students should undertake the Capstone/Mastery-Based Credit Option with the expectation they will further their own interests and stretch their abilities to research and apply their previous learning in a new and personalized manner. Students will select an area of interest and develop an essential question or program review that will guide their coursework, fieldwork, project, or personal reflection and presentation with a mentor, through formal research, and the culmination of a final presentation.

During their Capstone project live presentation, students present before a panel of WPS teachers & community members. During this presentation, students make the case that they are ready for their chosen post-secondary plans by citing evidence from their Capstone project, detailing how this project demonstrates the Vision of a Graduate skills. Based on the strength of the presentation, the panel makes a decision as to whether the student has passed or has room for improvement and must make another attempt.

Option 2: Portfolio Defense

Throughout their years at Wethersfield High School, students build a collection of work that demonstrates their progress in developing the Vision of a Graduate skills. In their 11th grade year, WHS students collate those works into a portfolio, and then deliver a public defense of their progress before a panel, making the case that they are ready for their post-secondary plans.

In the portfolio, students reflect on work that offers observable evidence of their ability to apply their Vision of a Graduate skills as collaborators, problem-solvers and communicators. The portfolio contains 3-5 pieces of work ("exemplars") each chosen by the student to represent their growth in these three skills.

The portfolio defense is a live presentation before a panel of WPS teachers & community members. During the defense, students make the case they are ready for their chosen post-secondary plans by citing evidence from their portfolio. Based on the strength of the presentation, the panel makes a decision as to whether the student has passed or has room for improvement and must make another attempt. Students who do not successfully complete their portfolio defense may be scheduled into the Capstone project course to achieve their Mastery-based assessment credit.

EARLY GRADUATION

Students may apply for early graduation by completing the [Application for Early Graduation](#). Students who complete all graduation requirements by the end of their sixth or seventh semester are eligible for early graduation, provided they have met all academic requirements and fulfilled all school obligations.

Students approved for early graduation will receive their diploma and are eligible to participate in all senior activities, including the WHS graduation ceremony.

HOMEWORK GUIDELINES

Work completed outside of the classroom, i.e. "homework" can serve several purposes including:

- Practice - reviewing material already presented in class so as to reinforce learning and facilitate mastery of specific skills.
- Preparation - assignments introduce the material that will be presented in future lessons. These assignments aim to help students obtain the maximum benefit when the new material is covered in class.
- Extension - involves the transfer of previously learned skills to new situations.
- Integration - requires the student to apply separately learned skills to produce a single product (i.e. reports, science projects, creative writing, etc.)

All homework assigned to WHS students is expected to be carefully planned and be directly related to the course content/skills. Homework can help reinforce independent work habits and help parents become more familiar with the course objectives.

When assigning homework, WHS staff considers the number of subjects in each student's schedule and cumulative impact of homework assignments. Homework assignments should not total more than 20 minutes per night, per subject area. This could be in the form of a nightly homework assignment or a long-term project which requires approximately this much time per night for preparation/completion. **This may be variable for Advanced Placement/ECE/CE classes per course requirements.* Students who experience difficulty with completing homework assignments are strongly encouraged to speak with their teacher.

REPORT CARDS

Report cards are issued at the end of each term and are emailed home through the district's ParentSquare secure, digital messaging service. Please note that in order to view a student report card you must have an active ParentSquare account. For information on activating a ParentSquare account please visit the [Wethersfield Public Schools district website](#). It is also important the district has the correct email address on file during the bio verification process in August; if your email address changes please contact the main office as soon as possible. If this information is not correct, families may miss important information.

GRADE CALCULATION

Semester grades are determined by taking the average of the two quarters, which together count four-fifths of the grade, plus the examination which may count for no more than one-fifth of the grade. The grade for the year is the final average of the grades for the two semesters. Grades are available throughout the school year via the PowerSchool Parent Portal, in addition to the quarterly report cards provided.

EXPECTATIONS for WHS STUDENTS & “The Eagle Way”

OUR MISSION

The Wethersfield High School community inspires our students to reach their full potential as lifelong learners and responsible global citizens.



We are **E**ngaged **A**ccepting **G**racious **L**eaders **E**nergized to **S**ucceed!

In order for our students to demonstrate “The Eagle Way” they must follow the expectations, policies & procedures found on the following pages. These are established to foster a safe, positive and productive learning environment that supports our school’s mission and each individual student’s success at Wethersfield High School and beyond.

ATTENDANCE OVERVIEW

Regular attendance in school is essential for an effective school experience and necessary to learn the skills & content of coursework as well as ensuring credit attainment needed to graduate on time. Students must strive to maintain good attendance which must be encouraged by the parents and/or guardian.



Why does attendance matter? Research shows that:

- Students should miss no more than nine (9) days of school each year to stay engaged, successful and on-track for graduation.
- Frequent absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a difficulty at school.
- By 9th grade, attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10% or 2 days a month, over the course of the school year, can affect a student's academic success.

[Source: Attendance Works, 2022](#)

A student is considered to be “in attendance” for the day if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day or three classes. A student not meeting the definition of “in attendance” shall be considered absent. Daily attendance is relevant for those students participating in extracurricular activities such as sports or competitive clubs.

The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

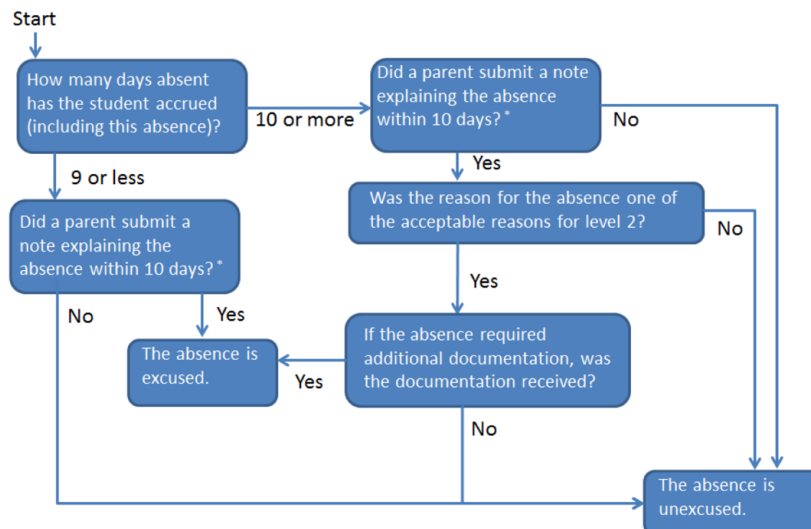
EXCUSED ABSENCES

A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted when the student returns to school and meets the following criteria established by the Connecticut State Board of Education.

Level	Total # of Days Absent/Tardy	Acceptable Reasons for a Student Absence to be Considered Excused	Documentation Required within 10 days
1	1 through 9	Any reason that the student's parent or guardian approves	Parent or guardian note <i>Defined as physical note, ParentSquare response or email to WHSAttendance@wethersfield.me</i>
2	10 and above	- Student illness (*Note: to be deemed excused, an appropriate licensed medical professional must verify all student illness absences, regardless of the absence's length) - Student's observance of a religious holiday - Death in a student's family or other emergency beyond the control of the student's family - Mandated court appearances (*additional documentation required) - The lack of transportation that is normally provided by the district (parental documentation is not needed for this reason) - Extraordinary educational opportunities pre-approved by WHS administration.	Parent or guardian note* <i>Defined as physical note, ParentSquare response or email to WHSAttendance@wethersfield.me</i> *Some cases will require additional documentation

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

It is important to note that while the first nine (9) absences in a school year can be deemed excused for any reason the parent or guardian provides, the 10th and each subsequent absence establish a more stringent and specific set of reasons for the absence to qualify as excused. The State Department of Education provides the following flowchart to demonstrate if an absence is excused or unexcused.



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

Source: [CT State Department of Education](#)

If a student is absent from school and the Main Office has not received notification from a parent or guardian regarding the child's absence, the family will be notified via our ParentSquare digital messaging system. (For information on activating a ParentSquare account please visit the [Wethersfield Public Schools district website](#)) Students and families will receive attendance warning letters when a student has accumulated four absences in a semester class and four, eight and twelve absences in a yearlong class via our ParentSquare. These notifications are a warning that a student is approaching the threshold for loss of course credit. Excessive student absences beyond the 10-day threshold may result in a referral to either the Town of Wethersfield's Community Review Board and/or the Department of Children and Families.

TARDINESS

Punctuality is an essential component of success in any circumstance during and after high school. Wethersfield High School feels strongly that punctuality is a characteristic that should be addressed during the school years in order for students to understand the significant role it plays in their future endeavors. Three unexcused tardies to class are considered one class absence. Tardiness to school may only be considered excused in accordance with the attendance guidelines set by the Connecticut State Board of Education and will count toward a student's loss of credit thresholds (see Loss of Credit later in this handbook). Excessive tardiness may result in disciplinary action and/or loss of student privileges and/or loss of credit for the particular class.

EARLY DISMISSAL FROM SCHOOL

In order to maintain the safety and security of Wethersfield High School students and staff, we maintain a closed- campus, meaning that students may only leave campus for approved reasons.

Requests for early dismissal must be in writing clearly stating the reason for the dismissal and signed by a parent or guardian and/or an email correspondence directly to the WHSAttendance@wethersfield.me email address from a parent/guardian's email. Early dismissal absences may be excused per the attendance guidelines outlined in this handbook (see table under "[Attendance Overview/Excused Absences](#)"). The student is to present any written request to the Attendance Secretary in the Main Office before school to receive a pass to leave class. The student is considered absent for the courses which are missed due to the dismissal from school.

When a student leaves the building for an early dismissal, he/she must check out of school with a member of the office staff. Students must not leave the building without prior permission from their parents and prior notification to the WHS Attendance Secretary. *Students who are being dismissed early must exit the building only through the doors by the main office. Students in violation of the above expectations are subject to school-based discipline.*

TRUANCY

“Truant”, is defined by the State of Connecticut, as a student aged five to eighteen, inclusive, who has four unexcused absences in any one month, or ten unexcused absences in one school year.

“In attendance” shall mean a student if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day or 3 classes. A student who is serving an out-of-school suspension or expulsion should always be considered absent.

See policy [5100 Attendance, Truancy and Chronic Absenteeism](#) for more information.

LOSS OF CREDIT DUE TO ATTENDANCE

A student's credit may be withheld after accumulating **EIGHT absences of ANY TYPE** in a semester course or **16 absences of ANY TYPE** in a full year course. Three unexcused tardies equals one class absence. At the end of the term (semester for a semester course and year for a full year course), students may appeal for course credit reinstatement following the process detailed below.

I. APPEAL PROCESS – EXCESSIVE CLASS ABSENCES

- a. A warning letter, generated by the Main Office and sent via the ParentSquare digital messaging system, will be sent to the student and his/her family as absences accrue to warn of the potential loss of credit.
- b. An additional letter will follow once a student has reached the above attendance thresholds to notify the student/family of the loss of credit.
- c. The student may request to appeal the loss of credit by attending an Attendance Review Board meeting held during the midterm and final exam week. The Attendance Review Board is composed of a teacher, school counselor and administrator and is charged with making decisions on final loss of credit or credit reinstatement.
- d. It is the student's responsibility to provide any additional documentation of any absences beyond what has previously been submitted to the Main Office, if available, to the Attendance Review Board at their appeal meeting.
- e. Completion of the appeals process does not guarantee restoration of credit. The student and parents will be notified of the Attendance Review Board's appeal decision via the ParentSquare digital messaging system. Possible outcomes of an appeal meeting include: 1. Restoration of credit, 2. Loss of Credit, 3. An attendance contract to improve attendance the following semester or 4. a combination of the previous outcomes.

II. LOSS OF CREDIT – EARNING A GRADE BUT NO CREDIT

If credit is withheld in a course due to excessive absences, the student may remain in the course. The student may earn a passing grade and can continue to the next course level (i.e., Spanish 1 to Spanish 2) but will not receive credit toward graduation. The grade will remain on the transcript but no credit will be associated with the course. In the case of loss of credit, a student should meet with their school counselor to discuss options to ensure that they have met the requirements for graduation.

MAKE-UP WORK

A student who has been absent or dismissed is expected to make up all schoolwork in a timely manner. It is the student's responsibility on the day the student returns to class to make arrangements with the teacher for making up assignments. For excused absences, teachers will afford students an opportunity to make up for missed work. Students are expected to complete makeup work within a specific time period (two days for each day missed). If the absence is unverified (AU) or if the student cut the class (C) the student will receive a zero for the work, tests or quizzes missed and will not be given the opportunity to make up missed work.

Responsibility for completion of missed classwork in the event of an excused absence from school lies with the student, not the teacher. In the case of an extended absence due to illness, the student/parent should contact the student's teacher directly to request work.

BEHAVIORAL CONCERNS & RESPONSES

WHS is committed to creating a welcoming and safe environment for students and staff; all community members are expected to treat others with respect and dignity. When these expectations are not met, it can disrupt the learning environment and/or operation of the school. These situations will be dealt with directly and consistently in an equitable manner. *When and where appropriate*, restorative practices will be utilized that will address the misbehavior and harm/damage done in a way that strengthens relationships and engages in collaborative problem solving centered around growth, change and enhanced responsibility. When a restorative approach is not appropriate, administration will address the situation through progressive discipline. In all instances, the goal of administration's response is to change the disruptive behavior so all students can participate positively in the learning environment and use consequences to allow students to learn from their mistakes in a supportive environment.

The response/consequence to the offense will depend on both the frequency and severity. Teachers will address classroom situations and will make contact with parents/guardians prior to referring a student to the office. The following section serves as a general guide to staff, parents & administrators; final decisions regarding discipline will be made by school administration. Please note – school administration may prohibit any student from attending school activities based on the nature and/or number of offenses.

Level 1 Behavioral Concerns & Responses Situations Managed by Classroom Teachers/Staff

Teachers are encouraged to try a variety of teaching & classroom management strategies.
Responses are designed to prevent minor behavior from major incidents.

Classroom teacher/staff managed concerns include, but are not limited to, the following:

- Classroom disruptions
- Inappropriate language
- Non-compliance/Disrespect
- Tardiness
- Cheating/Plagiarism
- Cell phone violations

Classroom interventions and responses may include, but are not limited to: conversation with student, break from the setting, verbal correction, preferential seating, alternative activity, time and space for de-escalation, loss of privilege, parent contact/conference, teacher detention, behavior plan, restorative practices, school counseling intervention..

Level 2 Behavioral Concerns & Responses

Situations Managed by School Administration

Interventions involving school administration aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. Responses might be similar to those managed within the classroom and at times are more intensive and limit a student's privileges or time in the classroom.

Administration managed concerns include, but are not limited to, the following:

- | | | |
|---|-------------------------------|------------------------------------|
| • Repeated classroom concerns including cell phone violations | • Attendance concerns | • Safety violations |
| • Fighting/physical aggression | • Gambling | • Bus/Transportation violations |
| • Bullying/cyberbullying | • Disorderly conduct | • Theft/Vandalism |
| • Inappropriate physical contact | • Technology violations | • Inciting/Baiting |
| • Weapons | • Vaping/Drugs/Alcohol | • Threats/Intimidation |
| • Leaving school grounds | • Allowing unauthorized entry | • Recording without consent |
| | • Class cuts | • Multiple incidents of plagiarism |

Administrative Interventions and responses may include, but are not limited to: counseling, student/parent education (such as VapeEducate), verbal correction, time and space for de-escalation, special seating, parent contact/conference, loss of privilege, detention, behavior contract, restorative practices, referral to Student Support Team (SST), in-school suspension, out-of-school suspension, exclusion from extra-curricular activities, removal from team/club/leadership positions, referral to outside community agency. In the most extreme cases students may be subject to expulsion and/or referral to the Wethersfield Police Department based on violations of Board of Education policy or Connecticut state law.

Cellphone Expectations & Associated Consequences

All cellphones should be in the cell phone box once class begins and remain there for the duration of the class period, inclusive of when a student leaves class for a water/bathroom break. Classroom teachers may assign a cell phone number to each student in each of their classes. For example, John Doe is #4, Jane Smith #6, etc. Students who are not compliant, inclusive of using a "dummy" phone, with the policy should be referred to their grade level administrator and classroom teacher should contact parents about the referral. "Dummy" phones will be confiscated and can only be released to a student's parent/guardian.

1st Offense - Teacher issues detention, completes PowerSchool log entry including a description of the incident and the following "1st offense: no administrator action needed" & contacts the student's parent/guardian.

2nd Offense - Teacher refers student to building administration for consequence by completing PowerSchool log entry & contacts the student's parent/guardian.

Progressive discipline for cell phone violations can include the following consequences:

Main Office vaulting of student phone
After-school Office Detention
In-School Suspension
Out-of-School Suspension

OFFICE DETENTIONS

a. Office detentions will be held in the afternoon Monday-Thursday from 2:25-3:25 p.m.

No one will be admitted after 2:25 p.m. or dismissed prior to 3:25 p.m.

b. Office detention is a quiet study period. Students may do homework on their chromebook but may not be using personal electronic devices (i.e. cell phones, earbuds, smartwatch, etc.)

c. Students who do not attend office detentions as assigned will receive progressive discipline.

- d. **Detention takes precedence over other student activities such as athletics, club participation and employment.**
- e. A building administrator or designee will notify the student and the student's parent/guardian of the date and reason for the consequence.

PASS RESTRICTION

The penalty for **repeat** offenders being in the hall without a pass, cutting classes or for misusing a pass is placement on varying levels of pass restriction. Students on pass restriction should go to the lavatory or locker during passing time and, in emergency circumstances, have an escort from school security staff to move within the building. If the student needs to use the Media Center, or computer labs or needs extra help from a teacher, arrangements must be made to do so before or after school. These rules apply during class time, lunch/study period and classroom study hall periods. The length of the pass restriction will be determined by an administrator.

SAFE SCHOOL CLIMATE

To review the complete [Safe School Climate Policy](#) please click on the link.

ACADEMIC INTEGRITY

Wethersfield High School defines breaches of academic integrity as:

1. Unauthorized communication in testing situations may take the form, among other actions, of students looking at one another's papers while a test is in progress, students talking or whispering to one another without the teacher's permission during a test situation, the passing of written notes from one student to another during a test situation, any use of unauthorized notes or aids, or sharing via technology.
2. Submission of work not one's own may take the form of plagiarism, that is, submitting work that has previously been published by another writer without appropriately citing sources or generated by a artificial intelligence source (i.e. ChatGPT, Photomath, etc.); the use of term papers, essays, written answers to take-home tests previously submitted by other students; or copying another student's homework or class work; or any use of unauthorized notes or aids.
3. Unauthorized assisting others may take the form, among other actions, of communicating either orally, electronically or in writing, the contents of a test to students who have not yet taken it; giving one's own work to other students for copying and submission in fulfillment of an assignment or a test; group completion of a homework assignment that was not intended to be a group project; or any use of unauthorized notes or aids.

Disciplinary action:

1. First violation of this regulation may result in issuing a zero on the piece of work involved. Teachers will inform parents via phone call or ParentSquare message about the infraction and submit a PowerSchool online referral documenting the incident. **Breaches of academic dishonesty may disqualify a student from acceptance into an Honors society.**
2. For repeated infractions, as reported by any teacher, the student will be given a zero for the work involved. Teachers will inform parents via phone call or ParentSquare message about the infraction and submit a PowerSchool online referral documenting the incident and the administrator will assign a consequence commensurate with an additional offense. **Multiple breaches of academic dishonesty will disqualify a student from acceptance into an Honors society.**

SEARCH AND SEIZURE

To help maintain a safe, secure, and orderly learning environment, school administrators may conduct searches of students, their belongings, lockers, or vehicles when there is reasonable suspicion that a violation of school rules, district policy, or the law has occurred. Any search will be conducted in a manner that is reasonable in scope and respectful of students' rights while balancing the school's responsibility to protect the health, safety, and well-being of all members of the school community. Parents and students are encouraged to review the District's complete Search and Seizure Policy for additional information regarding procedures, student rights, and applicable legal standards see the full [WPS Search & Seizure policy](#).

SOCIAL MEDIA

The school administration reserves the right to monitor student use of social media that might have a negative impact on the school environment. If individual or group student use of social media either in or out of school has a negative or disruptive influence on the school or students then the school administration would need to investigate and possibly take disciplinary action. If warranted, local police would be involved in the investigation depending on the subject/nature of the post.

GAMBLING

Card playing, dice or any gambling device(s) and online gambling during school hours are prohibited. Students who participate in such activities will be subject to disciplinary actions.

EXPECTATIONS AT SCHOOL ACTIVITIES

- a. A student must be present during the school day (defined by attending 3 or more full class periods) or have prior approval of an administrator in order to be involved in an activity which takes place that day.
- b. Students who attend school activities must abide by all school rules and policies whether the activity is at Wethersfield High School or at another site and while traveling to another site as part of a scheduled Wethersfield High School trip.
- c. Students who attend a school activity under the influence (or suspicion of being under the influence) of alcohol or drugs will be removed from the activity. Their parents will be notified and the students will face school discipline.
- d. Seniors who attend the school dances (including Junior or Senior Prom), Senior Picnic, overnight/off-site school trips, off-site field trips should expect the search of their person and/or handbags for contraband prior to entry. Students found violating school policies at these events may not be allowed to attend remaining social senior events, up to and including graduation.
- e. Students may invite a guest (under the age of 21) to school dances should space allow. At least one member of each couple in attendance must be a WHS student. The student host is responsible for his/her guest. The WHS student must complete a Student Guest Form, submit a photocopy of their ID before the deadline outlined on the permission form and secure permission from an administrator prior to the school event.
- f. Students who leave the building/area during the activity will not be readmitted.
- g. Specific rules may be in effect for individual activities. These rules will be explained by the teacher/ advisor to the activity.

DRESS CODE

The purpose of Wethersfield High School's student dress code is to foster a safe, productive and inclusive environment for all students. WHS dress code strives to ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

Students Must Wear:*

- Shirt.
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes; activity-specific shoes requirements are permitted (for example, sneakers for physical education)

** High-school courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering girls' bodies or promoting culturally-specific attire.*

Students May Wear:

- Hats, including religious headwear
- Hoodie sweatshirts (overhead is allowed)
- Fitted pants, including leggings, yoga pants and "skinny jeans"
- Midriff baring shirts
- Ripped jeans, as long as underwear is not exposed.
- Tank tops, including spaghetti straps & halter tops.
- Athletic attire
- Clothing with commercial or athletic logos provided they do not violate the items below

Students Cannot Wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of same.
- Hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Clothing that exposed a person's genitals, breasts or buttocks.
- Bathing suits.
- Helmets or headgear that obscures the face (except as a religious observance).

Students found in violation of the above guidelines will be required to change their clothes and/or may result in disciplinary action.

GENERAL INFORMATION

ACCOUNTABILITIES

Obligations/Textbooks

Textbooks & chromebooks/chargers are furnished free by the Board of Education. Lost, damaged or defaced books must be paid for by the student to whom they are assigned. This policy also applies to any other school materials, which the student may have been issued during the course of a school activity.

If a teacher determines a book or other instructional material unusable due to damage, defacement or loss, that student will be responsible for reimbursing the district for the item. Students should speak to their current teacher(s) or Ms. Wood in the main office with questions regarding obligations.

Class Dues

The purpose of class dues is to offset the cost of junior and senior year activities and are due yearly. Class dues are \$25 each school year a student has attended WHS. Students may pay \$25 every year or \$100 upfront. In order to go to the junior prom, a student needs to be up to date on their dues (\$75 or \$25 each year for those who transfer in during sophomore or junior year). In order to attend the senior prom, senior picnic and/or senior banquet, students must have paid \$100 or \$25 for each year they attended WHS. Students who qualify for free or reduced meal status should see their grade level administrator for a waiver for these fees, if needed.

SCHOOL BUS EXPECTATIONS

The school bus is an extension of the school day. As such, all expectations, policies and procedures found in this handbook apply to the school bus. Bus drivers have the responsibility to report inappropriate behavior to the administration and will result in a warning, parental contact or suspension of bus privileges as warranted. Students can only ride school buses they are assigned to. If you have questions regarding busing, please contact Michelle Conlan in the business office.

BUS PRIVILEGES

Bus privileges for WHS students are afforded to those individuals who live outside a two-mile radius from the school. All school rules must be followed while on the bus. Bus privileges may be suspended or revoked by the school administration. Students may not ride a bus they are not assigned to by the [transportation department](#), located at the Wethersfield Public School Central Office administration building, located at 127 Hartford Avenue. Questions regarding bus privileges should be directed to this office.

CAFETERIA

Students are expected to keep the cafeteria clean and neat. Leftover food and utensils must be placed in a waste can provided; students who violate these expectations may be subject to disciplinary action. Our goal is to keep our school clean, presentable and maintain a pleasant environment.

Food from outside vendors may not be brought into Wethersfield High School by students/families. This includes food deliveries. If such an event occurs, the food will be confiscated and discarded.

COMMUNICATION/ELECTRONIC DEVICES

Personal communication/electronic devices are not permitted at Wethersfield High School during instructional time per [Board of Education Policy 5870](#). As such, **it is the expectation that cell phones, headphones/earbuds and other electronic devices are stored in the numbered cellphone locker located in each classroom during all instructional time to maximize student learning opportunities.** If a student violates the above expectation, a teacher may issue classroom-based discipline, up to and including detention or suspension. Repeated violations of the electronic device expectations will result in a referral to the grade level administrator and appropriate progressive discipline.

Students may use their cellphones during lunch, *study halls (only Gr. 10-12)*, and in the hallways as long as it is in a manner that is consistent with the student expectations stated within this handbook and does not cause a disruption to the learning environment.

**Please note - Students may not use such devices in an illegal or inappropriate manner or to disrupt the educational process. Personal communication/electronic devices must be surrendered to school administrators upon request.*

GOOGLE CHROMEBOOKS - 1:1 DIGITAL LEARNING

Information regarding the Wethersfield Public Schools Chromebook / technology plan can be found on the [district website](#).

In addition to the "core services" offered by Google (e.g., Gmail, Google Classroom, Google Drive and Docs), we allow students to access certain additional Google services with their Google Workspace for Education accounts. Specifically, your child may have access to YouTube and Google Bookmarks.

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts in its Google Workspace for Education Privacy Notice. You can read that notice online at https://workspace.google.com/terms/education_privacy.html.

DROPPING OFF/PICKING UP STUDENTS

The only area designated for dropping off or picking up students is the community/pool entrance. The entrance to the school from Wolcott Hill Road is for buses, school vans and authorized vehicles.



WHS ARRIVAL & DISMISSAL



FIELD TRIPS/SCHOOL RELATED EVENTS

1. The student is responsible to notify all of his/her teachers **BEFORE** the absence from school.
2. It is the student's responsibility to get the class work, class notes and homework assignments missed.
3. Schoolwork due on the day of the field trip should be submitted prior to the field trip, unless other arrangements have been made with the teacher.
4. Administration reserves the right to withhold the privilege of attending field trips or school-related events to those students who are not in good standing, including academics, attendance and discipline.
5. Students are required to travel to and from field trips using the mode of transportation authorized by the school. Exceptions to this policy may only be granted by the principal upon completion of a Travel Release Form. This form must be completed and approved prior to the day that the field trip is to occur.

STUDENT ID'S

ID Photos will be taken for Grade 9 students at Freshman Orientation and in September for students in grades 10 & 11. Students in grade 12 will utilize their senior portrait for their ID photo. The ID card may be used for entry to school functions, checking out materials from the Media Center, and swiping into school after 7:40 am.

PHOTO PERMISSION

Each year during the Wethersfield Public Schools bio-verification process in August families are given the option to opt out of photo permissions. If opt-out is not chosen, it indicates that permission is being granted for a student's work, first name, photo and/or video may be considered for posting to his/her teacher's classroom page and/or the district website or other internet pages or other educational purposes.

LATE ARRIVAL/EARLY DISMISSAL PRIVILEGES

Juniors and seniors have the responsibility of being leaders of the school and are afforded the following privileges:

- A. Juniors and seniors must complete the late arrival/early dismissal electronic form (available on the WHS website) at the beginning of each semester with a parent in order for a parent to provide permission.
- B. Juniors and seniors who have the first period of the day free must arrive on time for the second period of the day.
- C. Juniors and seniors who have study hall period 7 or period 8 may leave early. **Students must leave school grounds (unless under the supervision of a staff member) and should not return before 2:15 p.m. unless they have permission and sign in at the Main Office.**
- D. Students may have this privilege revoked if they are not in good academic and/or behavioral standing; decisions regarding privilege revocation lie with building administration.

LOST AND FOUND/REPORTING THEFTS

Stolen property should be reported immediately to the Main Office staff or the School Resource Officer. Theft of student property is a serious offense. Students are encouraged not to bring large sums of money or other valuables to school. Students should protect their property by locking lockers, (particularly gym lockers) or by allowing teachers or the administration to secure their possessions. The administration or teachers cannot assume responsibility or liability for stolen or lost items. Lost and found is located in the main office and by the elevator closest to the cafeteria.

MEDIA CENTER

The Media Center is open from 7:15 a.m. to 3:00 p.m. each regular school day. Faculty and students will find the Media Center a quiet place to read, study and conduct research.

The Media Center is used for independent study, class projects, classes in media research techniques and individual student use from study halls as well as before and after school. In order to accommodate all of these uses, the Media Center staff suggests the following guidelines:

Students, upon entering the Media Center from a study hall, must give the study hall pass to the media aide and sign in at the Circulation Desk. In accordance with school rules, students are asked to remain the entire period. A student who is not in the Media Center at the end of the period will be considered absent and subject to the appropriate discipline. Use of computers in the Media Center is subject to the same rules as apply in the computer labs. Students will not be allowed to enter without their school ID.

PARENT/TEACHER/STUDENT ASSOCIATION (PTSA)

The Wethersfield High School PTSA is an organization that meets monthly with parents, students and members of the school staff. Topics of interest to parents and students are provided, many of which are requested by parents, with time for an open forum for discussion of concerns and ideas. Parents have the opportunity to find out more about the activities and events that are taking place at WHS. Parents can ask questions, voice concerns and share their thoughts and opinions on the group's activities. Dates of these meetings are advertised via ParentSquare and on the [WHS website](#).

SCHOOL CLOSINGS

EMERGENCY SCHOOL DELAYS & CLOSING

On occasion it is necessary to open late or dismiss school early due to inclement weather or another emergency. The decision for a delayed opening is generally made by 6:00 a.m. The announcement is broadcast on a series of local radio and television stations as well as a phone call and email from the ParentSquare digital messaging system from the Superintendent of Schools to notify families of the change in daily schedule.

In the event of a delayed two-hour opening, school will start at 9:40am. For an early closing, students will be dismissed at 12:12 p.m.

STUDENT PARKING

Student use of motor vehicles at WHS is a privilege granted by the school to upperclassmen (Grades 11 & 12). Student parking is limited by the number of available spaces and a parking pass may not be available for all students. Underclassmen (Grades 9 & 10) are not granted the privilege of driving to school due to the limited number of parking spaces on campus. Student parking is located at the upper and lower lots by the Pool Entrance, if these lots are full students may access the parking lot to the left of the tennis courts closest to Cottone Field.

Senior students have the opportunity to reserve a personalized parking spot for the school year. The cost of reserving a parking space will be determined by school administration and a portion of the proceeds will be used as a fundraiser to support Senior Class activities.

Students must sign up to participate, and parking spaces will be assigned by the administration. Participants may paint a designated section of their assigned parking space.

Students are responsible for repainting their parking space to its original condition at the end of the school year. Parking spaces that are not properly repainted will be subject to a \$50 fine.

Students must park only in their assigned parking space. The first time a student is found parked in an incorrect parking space, they will receive a warning. Any subsequent violations, including parking in another student's reserved space or in a restricted area, will result in a \$15 parking fine for each occurrence. Repeated violations may also result in the loss of the privilege to participate in the personalized parking spot program.

Vehicle registration is mandatory for Wethersfield High School students who wish to drive and park a vehicle on school grounds. Students wishing to register a vehicle for parking should do so on the WHS website. Once registered they will receive a parking pass from the Main Office; this parking pass must be displayed on the car's rear view mirror. Registration is good for one year only.

Please note that our parking lots will be checked on a daily basis by security staff and/or our School Resource Officer to ensure all cars parked at WHS are registered. Students found in violation of the above expectations will be subject to disciplinary action including the revoking of parking privileges and/or towing at the owner's expense.

Students found in violation of parking expectations or unsafe driving while on campus (i.e speeding, reckless driving, driving on the grass and any other improper use of a motor vehicle, etc.) will result in disciplinary actions, including loss of parking privileges and may be referred to the Wethersfield Police Department or Motor Vehicle Department. **Students are not allowed to park in visitor's parking. The first time a student is found parked in an incorrect parking space, they will receive a warning. Any subsequent violations, will result in a \$15 parking fine for each occurrence. Repeated violations may also result in the loss of parking privileges.**

STUDENT PUBLICATIONS – FREEDOM OF EXPRESSION

1. Student publications shall reflect the policies of the district. This entails the obligation to be governed by the standards of responsible journalism, such as avoidance of libel, obscenity and defamation. Student publications shall provide as much opportunity as possible for the sincere expression of all shades of student opinions.
2. Student publications may be produced and distributed on the school premises. These include the school newspaper, yearbook, literary magazine and any other such publications authorized by the principal, having an editorial board consisting of the student editors and an advisor.
3. Students may exercise their constitutionally-protected rights of free speech and assembly so long as they do not interfere with the operations of the regular school program.
 - a. Students may distribute literature on school property at specified locations and times designated. Prior to the sale and/or distribution of other than official publications on the school premises, approval of the principal is required.
 - b. No commercial or obscene material, nothing of a libelous nature or involving the defamation of character nor anything advocating racial or religious prejudice will be permitted to be distributed within the school.
 - c. Any literature distributed within the school must bear identification as to its source. Written expressions must be signed and the author must assume responsibility for such expressions.
 - d. Students may form political and social organizations including those that champion unpopular causes. These organizations must be open to all students and shall have reasonable access to school facilities.

STUDENT RECORDS

Parents, guardians or students are entitled to one free copy of information of student records. Additional copies are available at a per-page fee determined annually by the school district. In the event of financial hardship, this fee may be waived. Prior to the release of information contained in your child's school records, you have the right to examine it. If you wish to do so, please call the school and make an appointment with the grade level assistant principal to review the contents of the cumulative folder.

STUDY HALLS EXPECTATIONS

Study halls are provided to afford students' sufficient opportunities to prepare assignments and to do assigned or leisure reading.

1. Study halls permit quiet conversation and student interaction while maintaining an atmosphere conducive to study.
2. Students in grades 10-12 are permitted to use their cell phones during study hall. Students in grade 9 are not permitted to use their cell phones during study hall.
3. The Media Center, School Counseling Office, another teacher's classroom and other places in the building will be available with prior permission (i.e. electronic pass). Students will be expected to sign out of study with the supervising teacher. Students must sign in and out of these locations.

TELEPHONES/CELL PHONES

Students may make phone calls from office phones with permission and for emergencies only. Students may only use office phones during non-class time. **It is requested that parents do not call, text or email their children on their cell phones during the school day as it distracts from the learning environment.**

VISITORS

1. Student Visitors – Parents wishing to have their students visit WHS because they plan on attending WHS the following year, must make arrangements by meeting with the building administration.
2. Visitors must register in the main office when they arrive at school & present a valid form of identification to obtain a visitor ID. They are expected to leave promptly when their business is completed.
3. Visiting other Wethersfield Public Schools – High School students are reminded that they should not go to the middle school or elementary school unless they have an appointment with a teacher or counselor and must always check in at the Main Office. If high school students are found to be in another school or on another school's grounds without prior permission, they may be subject to suspension and/or arrest. Former students are welcome to visit the high school after school hours (2:30pm or later) & should make an appointment in advance with the staff they are wishing to visit.

HEALTH SERVICES

NURSE/HEALTH ROOM

The Health Room is located in the Main Office area. School nurses are on duty in the Health Room each day. The following rules govern the use of the Health Room:

- a. Any student who becomes ill or injured during the school day is to report to the Health Room.
- b. Students who are not feeling well should report to the nurse's office. The school nurse will evaluate the student and determine whether the student should remain in school or be sent home, and a parent/guardian will be notified as appropriate.

- c. Students should go to the Health Room only when they have health problems.
- d. When a student has a pass from a class or a study hall to go to the Health Room, the student is to go directly to the nurse's office.
- e. If the nurse is not in her office, the student should report to the Main Office (sign in/out).
- f. If the Health Room is locked, the student should report to the Main Office (sign in/out).
- g. The lavatory in the Health Room is to be used only by students who are present due to illness.

Students are generally not allowed to walk home from school when excused for reasons of illness. Means of transportation must be provided by the parent or responsible adult by arrangement through the nurse.

Students who require elevator access as a medical accommodation must submit documentation from their healthcare provider to the school nurse.

MEDICATION – DISTRIBUTION/ADMINISTRATION BY SCHOOL PERSONNEL

By Board of Education Policy, designated trained school staff may administer medication to students and in certain cases, students may administer medication to themselves. The term medication here means any prescription drug, or any over-the-counter medication, including aspirin, ibuprofen and aspirin substitutes containing acetaminophen. A physician's written order and written permission of the parent or guardian are required for any administration of medication, including self-administration.

A state-prescribed and state-approved set of procedures is in effect governing the administration of medication in school, and certain forms and signatures are required, please contact the school nurse for specific details. **No student should be taking any medication in school without the knowledge of the school nurse, a physician's written authorization and the written authorization of the parents.**

SUPPORT SERVICES

MANDATED REPORTING

Teachers, principals and all other school staff are obligated by law to report suspected child abuse or neglect to the Connecticut State Department of Children and Families. School staff also work cooperatively with law enforcement officials, courts and all appropriate state agencies in the prevention, identification and treatment of children who are abused and neglected. Specific procedures governing the reporting of abuse and neglect are in effect.

Reporting of child abuse and neglect is a responsibility which is taken seriously. Failure to report incidents of suspected abuse/neglect can result in forfeiture of a staff member's professional license. If there is any doubt about reporting a suspected situation it is resolved in favor of the child and a report is made. The school continues to work with parents and other agencies in all cases.

SCHOOL COUNSELING/WELLNESS CENTER

The School Counseling Office is located immediately on the right as you enter the main entrance. The purpose of the School Counseling Department is to assist students in every way possible. You are urged to see your counselor whenever you need help in solving any of your problems.

Here are some matters with which your counselor can help you:

1. Understanding yourself; finding your place in school and in life;

2. Planning your education and future;
3. Informing you about occupations and institutions where you can get training;
4. Improving your work in school and participation in extracurricular activities; and
5. Helping your parents understand your scholastic ability, your selection of subjects, choice of careers and plans for further study or employment.

In order to make the best use of the services your counselor is prepared to provide; you are encouraged to make appointments with your counselor. You can do this by going to the School Counseling Office before or after school or during your study hall by signing up for an appointment. The school counseling secretaries can help you to make your appointment either in person or via email.

ACADEMIC & BEHAVIORAL INTERVENTIONS

The Wethersfield High School intervention program is designed to assist students who are struggling with issues of attendance, behavior or academics. The team works closely with administrators, staff, teachers and the students to identify and address areas of concern which impede learning and academic success. Academic & behavioral intervention works best when school problems are identified in the early stages and when parents are involved. Intervention services are available in the areas of English, Mathematics, Science & Behavior/Emotionality. Referrals for intervention services can come from classroom teachers, counselors, school administration, parents or the individual student seeking additional support. We offer a wide-range of support including academic tutoring, intensive academic & behavioral interventions, individual & small group counseling, etc. All interventions are individualized and designed to ensure that all students have the support they need to be successful while at Wethersfield High School. School counselors are the primary contact for intervention referrals.

EXTRA-CURRICULAR ACTIVITIES & ATHLETICS

Wethersfield High School offers a full program of extra-curricular activities to enable students to pursue their individual interests. Our offerings attempt to incorporate the varied interests of a diverse student body and evolve based on the changing needs and desires of the student body. It is hoped that each student will find an activity of particular interest in this program.

Please note that students must be present in school to be permitted to participate in any after school activity. Students who have been issued a detention must serve the detention before attending a club event & if a student has been suspended they may not participate in any activity for the length of the suspension; if a suspension is assigned for a Friday the student may not participate in any school-sanctioned events that occur on that weekend.

Students are not to remain in the building after the end of the school day unless they are under the supervision of a staff member. Only students who have sanctioned activities after school may return for a practice or meeting.

CLUBS AND ACTIVITIES**ADVISOR****ROOM #**

Class of 2027	Mr. Mike Miller	506
Class of 2028	Ms. Sarah Wang	103
Class of 2029	Mrs. Ashley Castellanos	114
Class of 2030	TBD	TBD
Bicycle Club	Mr. Tom Brown	401
Brothers & Sisters United	TBD	TBD
Color Guard	Ms. Mayte Bergman	Band Room
DECA Marketing Club	Ms. Heather Sweeney	217
Drama	Ms. Jennifer Dorn/Mr. Jeff Roets	335 & 318
Environmental Club	Mrs. Jackie Yirigian	403
Eagle Crew	TBD	TBD
Future Educators Association	Mrs. Gina Gallivan	331
GSA (Gender & Sexuality Alliance)	Mrs. Jennifer Lindsay	Counseling
Interact Club	Mrs. Kerry Zaleski	108
JETS	Mr. Behn Sikora	24
Marching Band	Mr. Michael Bowles	Band Room
Math League	Mrs. Tara Tabellione	508
National Art Honor Society	Ms. Andrea Haas	22
National English Honor Society	Mrs. Siobhan DeGray	316
National Italian Honor Society	Mrs. Patricia McGrath	306
National Honor Society	TBD	TBD
National Spanish Honor Society	TBD	TBD
Newspaper – The Eagle Eye (online)	Mr. John Martin	336
Pieces Literary Magazine	Ms. Andrea Haas	22
Robotics Club	Mr. Behn Sikora	24
Science Club	TBD	TBD
Student Council	Mr. Shayne Munoz & Mrs. Patricia McGrath	517 & 306
Teenage Republicans	TBD	TBD
Weight Lifting Club	Mr. Matt McKinnon (SDMS)	Weight Room
Yearbook – <u>The Elm</u>	Mrs. Joanne Campbell	23A
Young Democrats	Mr. John Gallivan	332

For the most up to date club/activity locations please check the [WHS website](#).

CLASS OFFICERS & LEADERSHIP POSITIONS

Criteria to run for class officer:

- The candidate must be passing all courses with at least a C- average.
- The candidate must obtain 100 nomination student signatures.
- The candidate must obtain two teacher nomination signatures.
- The candidate must have a good discipline record.

The administration reserves the right to revoke students not in good standing from running for class office.

Campaign Guidelines:

1. The campaign will take place during five identified school days.
2. Campaigns will be run in a positive manner that does not disparage other candidates/students.
3. Candidates may put up posters only in the cafeteria with prior approval of the poster by the Student Council Advisor and administration.
4. Candidates may distribute flyers in the cafeteria with prior approval of the flyer by the Student Council Advisor and administration.
5. Candidates may not distribute favors; i.e., candy, gifts, etc.
6. Any student holding a leadership position (elective office, music group, sports captain, etc.) who is suspended for a total of five or more days and/or convicted of a criminal activity may be removed from that position.

Students failing to meet criteria or violating guidelines may not be allowed to run and/or hold elected office.

NATIONAL HONOR SOCIETY

The National Honor Society is an organization for outstanding high school students. Members are elected by the faculty counsel on the basis of character, leadership, scholarship and service.

Election to membership in the National Honor Society is determined from a list of eligible students and takes place in the spring of the junior year and/or the Fall of the senior year. Membership is limited to seniors and juniors. Every activity of the freshman, sophomore, junior and senior years is weighed carefully and counts toward election.

INTERSCHOLASTIC ATHLETICS

Wethersfield High School encourages students to participate in sports during all seasons of the year. In addition to varsity and junior varsity sports, some activities are offered on the freshman level. The following team sports are offered at WHS:

Fall:	Boys & Girls Cross Country	Football
	Boys & Girls Soccer	Boys Golf
	Dance Team	Girls Swimming
	Field Hockey	Girls Volleyball
	Cheerleading	
Winter:	Boys & Girls Basketball	Girls Gymnastics
	Boys Swimming	Ice Hockey
	Cheerleading	Boys & Girls Indoor Track
	Dance Team	Boys & Girls Wrestling
Spring:	Baseball	Boys & Girls Lacrosse
	Boys & Girls Tennis	Boys & Girls Track & Field
	Girls Golf	Softball

ATHLETIC OFFICE

The WHS athletic office is located near the gymnasium. All information concerning the sports program and schedules may be obtained in this office (860-571-8282). Information regarding the operations of the Athletic Department can be found in the Athletic Handbook on the WHS Athletics website.

PARTICIPATION FEE

A participation fee for interscholastic athletics has been set by the Board of Education per sport, per season. Checks or money orders must be made payable to "Wethersfield Public Schools Escrow Account". Please see the Athletics website for more information.

STUDENT PARTICIPATION IN BOTH EXTRA CURRICULAR CLUB/ACTIVITY AND ATHLETICS

There is a potential for conflicts in practice and/or game times for sports and other school-sponsored non-athletic activities (i.e., band, chorus, spring production, clubs, etc.). With this in mind, the following guidelines have been designed to provide the opportunity for students to participate in both extra-curricular non-athletic activities and sports.

1. Actual contests or performances always take precedence over a practice or rehearsal.
2. When practice times conflict, the Athletic Director will consult with the coach and the advisor to establish an equitable schedule (as conflict free as possible).
3. On the occasion when both activities have contests or performances on the same day, but at different times, every effort should be made, with the cooperation and support of coaches, directors, advisors and parents, to provide opportunity for the student to participate in both if possible.
4. If both activities have a contest or performance at the same time, the student and his/her parents will select the activity for participation with the approval of the Athletic Director and all involved will abide by the decision.
5. If a student is involved in any scheduling conflict between an athletic activity and a school-sponsored, non-athletic activity and these guidelines have been followed, no disciplinary action will be taken against the student by the coach, advisor or director.
6. These guidelines will be used as a process of resolution whenever a conflict arises between a school-sponsored, non-athletic activity and an athletic activity.
7. Any questions, appeals or interpretation of these guidelines should be directed first to the Athletic Director and, if necessary, to the High School Principal.

ADDITIONAL POLICIES & ANNUAL NOTIFICATIONS

CIVILITY POLICY

The Wethersfield Board of Education's Civility Policy promotes a culture of respect, professionalism, and constructive engagement throughout the school community. It applies to Board members, staff, students, families, members of the public, and third parties while at school, on school property, at school-sponsored events, or participating in Board programs and activities. Grounded in the Board's *Seeds of Civility* document, the policy reflects the District's core values of respect, transparency, and shared responsibility.

The policy emphasizes three key expectations:

- **Respectful Communication:** Interact with courtesy, listen actively, and assume positive intent.
- **Professional Conduct:** Address disagreements constructively and avoid personal attacks, threats, public disparagement, or disruptive behavior.
- **Shared Purpose:** Keep student well-being, educational excellence, and the integrity of the District at the center of all interactions.

The policy defines **third parties** broadly to include individuals such as parents, guardians, consultants, attorneys, and others involved in or attending school-related activities, including academic, extracurricular, and athletic programs.

Summary of Chain of Command Section:

CHAIN OF COMMAND

To promote effective communication, accountability, and timely problem-solving, concerns should be addressed through the District's established chain of command, beginning at the lowest appropriate level:

1. Classroom Teacher or Coach/Advisor
2. Assistant Principal, 7-12 Supervisor of Student Services, or Director of Athletics & Student Activities
3. Principal
4. District Staff (Directors, Assistant Superintendent)
5. Superintendent

Responses should be timely, respectful, and focused on solutions.

Concerns regarding District operations, personnel, or student matters should be addressed directly through this process rather than through social media. The District values constructive feedback and encourages families and community members to communicate with the appropriate staff member, use contact information available on the District website, or participate in Board of Education meetings.

The deliberate spread of misinformation, gossip, or unverified claims undermines trust and the school climate. Likewise, defamatory language, personal attacks, or threats toward staff, students, or community members are inconsistent with the District's expectations for civility and may be referred to appropriate authorities when necessary.

NON-DISCRIMINATION STATEMENTS (STUDENTS)

This statement is not the full policy. The District's full Non-Discrimination (Students) policy is available at:

5450 Non-discrimination (Students) (Includes Regulation)

The Board of Education (the "Board") complies with all laws prohibiting the exclusion of any person from any of its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities, including all academic, extra-curricular, and school-sponsored activities, on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, sexual assault, or human trafficking, or any other basis prohibited by state or federal law ("Protected Class"), subject to the conditions and limitations established by law. When the Board has created a limited public forum, the Board shall provide equal access to the Boy Scouts and other groups as required by law.

It is the policy of the Board that any form of discrimination or harassment on the basis of an individual's actual or perceived membership in a Protected Class, whether by students, Board employees, Board members or third parties subject to the control of the Board, is prohibited in the District. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics.

It is the policy of the Board to provide for the prompt and equitable resolution of complaints alleging Protected Class discrimination or harassment.

Any student, staff member and/or parent/guardian who believes a student has experienced Protected Class discrimination or harassment or an act of retaliation or reprisal in violation of this policy should report such concern in writing to the staff member below in accordance with the Board's complaint procedures included in the Board's Administrative Regulations Regarding Non-Discrimination/Students, which are available online at the link above or upon request from the main office of any District school. Students are encouraged to immediately report concerns about Protected Class discrimination, harassment, or retaliation.

Mr. John Karzar
Director of Special Services
127 Hartford Avenue
Wethersfield, CT 06109
TEL: 860-571-8141
Email: jkarzar@wethersfield.me

Students may make verbal or written reports about Protected Class discrimination, harassment, or retaliation to any school employee.

If a complaint involves allegations of discrimination or harassment of a student based on sex, sexual orientation, pregnancy, gender identity or expression, or disability, such complaints will be handled in accordance with the procedures set forth in the applicable Board policy. In the event reported conducted allegedly violates more than one policy, the Board will coordinate any investigation in compliance with the applicable policies.

In addition to reporting to the Board, any student and/or parent/guardian also may file a complaint with the following agencies:

Office for Civil Rights
U.S. Department of Education
Washington DC (Metro)
400 Maryland Avenue, SW

Washington, D.C. 20202-1475
Telephone: 202-453-6020
Fax: 202-453-6021; TDD: 800-877-8339
Email: OCR.DC@ed.gov
<http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>

Connecticut Commission on Human Rights and Opportunities
450 Columbus Blvd.
Hartford, CT 06103-1835
(860-541-3400 or Connecticut Toll Free Number 1-800-477-5737)

Any parent, student, staff member, Board member or community member who (1) has questions or concerns about this policy or its accompanying regulations or (2) wishes to request or discuss accommodations for a student based on religion; may contact:

Mr. John Karzar
Director of Special Services
127 Hartford Avenue
Wethersfield, CT 06109
TEL: 860-571-8141
Email: jkarzar@wethersfield.me

Any parent, student, staff member, Board member or community member who has questions or concerns about the Board's policies regarding discrimination or harassment of students on the basis of sex may contact the District's Title IX Coordinator:

Mr. John Karzar
Director of Special Services
127 Hartford Avenue
Wethersfield, CT 06109
TEL: 860-571-8141
Email: jkarzar@wethersfield.me

Any parent, student, staff member, Board member or community member who (1) has specific questions or concerns about the Board's policies regarding discrimination on the basis of disability applicable to students; or (2) wishes to request an accommodation for a student on the basis of disability may contact the District's Section 504/ADA Coordinator:

Mr. John Karzar
Director of Special Services
127 Hartford Avenue
Wethersfield, CT 06109
TEL: 860-571-8141
Email: jkarzar@wethersfield.me

NOTIFICATION CONCERNING SCHOOL CLIMATE

This notification is not the full policy. The District's full School Climate policy is available at:
[5175 Connecticut School Climate](#)

The Board of Education is committed to promoting a positive sustained school climate and has adopted the Connecticut School Climate Policy ([5175 Connecticut School Climate](#)) for implementation beginning in the 2025-2026 school year. The policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed in the policy. The District has also adopted administrative regulations to assist with the implementation of the Connecticut School Climate Policy.

Students, parents or guardians of students enrolled in the District, and school employees may file a written report of alleged challenging behavior or alleged bullying using the [Challenging Behavior Reporting Form](#). Such reports may be filed with the building principal, program administrator, and/or the School Climate Specialist, and all reports shall be forwarded to the School Climate Specialist for review and actions consistent with the Connecticut School Climate Policy and its accompanying regulations.

In addition, each school is developing a School Climate Improvement Plan to address school-wide instructional practices and relational practices that prevent, identify, and respond to challenging behavior, including but not limited to alleged bullying and harassment, in the school environment. The School Climate Improvement Plan(s) will be available on the WPS website.

Under the school climate framework:

- Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
- Bullying means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance. Bullying includes cyberbullying, which means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

The Board of Education has also adopted a [Restorative Practices Response Policy](#). Such policy reflects the Board's commitment to identifying strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, including restorative practices. Restorative practices may be implemented by school employees for incidents of challenging behavior, bullying, and/or harassment in the school environment, or other forms of student conflict that is nonviolent and does not constitute a crime.

In addition to addressing challenging behavior in accordance with the Connecticut School Climate Policy and Restorative Practices Response Policy, the District shall address challenging behavior, bullying, and harassment in accordance with the Board's Student Discipline policy and any other applicable Board policy, administrative regulations, and/or school rules.

To report challenging behavior, including bullying, please complete the attached form and return it to the building principal and/or School Climate Specialist.

[Challenging Behavior Reporting Form](#)

NOTICE REGARDING SCHOOL DISCIPLINE POLICY

This notice is not the full policy. The District's full Student Discipline policy is available at:
[5700 Student Discipline](#)

Please review the complete Student Discipline policy (linked above) for comprehensive information concerning the laws and procedures concerning student discipline, including but not limited to definitions of terms and the procedures for student suspensions and expulsions.

Conduct on School Grounds, on School Transportation, or at a School-Sponsored Activity:

- Suspension. Students may be suspended for conduct on school grounds, on school transportation, or at any school-sponsored activity that violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.
- Expulsion. Students may be expelled for conduct on school grounds, on school transportation, or at any school-sponsored activity that either (1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.

Conduct off School Grounds:

Discipline. Students may be disciplined, including suspension and/or expulsion, for conduct off school grounds if such conduct violates a publicized policy of the Board and is seriously disruptive of the educational process.

Seriously Disruptive of the Educational Process:

In making a determination as to whether off campus conduct is seriously disruptive of the educational process, the Administration and the Board may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in Section 29-38 of the Connecticut General Statutes, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. The Administration and/or the Board may also consider (5) whether the off-campus conduct involved the illegal use of drugs.

A student shall not have greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

Actions Leading to Disciplinary Action, Including Removal from Class, Suspension and/or Expulsion:

Conduct that is considered to violate a publicized policy of the Board includes the offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

1. Striking or assaulting a student, member of the school staff or other person(s).
2. Theft.
3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.

4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of Protected Class Harassment or reprisal or retaliation against any individual for reporting in good faith incidents of Protected Class Harassment, or who participates in the investigation of such reports.
7. Refusal by a student to respond to a staff member's request for the student to provide the student's name to a staff member when asked, misidentification of oneself to such person(s), lying to school staff members or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds, on school transportation, or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke), including the use of artificial intelligence ("AI") to engage in such conduct.
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in Paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g., e-cigarettes), electronic cannabis delivery system, or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. For purposes of Paragraph 15, the term "electronic cannabis delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine and is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law, including cannabis.
16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for

whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.

17. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in Paragraph 15 above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances, including cannabis.

18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.

19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.

20. Trespassing on school grounds while on out-of-school suspension or expulsion.

21. Making false bomb threats or other threats to the safety of students, employees, and/or other persons.

22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other employees and/or law enforcement authorities.

23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school employees responsible for student supervision.

24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.

25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; the unauthorized use of AI for the completion of class assignments; or any other form of academic dishonesty, cheating or plagiarism.

27. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, tablet, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds, on school transportation, or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.

28. Possession and/or use of a beeper or paging device on school grounds, on school transportation, or at a school-sponsored activity without the written permission of the principal or designee.

29. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes, including using AI in a manner that disrupts or undermines the effective operation of the school district or is otherwise seriously disruptive to the educational process.

30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.

31. Hazing.

32. Bullying.

33. Cyberbullying.

34. Acting in any manner that creates a health and/or safety hazard for employees, students, third parties on school property or the public, regardless of whether the conduct is intended as a joke, including but not limited to violating school or District health and safety protocols.

35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication (other than to school officials).
36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication (other than to school officials).
37. Using computer systems, including email, remote learning platforms, instant messaging, text messaging, blogging or the use of social networking websites, AI, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school employee.
39. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, which occurs between two students who are currently in or who have recently been in a dating relationship.
40. Any action prohibited by any Federal or State law.
41. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

TITLE IX NOTICE OF PROHIBITION OF DISCRIMINATION ON THE BASIS OF SEX

This notice is not the full policy. The District's full Title IX policy and Grievance Procedures are available at: [5650 Sex Discrimination and Sexual Harassment \(Students\)](#)

It is the policy of the Board of Education (the "Board") for the that any form of sex discrimination or sexual harassment is prohibited in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX") not to discriminate in such a manner. Students, Board employees and third parties are required to adhere to a standard of conduct that is respectful of the rights of students, employees and third parties. Any student or employee who engages in conduct prohibited by this policy shall be subject to disciplinary action, up to and including expulsion or termination, respectively.

For conduct to violate Title IX, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of Connecticut law or another Board policy.

Sex discrimination occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (*i.e., quid pro quo*);

- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

It is the express policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Students and employees are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process set forth in the Administrative Regulations. The Board directs its employees to respond to such complaints in a prompt and equitable manner. The Board further directs its employees to maintain confidentiality to the extent appropriate and not tolerate any reprisals or retaliation that occur as a result of the good faith reporting of charges of sex discrimination and/or sexual harassment. Any such reprisals or retaliation will result in disciplinary action against the retaliator, up to and including expulsion or termination as appropriate.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

Any individual may make a report of sex discrimination and/or sexual harassment to any Board employee or directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

Mr. John Karzar
127 Hartford Avenue
Wethersfield, CT 06109
jkarzar@wethersfield.me
860-571-8141

Any Board employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. Students and employees may also make a report of sexual harassment and/or sex discrimination to the U.S. Department of Education: Office for Civil Rights, Washington DC (Metro); 400 Maryland Avenue, SW; Washington, D.C. 20202-1475; Telephone: 202-453-6020; Fax: 202-453-6021; TDD: 800-877-8339; Email: OCR.DC@ed.gov; <http://www2.ed.gov/about/offices/list/ocr/docs/howto.html>.

Students and employees may also make a report of sexual harassment and/or sex discrimination to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll Free Number: 1-800-477-5737).

The Board has adopted grievance procedures for filing and responding to complaints of sex discrimination, including sexual harassment. The grievance procedures are available on the Board's website at the link above.

NOTIFICATION OF RIGHTS UNDER FERPA

The District's full policy regarding student records is available [here](#).

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, *et seq.*, affords parents and eligible students (*i.e.*, students over 18, emancipated minors, and those attending post-secondary educational institutions) certain rights with respect to the student's education records. They are:

(1) The right to inspect and review the student's education records within forty-five (45) calendar days of the day the District receives a request for access.

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

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

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

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

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

Upon request, the District discloses a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. Further, and in accordance with state and federal law and guidance, the District may disclose education records to another school for enrollment purposes, which may include exploration of educational placement options by the District or educational placement decisions made by a planning and placement or Section 504 team, or in order to explore placement options for the provision of alternative educational opportunities.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-8520

DIRECTORY INFORMATION

Unless notified in writing by a parent or eligible student to the contrary within two weeks of the date of this notice, the school district will be permitted to disclose "Directory Information" concerning a student, without the consent of a parent or eligible student. Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to education records or data. Directory information does not include a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

The school district may disclose directory information about students after they are no longer in enrollment in the school district. Notwithstanding the foregoing, the district will continue to honor any valid objection to the disclosure of directory information made while a student was in attendance unless the student rescinds the objection.

An objection to the disclosure of directory information shall not prevent the school district from disclosing or requiring a student to disclose the student's name, identified or institutional email address in a class in which the student is enrolled. Parents and/or eligible students may not use the right to opt out of directory information disclosures to prohibit the school district from requiring students to wear or display a student identification card.

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

MANAGEMENT PLAN AND GUIDELINES FOR THE MANAGEMENT OF FOOD ALLERGIES, GLYCOGEN STORAGE DISEASE AND/OR DIABETES

This statement is not the full plan. The District's full plan is available at:
[5260 Food Allergies and/or Glycogen Storage Disease and/or Diabetes](#)

The school district recognizes that food allergies, glycogen storage disease ("GSD") and diabetes may be life threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life-threatening food allergens and to ensure prompt and effective medical response

should a student suffer an allergic reaction while at school. The district is also committed to appropriately managing and supporting students with glycogen storage disease and diabetes. The district further recognizes the importance of collaborating with parents, adult students (defined as students age eighteen (18) and older) and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of the student's food allergy, glycogen storage disease or diabetes, as developmentally appropriate. To this end, the district adopts the following guidelines related to the management of life-threatening food allergies, glycogen storage disease, and diabetes for students enrolled in district schools.

Identifying Students with Life-Threatening Food Allergies, Diabetes and/or Glycogen Storage Disease

Early identification of students with life-threatening food allergies, diabetes and/or glycogen storage disease is important. The district therefore encourages parents/guardians of students and adult students with life-threatening food allergies to notify the school of the allergy, providing as much medical documentation about the extent and nature of the food allergy as is known, as well as any known effective treatment for the allergy. The district also encourages parents/guardians of students and adult students with GSD and diabetes to notify the school of the disease, providing as much medical documentation about the type of GSD or diabetes, nature of the disease, and current treatment of the student.

Students with life-threatening food allergies and diabetes are virtually always considered students with disabilities and should be referred to a Section 504 team, which will make a final determination concerning the student's eligibility for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504"). The Section 504 team may determine that the only services needed are in the student's Individualized Health Care Plan ("IHCP") and/or Emergency Care Plan ("ECP"); in that case, the IHCP and/or ECP will also serve as the student's Section 504 plan. The Section 504 team will also ensure that parents receive appropriate notice and are informed of their rights under Section 504, including their right to request an impartial hearing if they disagree with the provisions in the Section 504 plan.

Students with GSD and less severe food allergies should be referred to a Section 504 team if there is reason to believe that the student's GSD or food allergy substantially limits a major life activity. To determine whether a food allergy is severe enough to substantially limit a major life activity, the team should consider the impact on the student when the student has been exposed to the allergen and has not yet received treatment.

Major life activities include, but are not limited to:

- (i) Caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working; and
- (ii) The operation of a major bodily function, including functions of the immune system, special sense organs and skin; normal cell growth; and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

Individualized Health Care Plans and Emergency Care Plans

- f. If the district obtains medical documentation that a student has a life-threatening food allergy, GSD, or diabetes, the district shall develop an IHCP for the student. Each IHCP should contain information relevant to the student's participation in school activities.
- g. The IHCP shall be developed by a group of individuals, which shall include the parents, the adult student, if applicable, and appropriate school personnel. Such personnel may include, but are not limited to, the school nurse, school or food service administrator(s), classroom teacher(s) and the student, if appropriate. The school may also consult with the school's medical advisor, as needed.
- h. IHCPs are developed for students with special health needs or whose health needs require daily interventions. The IHCP describes how to meet the student's health and safety needs within the school environment and should address the student's needs across school settings. Information to be contained in an IHCP should include a description of the functional health issues (diagnoses); student objectives for promoting self-care and age-appropriate independence; and the responsibilities of parents, school nurses and other school personnel. The IHCP may also include strategies to minimize the allergic student's risk for exposure. For the student with life-threatening food allergies, GSD, or diabetes, the IHCP may include strategies designed to ameliorate risks associated with such disease and support the student's participation in the classroom. IHCPs for such students may include considerations such as:
 - a. classroom environment, including allergy-free considerations, or allowing the student with GSD or diabetes to have food/dietary supplements when needed;
 - b. cafeteria safety;
 - c. participation in school nutrition programs;
 - d. snacks, birthdays and other celebrations;
 - e. alternatives to food rewards or incentives;
 - f. hand-washing;
 - g. location of emergency medication;
 - h. who will provide emergency and routine care in school, including monitoring of continuous glucose monitor (CGM) alerts as may be appropriate, in school;
 - i. risk management during lunch and recess times;
 - j. special events;
 - k. field trips, fire drills and lockdowns;
 - l. extracurricular activities;
 - m. school transportation;
 - n. the provision of food or dietary supplements by the school nurse, or any school employee approved by the school nurse;
 - o. staff notification, including substitutes, and training; and
 - p. transitions to new classrooms, grades and/or buildings.
- i. The IHCP should be reviewed annually, or whenever there is a change in the student's ECP, changes in self-monitoring and self-care abilities of the student, or following an emergency event requiring the administration of medication or the implementation of other emergency protocols.
- j. For a student with a life-threatening food allergy, GSD, or diabetes, the IHCP shall not prohibit a parent or guardian, or a person designated by such parent or guardian, to provide food or dietary supplements to a student with a life-threatening food allergy, GSD, or diabetes on school grounds during the school day.
- k. In addition to the IHCP, the district shall also develop an ECP for each student identified as having a life-threatening food allergy. The ECP is part of the IHCP and describes the specific directions about

what to do in a medical emergency. For the student with a life-threatening food allergy, the ECP should include the following information:

- a. The student's name and other identifying information, such as date of birth, grade and photo;
 - b. The student's specific allergy;
 - c. The student's signs and symptoms of an allergic reaction;
 - d. The medication, if any, or other treatment to be administered in the event of exposure;
 - e. The location and storage of the medication;
 - f. Who will administer the medication (including self-administration options, as appropriate);
 - g. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
 - h. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
 - i. Emergency contact information for the parents/family and medical provider.
- l. In addition to the IHCP, the district shall also develop an ECP for each student identified as having GSD and/or diabetes. The ECP is part of the IHCP and describes the specific directions about what to do in a medical emergency. For the student with GSD or diabetes, the ECP should include the following information, as may be appropriate:
- a. The student's name and other identifying information, such as date of birth, grade and photo;
 - b. Information about the disease or disease specific information (e.g., type of GSD or diabetes);
 - c. Whether the student uses a CGM, and how the CGM will be monitored in school;
 - d. The student's signs and symptoms of an adverse reaction (such as hypoglycemia);
 - e. The medication, if any, or other treatment to be administered in the event of an adverse reaction or emergency (e.g., Glucagon or insulin);
 - f. The location and storage of the medication;
 - g. Who will administer the medication (including self-administration options, as appropriate);
 - h. Other emergency procedures, such as calling 911, contacting the school nurse, and/or calling the parents or physician;
 - i. Recommendations for what to do if the student continues to experience symptoms after the administration of medication; and
 - j. Emergency contact information for the parents/family and medical provider.
- m. In developing the ECP, the school nurse should obtain current medical documentation from the parents/family and the student's health care provider, including the student's emergency plan and proper medication orders. If needed, the school nurse or other appropriate school personnel, should obtain consent to consult directly with the student's health care providers to clarify medical needs, emergency medical protocols and medication orders.
- n. A student identified as having a life-threatening food allergy, GSD, or diabetes is entitled to an IHCP and an ECP, regardless of the student's status as a student with a disability, as that term is understood under Section 504, or the Individuals with Disabilities Education Act ("IDEA").
- o. The district shall ensure that the information contained in the IHCP and ECP is distributed to any school personnel responsible for implementing any provisions of the IHCP and/or ECP, and that any procedures in the IHCP and/or ECP comply with the district's policies and procedures regarding the administration of medications to students.
- p. When making eligibility determinations under Section 504 and/or the IDEA, schools must consider the student's needs on an individualized, case-by-case basis.

Training/Education

4. The district shall provide appropriate education and training for school personnel regarding the management of students with life-threatening food allergies, GSD and diabetes. Such training may include an overview of life-threatening food allergies, GSD and diabetes; prevention strategies; IHCPs and ECPs; monitoring of blood glucose alerts transmitted by the CGM of the student to a dedicated receiver, tablet/smartphone application, or other appropriate technology during the school day and during school-sponsored activities; and food safety and sanitation. Training shall also include, as appropriate for each school (and depending on the specific needs of the individual students at the school), training in the administration of medication with cartridge injectors (e.g., epi-pens), and/or the specific preventative strategies to minimize the risk of exposure to life-threatening allergens and prevent adverse reactions in students with GSD and diabetes (such as the provision of food or dietary supplements for students). School personnel will be also be educated on how to recognize symptoms of allergic reactions and/or symptoms of low blood sugar, as seen with GSD and diabetes, and what to do in the event of an emergency. Staff training and education will be coordinated by the District Nurse Coordinator. Any such training regarding the administration of medication shall be done in accordance with state law and Board policy.
5. Each school within the district shall also provide age-appropriate information to students about food allergies, GSD and diabetes, how to recognize symptoms of an allergic reaction and/or low blood sugar emergency and the importance of adhering to the school's policies regarding food and/or snacks.

Prevention

Each school within the district will develop appropriate practices to minimize the risk of exposure to life-threatening allergens, as well as the risks associated with GSD and diabetes. Practices that may be considered include, but are not limited to:

- b. Encouraging handwashing;
- c. Discouraging students from swapping food at lunch or other snack/meal times;
- d. Encouraging the use of non-food items as incentives, rewards or in connection with celebrations;
- e. Training staff in recognizing symptoms of anaphylaxis and hypoglycemia; and
- f. Planning for school emergencies, to include consideration of the need to access medication, food and/or dietary supplements.

NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION OF 1973 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT OF 1990

The District's full policy regarding Section 504 and the ADA is available at:

[5620 Section 504/ADA \(Students\)](#)

Section 504 of the Rehabilitation Act of 1973 ("Section 504") is a non-discrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability by recipients of federal funds. Title II of the Americans with Disabilities Act ("ADA" or "Title II") also prohibits discrimination on the basis of disability by state and local governments. To be protected under Section 504 and the ADA ("collectively, "Section 504/ADA") as an individual with a disability, an individual must (1) have a physical or mental impairment that substantially limits one or more major life activities; (2) have a record of such an impairment; or (3) be regarded as having such an impairment.

Under Section 504, the District has specific responsibilities to identify, evaluate and provide an educational placement for students with a disability. The District's obligation includes providing such eligible students a free

appropriate public education ("FAPE"). Section 504 defines FAPE as the provision of regular or special education and related services that are designed to meet the individual educational needs of a student with a disability as adequately as the needs of students without disabilities are met, and that are provided without cost (except for fees similarly imposed on nondisabled students/parents).

A student is eligible for regular or special education and related services under Section 504 if it is determined that the student has a mental or physical disability that substantially limits one or more major life activity such as (but not limited to): caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating or working. A major life activity may also include the operation of a major bodily function, such as an individual's immune, digestive, respiratory or circulatory systems.

A student can have a disability and be covered by Section 504/ADA even if the student does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students 18 years of age or older with information regarding their rights under Section 504. Under Section 504, you have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the District's education programs without discrimination based on his/her disability;
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on your child's disability;
4. To be notified of decisions and the basis for decisions regarding the identification, evaluation, and educational placement of your child under Section 504;
5. If you suspect your child may have a disability, to request an evaluation, at no expense to you and to have an eligibility determination under Section 504 (and if eligible, placement decisions made) by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;
6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education (FAPE). This includes the right to receive regular or special education and related services that are designed to meet the individual needs of your child as adequately as the needs of students without disabilities are met;
7. For your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extra-curricular and school-related activities;
8. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
9. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
10. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
11. To examine or obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. To request changes in the educational program of your child, to have your request and related information considered by the team, a decision made by the team, and if denied, an explanation for the team's decision/determination;
13. To request an impartial due process hearing if you disagree with the District's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this

- hearing are borne by District. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense;
14. To file a local grievance/complaint with the District's designated Section 504 Coordinator to resolve complaints of discrimination including, but not limited to, claims of discrimination directly related to the identification, evaluation or placement of your child; and
 15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504/ADA Coordinator for the District is:

Mr. John Karzar
Director of Special Services
127 Hartford Avenue
Wethersfield, CT 06109
TEL: 860-571-8141
Email: jkarzar@wethersfield.me

For additional assistance regarding your rights under Section 504 and Title II of the Americans with Disabilities Act, you may contact:

Office for Civil Rights, Washington DC Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202
(202) 453-6020

Connecticut State Department of Education
Complaint Resolution Procedure
Elementary and Secondary Education Act
34 Code of Federal Regulations (CFR) Part 299(10)(a)

I. Filing of Complaint

A. Violation of Law

A written complaint may be filed by an organization or individual with the Connecticut Commissioner of Education alleging that the state educational agency (SEA) or an agency or consortium of agencies is violating a federal statute or regulation that applies to the following applicable programs:

1. Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies).
2. Part B, Subpart 1 of Title I (Reading First).
3. Part B, Subpart 3 of Title I (Even Start Family Literacy Programs).
4. Part D of Title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out).
5. Part A of Title II (Teacher and Principal Training and Recruiting Fund).
6. Part D of Title II (Enhancing Education Through Technology).
7. Part A of Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act).
8. Part B, Subpart 4 of Title III (Emergency Immigrant Education Program).

9. Part A of Title IV (Safe and Drug-Free Schools and Communities).
10. Part A of Title V (Innovative Programs).

B. Review of an Appeal

A written complaint may be filed by an individual with the Connecticut Commissioner of Education appealing the decision of an agency or consortium of agencies based on prior written complaint presented by an individual to such agency or consortium of agencies.

C. Content of Complaint

The complaint shall be in writing, signed by the complainant and contain the following:

1. A statement that the SEA or an agency or consortium of agencies has violated a requirement of federal statutes or regulation regarding the applicable program, or in the case of an appeal, a statement of aggrievement with the decision rendered by the agency or consortium of agencies based on a prior written complaint.
2. A clear and concise description of the facts on which the statement is based and the specific alleged violation or aggrievement.
3. A description of prior efforts to resolve the complaint, including information demonstrating that the SEA, agency or consortium of agencies has taken action adverse to the complaint or has refused or failed to take action within a reasonable period of time.
4. Complainant's and respondent's name, address and telephone number.
5. Other materials or documents containing information which support or clarify the statement.

II. Review of Complaint

A. Analysis

Within three business days of the receipt of the complaint, the Commissioner shall assign a review official. Within five business days of the assignment, the review official shall determine whether the complaint has been properly filed in accordance with Section I. If necessary, the review official shall interview the complainant.

B. Dismissal of Complaint

The review official may dismiss the complaint in writing stating an explanation for such action. The grounds for dismissal shall include, but not limited to, the following:

1. Failure to file a proper complaint pursuant to Section I.
2. The allegations fail to state a bona fide violation of federal statute or regulations by the SEA or an agency or consortium of agencies.
3. The allegations fail to state a bona fide aggrievement with the decision rendered by an agency or consortium of agencies based on prior written complaint.

4. The allegations were not caused by the actions or failure to act by the SEA, agency or consortium of agencies.

III. Notification of Complaint and Investigation

If a complaint is not dismissed, the review official shall forward the complaint to the respondent immediately along with a copy of the Complaint Resolution Procedures.

IV. Response to Complaint

Within 10 business days of the receipt of the complaint from the review official, the respondent shall file with the Commissioner a written response to the complaint.

A. Content of Response

The response shall address each and every allegation of the complaint and shall list the respondent's name, address and telephone number.

B. Interview

The review official or the respondent may request an interview to discuss the response and to resolve the dispute informally.

V. Complaint Investigation

Upon completion of Section IV or the failure of the respondent to file a response, the review official shall conduct an investigation. All parties may be duly notified that an investigation has begun. At any time during the investigation, the review official shall attempt to resolve the dispute informally.

Within 60 calendar days of the receipt of the complaint, an investigation of the complaint shall be completed and a written report shall be mailed to both parties. Information shall be gathered in a timely manner, while minimizing any inconvenience or disruption to the complainant or respondent.

Concerning a review of an appeal of the decision of an agency or consortium of agencies, the review official may elect to disregard the procedures contained in this section using in lieu thereof the following abbreviated procedure.

1. Review all of the appropriate records and determine whether the decision of the agency or consortium of agencies shall be affirmed, reversed or modified.
2. Draft a letter of review of an appeal addressing, but not limited to, the issue in dispute, the facts found, the affirmation, reversal or modification of the lower decision and recommendation for improved practices, policies or procedures.

A. Data Collection

The complainant and respondent shall provide the review official with copies of all relevant records requested in writing. Telephone interviews of the complainant, respondent and others with knowledge of the allegations may be conducted.

Pursuant to 34 CFR 99-35(a) the review official, acting on behalf of the SEA, is authorized to have access to education records in connection with an evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements which relate to those programs.

B. Independent On-Site Investigation

The review official may conduct an on-site visit to investigate the complaint if the official deems it necessary.

Any on-site visit shall be coordinated with the respondent.

C. Complaint Investigation Report

The Complaint Investigation Report shall be completed by the review official and mailed to the parties within 60 calendar days of the receipt of the complaint by the SEA. The Commissioner may grant an extension for the completion of the report on written request of the review official or respondent if exceptional circumstances exist with respect to the particular complaint. Such extension shall be in writing and shall be mailed to the parties.

The report shall contain the following contents:

1. Summary of all investigation activities including, but not limited to, date of receipt of complaint, allegations, parties interviewed, documents received and dates of on-site visits.
2. Specific allegation of the complaint, the findings of fact, conclusions and final decisions rendered regarding each allegation, including citation to applicable federal statute or regulation.
3. Specific corrective action plan that resolves the complaint or ensures future compliance of the respondent regarding the violation of federal statute or regulation.
4. Recommendations for improved practices, policies or procedures shall be offered when no violation of federal statute or regulation is found.

D. Corrective Action Plan

If the Complaint Investigation Report finds that the respondent is violating federal statute or regulations, the respondent shall be requested to submit a corrective action plan within a specified period of time as determined by the review official.

Respondent may request technical assistance from the SEA in order to prepare a plan to achieve compliance.

VI. Review of Final Decision

The complainant may file a written request with the Secretary of the U.S. Department of Education to review the final decision of the SEA.

All local educational agencies shall disseminate information about the complaint procedures to teachers, staff, parents and appropriate private school officials or representatives.

A private school official shall have the right to complain that a local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

NOTIFICATION OF THE RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT ("PPRA")

The District's full policy regarding the PPRA is available at:

[5740 Student Privacy \(PPRA\)](#)

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, affords parents and eligible students (i.e. students over 18 or emancipated minors) certain rights with respect to the administration of student surveys, the collection and use of personal information, and the administration of certain physical exams. These rights include:

- the right of a parent to inspect, upon request, a survey created by a third party before the survey is administered or distributed by a school to a student;
- the right of a parent to inspect, upon request, any survey concerning one or more of the following confidential topics:
 1. political affiliations or beliefs of the student or the student's parent;
 2. mental or psychological problems of the student or the student's family;
 3. sex behavior or attitudes;
 4. illegal, anti-social, self-incriminating, or demeaning behavior;
 5. critical appraisals of other individuals with whom respondents have close family relationships;
 6. legally recognized privileged relationships, such as those with lawyers, doctors, physicians, or ministers;
 7. religious practices, affiliations, or beliefs of the student or the student's parent; or
 8. income, other than as required by law to determine eligibility for certain programs or for receiving financial assistance under such programs;
- the right of a parent to consent before a student is required to submit to a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the survey is funded in whole or in part by a program of the U.S. Department of Education;
- the right of a parent or eligible student to receive notice and opt out of a student's participation in a survey that concerns one or more of the confidential topics (see #2, above, a-h) if the student is not required to submit to such survey, whether the survey is funded in whole or in part by a program of the U.S. Department of Education or some other source;
- the right of a parent to inspect, upon request, any instructional material used as part of the educational curriculum. Instructional material means any instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet) but does not include academic tests or academic assessments;
- the right of a parent to inspect, upon request, any instrument used in the collection of personal information from students gathered for the purpose of marketing, selling or otherwise providing that information to others for that purpose. Personal information means individually identifiable information including, a student or parent's first and last name, a home or other physical address; a telephone number or a social security number;

- the right of a parent whose student(s) is scheduled to participate in the specific activities provided below to be directly notified of the specific or approximate dates of the following activities, as well as the right of a parent or eligible student to opt-out of participation in these activities:
 3. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose);
 4. the administration of any survey containing confidential topics (see #2, above, a-h) if the survey is either not funded as part of a program administered by the United States Department of Education or is funded by the United States Department of Education but the student is not required to submit to such survey; or
 5. any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school, scheduled by the school in advance, and unnecessary to protect the immediate health and safety of a student. Such examinations do not include a hearing, vision, or scoliosis screening or other examinations permitted or required by State law.

Parents and eligible students may not opt-out of activities relating to the collection, disclosure, and/or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing education products or services for, or to students or educational institutions, such as the following:

1. college or other post-secondary education recruitment, or military recruitment;
2. book clubs, magazines, and programs providing access to low-cost literary products;
3. curriculum and instructional materials used by elementary and secondary schools;
4. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students;
5. the sale by students of products or services to raise funds for school-related or education-related activities; and
6. student recognition programs.

To protect student privacy in compliance with the PPRA, the school district has adopted policies regarding these rights. Parents and/or eligible students who believe their rights have been violated under the PPRA may contact:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

NOTIFICATION REGARDING STUDENT ATTENDANCE

This notification is not the full policy. The District's full Attendance policy is available at:

[5100 Attendance, Truancy and Chronic Absenteeism](#)

Regular and punctual student attendance is essential to the educational process. Connecticut General Statutes Section 10-184 provides that “each parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public day school regularly

during the hours and terms the public school in the district wherein such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools.... [A] student who is eighteen years of age or older may withdraw from school. Such parent, person or student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such school district has provided such parent, person or student with information on the educational options available in the school system and community. The parent or person having control of a child seventeen years of age may withdraw such child from school and enroll such child in an adult education program pursuant to Connecticut General Statutes section 10-69. Such parent or person shall personally appear at the school district office and sign an adult education withdrawal and enrollment form. Such adult education withdrawal and enrollment form shall include an attestation (1) from a school counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community, and (2) from such parent or person that such child will be enrolled in an adult education program upon such child's withdrawal from school. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system."

In order to assist parents and other persons in meeting this responsibility, the Board of Education (the "Board") monitors unexcused student absences and makes reasonable efforts to notify parents or other persons by contacting them when a student fails to report to school. State law provides that any person who, in good faith, gives or fails to give such notice shall be immune from any liability, civil or criminal, which might otherwise be incurred or imposed and shall have the same immunity with respect to any judicial proceeding which results from such notice or failure to give such notice. The Board, therefore, must obtain a telephone number or other means of contacting parents or other persons during the school day.

Attendance/Excused Absences

Regular and punctual student attendance in school is essential to the educational process. Connecticut state law places responsibility for assuring that students attend school with the parent or other person having control of the child. To assist parents and other persons in meeting this responsibility, the administration has adopted and maintains procedures to implement the Board's policy.

Students and families are encouraged to consult the District's policy and regulations related to student attendance which address, among other things, attendance and truancy and incorporate the following terms:

"Absence" - any day during which a student is not considered "in attendance" at the student's assigned school and/or participating in an activity sponsored by the school (e.g., field trip) for at least half of the regular school day.

"Excused absence" - a student is considered excused from school if the school has received written documentation describing the reason for the absence within ten (10) school days of the student's return to school, or if the student has been excluded from school in accordance with Conn. Gen. Stat. § 10-210 (regarding communicable diseases), and the following criteria are met:

- a. Any absence before the student's tenth (10th) absence is considered excused when the student's parent/guardian approves such absence and submits appropriate written documentation in accordance with District regulations.
- b. For the student's tenth (10th) absence and all absences thereafter, a student's absences from school are, with appropriate documentation in accordance with this regulation, considered excused only for the following reasons:
 - i. student illness (verified by an appropriately licensed medical professional);
 - ii. religious holidays;
 - iii. mandated court appearances (documentation required);
 - iv. funeral or death in the family, or other emergency beyond the control of the student's family;
 - v. extraordinary educational opportunities pre-approved by the District administrators and in accordance with Connecticut State Department of Education guidance and District regulations; or
 - vi. lack of transportation that is normally provided by a District other than the one the student attends.
- c. A student, age five (5) to eighteen (18), inclusive, whose parent or legal guardian is an active duty member of the armed forces who has been called for duty, is on leave from or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten (10) days of excused absences in any school year, and, in the discretion of the administration, additional excused absences to visit such student's parent or legal guardian with respect to the parent's leave or deployment. In the case of such excused absences, the student and parent or legal guardian are responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by the student prior to the student's return to school.

"In attendance" - any day during which a student is present at the student's assigned school, and/or participating in an activity sponsored by the school (e.g., field trip) for at least half of the regular school day.

"Mental health wellness day" - a school day during which a student attends to such student's emotional and psychological well-being in lieu of attending school.

Any student enrolled in grades kindergarten to twelve, inclusive, shall be permitted to take two mental health wellness days during the school year, during which day such student shall not be required to attend school. No student shall take mental health wellness days during consecutive school days. Mental health wellness days shall be excused when permission by the student's parent/guardian is documented by the student's school, regardless of the number of absences a student has accrued in the school year. Mental health wellness days will not be included in reporting or referrals related to truancy. Mental health wellness day will count as an "absence" for determining chronic absenteeism.

"Truant" - any student five (5) to eighteen (18) years of age, inclusive, who has four (4) unexcused absences from school in any one month or ten (10) unexcused absences from school in any school year.

"Unexcused absence" - any absence from a regularly scheduled school day for at least one half of the school day, which is not excused or considered a disciplinary absence.

The determination of whether an absence is excused will be made by the building principal or designee. Parents or other persons having control of the child may appeal that decision to the Superintendent or designee, whose decision shall be final.

WELLNESS

This notification is not the full policy. The District's full Wellness policy is available at:

[5900 Wellness](#)

It is the policy of the Board of Education (the "Board") to promote the health and well-being of district students. In furtherance of this policy, the Board has created an Advisory Council on Wellness ("Advisory Council") to review available state or federal guidance on wellness issues and to assist in formulating recommendations for specific goals and guidelines aimed at promoting lifelong wellness practices among district students. This Advisory Council involves parents, students, representatives from the school food authority (i.e., any private company employed to provide food services), teachers of physical education, school health professionals, school administrators, the Board, and members of the public and may also involve Supplemental Nutrition Assistance Program ("SNAP") coordinators or educators. The Advisory Council will be involved in the development and implementation of the policy, the triennial assessment and periodic updating of the policy.

The Board, following consultation with the Advisory Council, has adopted goals and guidelines in order to promote student wellness. The goals and guidelines are available in the full Wellness policy, linked above.

Oversight of the Wellness Policy

The Board shall designate John Karzar, Director of Special Services to be responsible for the oversight of the district's wellness program. John Karzar, Director of Special Services will be responsible for ensuring that the goals and guidelines relating to nutrition education, physical activity, school-based wellness activities and nutritional value of school-provided food and beverages are met, that there is compliance with the wellness policy, and that all school policies and school-based activities are consistent with the wellness policy.

Triennial Assessment

At least every three years, the Board will measure and make available to the public an assessment on the implementation of the wellness policy. In this triennial assessment, the Board will indicate the extent to which district schools are in compliance with the wellness policy and how the Board's wellness policy compares with model school wellness policies. In addition, the triennial assessment will provide a description of the progress made in attaining the goals of the wellness policy.

Informing and Updating the Public

In accordance with federal law and applicable regulations, the Board will inform and update the public (including parents, students and others in the community) about the content and implementation of its wellness policy as well as the results of the Triennial Assessment.

NOTIFICATION CONCERNING ASBESTOS MANAGEMENT PLAN

The Board of Education (the "Board"), in compliance with federal law, has developed an asbestos management plan, concerning the presence or suspected presence of asbestos-type materials within district school buildings, and required inspections and preventive measures related thereto. In accordance with

federal law, members of the public, including parents, teachers and other employees, shall be permitted access to the asbestos management plan of the Board.

Upon request, the district shall permit members of the public, including parents, teachers and other employees, to inspect any asbestos management plan. The district shall grant access to such management plans within five working days after receiving a request from a member of the public.

APPENDIX B

NOTIFICATION OF DATA SHARING AGREEMENTS UNDER CONN. GEN. STAT § 10-234bb(g)

Pursuant to the requirements of Conn. Gen. Stat. § 10-234bb(g), the Board of Education (the "Board") maintains and updates an Internet website with information relating to all contracts into which it has entered for which a contractor may gain access to student records, student information, or student-generated content (collectively, "student data"). The address of the Internet website can be [found here](#). The Internet website includes copies of these contracts, and notices regarding each contract that include (1) the date the contract was executed, (2) a brief description of the contract and the purpose of the contract and (3) what student data may be collected as a result of the contract.

YOUR RIGHTS TO REQUEST INFORMATION CONCERNING TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

As a parent of a student enrolled in Wethersfield High School, under the Every Student Succeeds Act of 2015, you have a right to request the following information concerning the qualifications of teachers and paraprofessionals who work with your child:

- Whether your child's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether your child's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- Whether your child's teacher is teaching in the field of discipline of his or her certification; and
- Whether your child is provided services by paraprofessionals, and, if so, the paraprofessionals' qualifications.

If you wish to obtain this information, please contact
Siobhan O'Connor, Principal, 860-571-8200