TORRINGTON HIGH SCHOOL

STUDENT/PARENT HANDBOOK

2025-2026

Torrington High School
50 Major Besse Drive
Torrington, CT 06790
Phone (860) 489-2294
Fax (860) 489-2853

TABLE OF CONTENTS

FACULTY	1
BOARD POLICIES	2
CORE VALUES & BELIEFS	3
LETTER FROM ADMINISTRATION	4
Who's Who at Torrington High School	5
SCHOOL CALENDAR	6
BELL SCHEDULE	7
DELAY SCHEDULE/ EARLY DISMISSAL SCHEDULE	8
TORRINGTON HIGH SCHOOL STUDENT/PARENT/SCHOOL COMPACT	9
ACADEMICS	11-12
ATTENDANCE	13-14
APPEALS PROCESS	15
DRESS CODE	16
HONOR/CONDUCT CODE	17-19
DISCIPLINE TIER LEVELS /INFRACTION DEFINITIONS	20-24
EXTRA-CURRICULAR ACTIVITIES/SCHOOL ATHLETICS: RULES OF ELIGIBILITY	24-25
GUIDANCE AND COUNSELING	26
HEALTH SERVICES/STAYING HOME WHEN SICK	27-28
PROCEDURES	29-30
STUDENT SERVICES	31
NON-DISCRIMINATION/TPS BOARD POLICIES	32

THS Faculty and Staff

Samah Abuzied
Demi Ahmadi
Mehnaz Akhtar
Tara Allen-Cardona
Vjolca Amiti
Patrick Anderson
Angel Arias
Karen Asselin
Dalia Atencia
Stephen Barton
Julie Beckwith
Michael Benedict
Jeff Bergeron
James Bevilacqua
Michelle Boulette
Katty Brennan
Sara Brewer
Courtney Bronson
Cynthia Burgos
Lillian Busse
Jon Cahill
Sarah Camp
Megan Carlson
John Carr
Mary Casillas
Trish Cerruto
Caitlin Chabot
Sybil Chamberlin
Gregory Clark
Ashley Coloske
Patricia Conroy
Leo Corbie
Mary Costa
Rosalie Costa
Charles Coulouras
Tara Curry
Marcia Daluz Gomez
Cooper David
Patricia David
Karen Davino
Lisa Debany
Joyce Delmonte
Ryan Dickens
Ronald DiFabbio
Christel Doyle
Mariah Doyle
Ashlie Dranginis
Richard Dubois
Jessica Durand
Wendy Durham
Jo-Ellen Dzamko
Richard Elliott
Ashley Eseppi
Nina Ferrante
Amy Ferrare
Sammantha Galway
Eric Gamari
Melinda Gillette
Elizabeth Goyette
Katie Gregory
Matthew Grenfell
Catherine Haase
Elaine Hall
Ken Healy
Hannah Helm
Madeline Hiers
Julio Hilario
Jonathan Horton
Numi Hwang
Leonard Interrante
Stephanie Jarosz
Thomas Johnson
Nicholas Judson
Marla Kane
Tina Killian-Bassett
Ryan King
Samantha Kissko
Jameson Kuczenski
Carolyn Kulinski
Jon Kulinski
Megan Kupec
Cheryl Lapointe
Robert Lesser
Darien Lynch
Vicky Mancini
Armand Maniccia
Jennifer Maniccia
Andrew Marchand
Jennifer Martin
Maxwell Mason
Christine McCarthy
Margaret McGillicuddy
Jason McIntyre
Michael McKenna
Tara Minnerly
Juan Moreno
Sarah Morrison
Colleen Motuzick
Rubija Mujakic
Emily Murphy
Sara Natrillo
David Nichols
Kari Nizzardo
Angela Norige
Dawn O'Connor
Roy O'Neil, III
Claudia Ocascio
Marjorie Olaco
Vanlila Patel
Chris Pelligrino
Lauren Pickard
Sherry Poorbaugh
Karen Powers
Priya Rajagopal
Kristi Ramsey
Bethany Raymond
Fallon Repeta
Emily Reznick
Patrick Richardson
Katelyn Riggs
Jessie Robayo
Gaitan Rodriguez
Marion Roulin
Jamie Rowland
Jamie Roxas-Pelosi
Anthony Rubino
Roberto Santiago
Ashley Santopietro
Yesika Saverino
Angelo Scaviola
Deb Schapp
Michael Schieb
Brian Scott
Shiv Sharma
Jared Sheikh
Heather Siegel
Jennifer Simon
Samari Souss
Nicole Speranzo
Wayne Splettstoeszer
David Sprowson
Kathryn St. Jean
Mike St. Pierre
Alyssa Staton
Diana Stewart
Gillian Strahowski
Erin Sullivan
Connor Sullivan
Judson Theresa
Jo ann Thomen
Michelle Tichon
Greg Tocci
Michael Tyler
Annabell Valencia
Marnie Valetta
Danielle Valunas
Martina Vannelli
Odalis Vega
Samantha Verbickas
Benjamin Wallace
Marnie Wallace
Traci Wellman
Kyle White
Monifa Wilson
Erin Yeomans
Jadyn Young
Kimberly Young
Nancy Yurgeles
Michael Yurgeles

In order to contact a staff member by email, please use the following: First initial, last name, @torrington.org
ex: Joe Smith would be jsmith@torrington.org

All students will be required to submit a verification form that they have read the 2025-2026 THS Student/Parent Handbook, including but not limited to the following policies:

- Code of Conduct
- Sexual Harassment Policy
- TPS Cell Phone/Privately Owned Electronic Device Policy
- TPS Acceptable Educational Use of the Internet, Networks, and Internet Safety Policy
- TPS Attendance Policy
- TPS Bullying Policy
- TPS District Dress Code Policy
- Student/Parent/School Compact

Torrington High School Core Values & Beliefs

THS believes that a community of self-motivated individuals who exercise personal responsibility and respect, demonstrate intellectual curiosity and resiliency, and value hard work and integrity will create life-long learners and productive members of society. Students will uphold TRADITION, and bring HONOR and SUCCESS to themselves, the school, and the community.

"Quod Facis, Bene Fac"; What you do, do well.

Portrait of a Graduate Competencies

Conscientious Learner ● Works Diligently ● Accepts Feedback ● Expresses Curiosity
Responsible Risk-Taker ● Acts Thoughtfully ● Assumes Accountability ● Manifests Resilience
Confident Communicator ● Listens Actively ● Reasons Persuasively ● Respects differing opinions
Critical Thinker ● Thinks Flexibly ● Supports ideas with evidence ● Evaluates Reflectively
Creative Problem Solver ● Investigates Thoroughly ● Innovates Boldly ● Perseveres through challenges
Effective Collaborator ● Shows Empathy ● Encourages Teamwork ● Embraces Diversity
Courageous Leader ● Empowers Others ● Promotes a Community Mindset ● Inspires Trust

Accreditation Statement

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

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

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the administrative staff of the school or college. Individuals may also contact the Association.

COMMISSION ON PUBLIC HIGH SCHOOL
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
209 BURLINGTON RD
BEDFORD, MASSACHUSETTS 01730-1433
TELEPHONE: (781) 271-0022

TORRINGTON HIGH SCHOOL

50 Major Besse Drive
Torrington, CT 06790
t. 860-489-2294 ~ f. 860-489-2853

Brian Scott
Principal
EXT 2203

Andrew Marchand
Assistant Principal
EXT 2219

Kenny Pierresaint
Assistant Principal
EXT 2201

Amanda Torres
Assistant Principal
EXT 2238

Hello Raider Family,

On behalf of the entire Torrington High School staff, I am excited to welcome you to the 2025–2026 school year! We are thrilled to continue our journey together and to support each student's growth and success. For those who are new to our school community, we look forward to meeting you and working closely with you throughout the year.

This past January, we moved into our beautiful new Torrington High School campus, and we could not be happier to call it home. The upgraded facilities provide our students with an inspiring, state-of-the-art learning environment, and we are already seeing the positive impact it has on teaching and learning. We are also looking forward to welcoming Torrington Middle School and the Torrington Public Schools Central Office to the campus this fall, further uniting our school community.

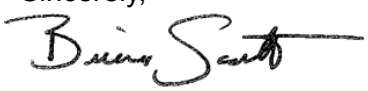
Your THS Administrative Team is committed to making Torrington High School a place where every student feels safe, valued, and supported. We will continue to provide rigorous, engaging, and relevant learning experiences that prepare students for success both in school and beyond.

Being punctual is an important life skill, and we want all students to make the most of every instructional minute. Please plan your schedule carefully to ensure you arrive on time each day and are prepared to engage fully from the first bell to the last.

We look forward to a fantastic school year together here on our new campus. Let's make 2025–2026 our best year yet!

Sincerely,

Sincerely,



Brian Scott
Principal
Torrington High School

2025–2026 WHO'S WHO

Administration

Principal: Brian Scott (Students A–GAR) (temporarily)	**Ext. 5104**
Assistant Principal: Andrew Marchand (Students GAU–Z)	**Ext. 5309**
Special Education Supervisor: Stephen Barton	**Ext. 5201**

Main Office

Administrative Assistant to the Principal: Julie Beckwith	**Ext. 5100**
Attendance Secretary: Christine McCarthy	**Ext. 5133**
Central Treasury Secretary: Tara Curry	**Ext. 5101**

School Resource Officer: Officer Jay McIntyre	**Ext. 5119**

Athletic Director: Michael McKenna	**Ext. 5139**

Health Services

Nurse: Jo Ellen Dzamko	**Ext. 5107**
Nurse: Colleen Motuzick	**Ext. 5149**

Guidance Department

Guidance Secretary: Debbi Schapp	**Ext. 5116**
Counselor (Grades 9–12 A–CO): Nicole Speranzo	**Ext. 5115**
Counselor (Grades 9–12 CR–JA): Megan Kupec	**Ext. 5114**
Counselor (Grades 9–12 JE–PA): Emily Reznick	**Ext. 5113**
Counselor (Grades 9–12 PE–SP): Kristi Ramsey	**Ext. 5112**
Counselor (Grades 9–12 ST–Z): Ryan Dickens	**Ext. 5111**

Student Services

Social Worker: Christel Doyle	**Ext. 5205**
Social Worker: Gaitan Rodriguez	**Ext. 5204**
School Psychologist: Caitlin Chabot	**Ext. 5203**

In order to contact a staff member by email, please use the following: First initial, last name, @torrington.org
ex: Joe Smith would be jsmith@torrington.org

Torrington Public Schools 2025-2026 School Year Calendar

Approved

NOTE: All schools will have an early dismissal for professional development the third Thursday per month

August

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21 & 22 - New Teacher Orientation
26 - All Staff Convocation
27 - Professional Development - All Staff
28 - Professional Development - Certified Staff & Grades K-8 Welcome Back Night
29 - Professional Development - All Staff

0 student days / 4 teacher days

September

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 - Labor Day-No School
2 - First Day of School
11 - Early Dismissal for All Schools & Grades 9-12
Welcome Back Night
18- Early Dismissal - PLC

21 student days / 21 teacher days

October

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

13 - Columbus Day/Indigenous Peoples' Day - No School
16 - Early Dismissal - PLC

22 student days / 22 teacher days

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4 - Election Day-Prof. Dev(Teach. Only)-No School
20,21,24- Early Dismissal - Parent Conferences
25 - Early Dismissal - PLC
26-28- Thanksgiving Recess- No School

16 student days/ 17 teacher days

December

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

18 - Early Dismissal - PLC
12/24 - 1/2- Winter Recess- No School

17 student days / 17 teacher days

January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1 - New Year's Day- No School
2 - Winter Recess- No School
15 - Early Dismissal - PLC
19 - Martin Luther King Day-No School

19 student days / 19 teacher days

February

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

16 - President's Day - No School
19 - Early Dismissal - PLC

19 student days/ 19 teacher days

March

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

23,24,25 - Early Dismissal - Parent Conferences
26 - Early Dismissal - PLC

22 student days / 22 teacher days

April

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 - Good Friday - No School
13-17 - April Recess-No School
23 - Early Dismissal - PLC

16 student days / 16 teacher days

May

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21 - Early Dismissal-PLC
25 - Memorial Day-No School

20 student days / 20 teacher days

June

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

11 - Last Day of School (Early Dismissal)
18 - Last Day of School (w/ 5 Cancellations)

9 student days / 9 teacher days

Torrington Public Schools

2025-2026

"Days Black Highlighted = No School"

Students: 181 days; Teachers: 186 days. If more than or less than 5 school cancellations occur, the last day of school will be adjusted accordingly.

This calendar is subject to change without notice.

Approved Board of Education 11.20.24.
Calendar updated on 8.1.25

Bell Schedule for THS

2025-2026					
A DAY			**A DAY**		
Regular Day			**Club/Acad (30min each) or Academic on Tues.**		
Period 1	7:20 AM	8:26 AM	Period 1	7:20 AM	8:11 AM
Period 2	8:31 AM	9:32 AM	Period 2	8:16 AM	9:07 AM
Period 3	9:37 AM	10:38 AM	Period 3	9:12 AM	10:03 AM
Period 4	10:43 AM	11:44 AM	***Adv./Club or Academic. on Tues***	10:08 AM	10:58 AM
Period 5/lunch	11:44 AM	1:14 PM	Period 4	11:03 AM	11:54 AM
Lunch 1	***11:44 AM***	***12:14 PM***	Period 5/Lunch	11:54 AM	1:24 PM
Lunch 2	***12:14 PM***	***12:44 PM***	***Lunch 1***	***11:54 AM***	***12:24 PM***
Lunch 3	***12:44 PM***	***1:14 PM***	***Lunch 2***	***12:24 PM***	***12:54 PM***
Period 6	1:19 PM	2:20 PM	***Lunch 3***	***12:54 PM***	***1:24 PM***
			Period 6	1:29 PM	2:20 PM
B DAY			**B DAY**		
Regular Day			**Club/Acad (30min each) or Academic on Tues.**		
Period 1	7:20 AM	8:26 AM	Period 1	7:20 AM	8:11 AM
Period 2	8:31 AM	9:32 AM	Period 2	8:16 AM	9:07 AM
Period 3	9:37 AM	10:38 AM	Period 3	9:12 AM	10:03 AM
Period 4	10:43 AM	11:44 AM	***Adv./Club or Academic. on Tues***	10:08 AM	10:58 AM
Period 7/lunch	11:44 AM	1:14 PM	Period 4	11:03 AM	11:54 AM
Lunch 1	***11:44 AM***	***12:14 PM***	Period 7/Lunch	11:54 AM	1:24 PM
Lunch 2	***12:14 PM***	***12:44 PM***	***Lunch 1***	***11:54 AM***	***12:24 PM***
Lunch 3	***12:44 PM***	***1:14 PM***	***Lunch 2***	***12:24 PM***	***12:54 PM***
Period 8	1:19 PM	2:20 PM	***Lunch 3***	***12:54 PM***	***1:24 PM***
			Period 8	1:29 PM	2:20 PM
C DAY			**C DAY**		
Regular Day			**Club/Acad (30min each) or Academic on Tues.**		
Period 1	7:20 AM	8:26 AM	Period 1	7:20 AM	8:11 AM
Period 2	8:31 AM	9:32 AM	Period 2	8:16 AM	9:07 AM
Period 5	9:37 AM	10:38 AM	Period 5	9:12 AM	10:03 AM
Period 6	10:43 AM	11:44 AM	***Adv./Club or Academic. on Tues***	10:08 AM	10:58 AM
Period 7/lunch	11:44 AM	1:14 PM	Period 6	11:03 AM	11:54 AM
Lunch 1	***11:44 AM***	***12:14 PM***	Period 7/lunch	11:54 AM	1:24 PM
Lunch 2	***12:14 PM***	***12:44 PM***	***Lunch 1***	***11:54 AM***	***12:24 PM***
Lunch 3	***12:44 PM***	***1:14 PM***	***Lunch 2***	***12:24 PM***	***12:54 PM***
Period 8	1:19 PM	2:20 PM	***Lunch 3***	***12:54 PM***	***1:24 PM***
			Period 8	1:29 PM	2:20 PM
D DAY			**D Day**		
Regular Day			**Club/Acad (30min each) or Academic on Tues.**		
Period 3	7:20 AM	8:26 AM	Period 3	7:20 AM	8:11 AM
Period 4	8:31 AM	9:32 AM	Period 4	8:16 AM	9:07 AM
Period 5	9:37 AM	10:38 AM	Period 5	9:12 AM	10:03 AM
Period 6	10:43 AM	11:44 AM	***Adv./Club or Academic. on Tues***	10:08 AM	10:58 AM
Period 7/lunch	11:44 AM	1:14 PM	Period 6	11:03 AM	11:54 AM
Lunch 1	***11:44 AM***	***12:14 PM***	Period 7/Lunch	11:54 AM	1:24 PM
Lunch 2	***12:14 PM***	***12:44 PM***	***Lunch 1***	***11:54 AM***	***12:24 PM***
Lunch 3	***12:44 PM***	***1:14 PM***	***Lunch 2***	***12:24 PM***	***12:54 PM***
Period 8	1:19 PM	2:20 PM	***Lunch 3***	***12:54 PM***	***1:24 PM***
			Period 8	1:29 PM	2:20 PM

2025-2026 Early Dismissal and Delay Calendar for THS

A DAY EARLY DISMISSAL			A DAY 2 HOUR DELAY			A DAY 3HOUR DELAY		
Period 1	7:20 AM	7:59 AM	Period 1	9:20 AM	9:58 AM	Period 1	10:20 AM	10:46 AM
Period 2	8:04 AM	8:43 AM	Period 2	10:03 AM	10:41 AM	Period 2	10:51 AM	11:17 AM
Period 3	8:48 AM	9:27 AM	Period 3	10:46 AM	11:24 AM	Period 3	11:22 AM	11:48 AM
Period 4	9:32 AM	10:11 AM	Period 4	11:29 AM	12:07 PM	Period 4	11:53 AM	12:19 PM
Period 5	10:16 AM	10:45 AM	Period 5/lunch	12:07 PM	1:37 PM	Period 5/lunch	12:19 PM	1:49 PM
Period 6 / Lunch	10:50 AM	12:20 PM	***Lunch 1***	***12:07 PM***	***12:37 PM***	***Lunch 1***	***12:19 PM***	***12:49 PM***
Lunch 1	***10:50 AM***	***11:20 AM***	***Lunch 2***	***12:37 PM***	***1:07 PM***	***Lunch 2***	***12:49 PM***	***1:19 PM***
Lunch 2	***11:20 AM***	***11:50 AM***	***Lunch 3***	***1:07 PM***	***1:37 PM***	***Lunch 3***	***1:19 PM***	***1:49 PM***
Lunch 3	***11:50 AM***	***12:20 PM***	Period 6	1:42 PM	2:20 PM	Period 6	1:54 PM	2:20 PM
B DAY EARLY DISMISSAL			**B DAY 2 HOUR DELAY**			**B DAY 3 HOUR DELAY**		
Period 1	7:20 AM	7:59 AM	Period 1	9:20 AM	9:58 AM	Period 1	10:20 AM	10:46 AM
Period 2	8:04 AM	8:43 AM	Period 2	10:03 AM	10:41 AM	Period 2	10:51 AM	11:17 AM
Period 3	8:48 AM	9:27 AM	Period 3	10:46 AM	11:24 AM	Period 3	11:22 AM	11:48 AM
Period 4	9:32 AM	10:11 AM	Period 4	11:29 AM	12:07 PM	Period 4	11:53 AM	12:19 PM
Period 7	10:16 AM	10:45 AM	Period 7/lunch	12:07 PM	1:37 PM	Period 7/lunch	12:19 PM	1:49 PM
Period 8 / lunch	10:50 AM	12:20 PM	***Lunch 1***	***12:07 PM***	***12:37 PM***	***Lunch 1***	***12:19 PM***	***12:49 PM***
Lunch 1	***10:50 AM***	***11:20 AM***	***Lunch 2***	***12:37 PM***	***1:07 PM***	***Lunch 2***	***12:49 PM***	***1:19 PM***
Lunch 2	***11:20 AM***	***11:50 AM***	***Lunch 3***	***1:07 PM***	***1:37 PM***	***Lunch 3***	***1:19 PM***	***1:49 PM***
Lunch 3	***11:50 AM***	***12:20 PM***	Period 8	1:42 PM	2:20 PM	Period 8	1:54 PM	2:20 PM
C DAY EARLY DISMISSAL			**C DAY 2 HOUR DELAY**			**C DAY 3 HOUR DELAY**		
Period 1	7:20 AM	7:59 AM	Period 1	9:20 AM	9:58 AM	Period 1	10:20 AM	10:46 AM
Period 2	8:04 AM	8:43 AM	Period 2	10:03 AM	10:41 AM	Period 2	10:51 AM	11:17 AM
Period 5	8:48 AM	9:27 AM	Period 5	10:46 AM	11:24 AM	Period 5	11:22 AM	11:48 AM
Period 6	9:32 AM	10:11 AM	Period 6	11:29 AM	12:07 PM	Period 6	11:53 AM	12:19 PM
Period 7	10:16 AM	10:45 AM	Period 7/lunch	12:07 PM	1:37 PM	Period 7/lunch	12:19 PM	1:49 PM
Period 8 / Lunch	10:50 AM	12:20 PM	***Lunch 1***	***12:07 PM***	***12:37 PM***	***Lunch 1***	***12:19 PM***	***12:49 PM***
Lunch 1	***10:50 AM***	***11:20 AM***	***Lunch 2***	***12:37 PM***	***1:07 PM***	***Lunch 2***	***12:49 PM***	***1:19 PM***
Lunch 2	***11:20 AM***	***11:50 AM***	***Lunch 3***	***1:07 PM***	***1:37 PM***	***Lunch 3***	***1:19 PM***	***1:49 PM***
Lunch 3	***11:50 AM***	***12:20 PM***	Period 8	1:42 PM	2:20 PM	Period 8	1:54 PM	2:20 PM
D DAY EARLY DISMISSAL			**D DAY 2 HOUR DELAY**			**D DAY 3 HOUR DELAY**		
Period 3	7:20 AM	7:59 AM	Period 3	9:20 AM	9:58 AM	Period 3	10:20 AM	10:46 AM
Period 4	8:04 AM	8:43 AM	Period 4	10:03 AM	10:41 AM	Period 4	10:51 AM	11:17 AM
Period 5	8:48 AM	9:27 AM	Period 5	10:46 AM	11:24 AM	Period 5	11:22 AM	11:48 AM
Period 6	9:32 AM	10:11 AM	Period 6	11:29 AM	12:07 PM	Period 6	11:53 AM	12:19 PM
Period 7	10:16 AM	10:45 AM	Period 7/lunch	12:07 PM	1:37 PM	Period 7/lunch	12:19 PM	1:49 PM
Period 8 / Lunch	10:50 AM	12:20 PM	***Lunch 1***	***12:07 PM***	***12:37 PM***	***Lunch 1***	***12:19 PM***	***12:49 PM***
Lunch 1	***10:50 AM***	***11:20 AM***	***Lunch 2***	***12:37 PM***	***1:07 PM***	***Lunch 2***	***12:49 PM***	***1:19 PM***
Lunch 2	***11:20 AM***	***11:50 AM***	***Lunch 3***	***1:07 PM***	***1:37 PM***	***Lunch 3***	***1:19 PM***	***1:49 PM***
Lunch 3	***11:50 AM***	***12:20 PM***	Period 8	1:42 PM	2:20 PM	Period 8	1:54 PM	2:20 PM

Torrington High School Student/Parent/School Compact

As members of the Torrington High School community, we provide all learners with equal opportunities to acquire the necessary academic and life skills to be productive members of a global society and to demonstrate the civic and social expectations of responsible citizens.

Student Agreement – It is important that I do my best to be successful. Therefore, I will do the following:

- Have high expectations for myself as a student
- Attend school daily because good attendance is necessary for my academic success
- Report to each class on time
- Come to school each day with computer, pens, pencils, notebook, and other necessary tools for learning
- Complete and return homework assignments on due date
- Set aside time each day for study/homework/reading
- Listen, follow directions, and complete all classroom assignments
- Make up missed assignments in a timely manner
- Accept responsibility for my own learning by seeking extra help from my teachers and utilizing the Academic Resource Center and the THS Extended Day Program
- Treat everyone with respect by refraining from inappropriate spoken language, body language, physical conduct, and vandalism
- Follow the Code of Conduct by demonstrating respect, responsibility, and safety

Parent/Guardian Agreement – I want my child to achieve. Therefore, I will be responsible for supporting my child's learning by doing the following:

- Ensure that my child is punctual and attends school daily, understanding that good attendance is necessary for academic success
- Plan family vacations in accordance with the school calendar
- Provide and update contact information for my child's health & safety
- Establish a daily homework time for my child and review the homework with my child
- Communicate with my child and teachers to know what my child is learning
- Review my child's progress on the PowerSchool Parent Portal and discuss any concerns with my child and the teacher
- Attend parent meetings and Parents Night or meet with teachers/counselor/administrator when needed
- Encourage my child to accept responsibility for his/her own learning/progress by having him/her seek extra help from the teacher and utilize the Academic Resource Center and the THS Extended Day Program
- Contact the teacher, counselor, social worker, and administration directly if I have any concerns or questions
- Support the school in its efforts to maintain proper discipline by having my child follow the Code of Conduct
- Encourage my child to participate in co-curricular activities, realizing that it will help his/her social growth, organizational skills, and sense of belonging to the THS school community
- Communicate and be a collaborative partner with the administration team at THS.

Teacher Agreement – It is important that all students achieve academic success. Therefore, I will do the following to support student achievement:

- Treat students with respect
- Provide a safe classroom environment conducive to learning
- Provide instruction that fosters high academic expectations and equity for all students
- Provide purposeful homework assignments
- Communicate with each student about his/her progress
- Provide students and parents/guardians with student progress reports frequently; to ensure all students and parents are informed of progress/matriculation
- Use various instructional strategies in the classroom to make learning accessible to all students, taking into account differences in learning styles and cultural identities
- Encourage students to be independent learners
- Provide time outside the classroom for all students who need extra help
- Update PowerSchool bi-weekly
- Provide timely feedback and review graded assessments with students so that each has an opportunity to know what he/she needs to do to be successful

As Administrators of Torrington High School, we support this student/parent/school compact. Therefore, I will do the following to support the academic achievement of all students:

- Provide a safe and culturally sensitive learning environment
- Maintain policies consistent with high academic and behavioral standards
- Provide an environment that encourages positive relationships among the teacher, parent, and student
- Ensure implementation of high-quality curriculum and instruction in a supportive and effective learning environment that enables students to achieve academic success
- Expect teachers to regularly provide assignments that will reinforce classroom instruction
- Expect teachers to use diverse methods of teaching so that all students can learn at a high level
- Communicate and work with families to support student learning
- Provide information and school reports without acronyms and with clarity for families
- Encourage parent/guardian participation in their child's education by providing academic reports and opportunities to participate in the improvement of teaching and learning at THS
- Encourage parent/guardian membership in the Torrington High School PTO

Academic Centers

The Academic Resource Center (ARC) supports students primarily in STEM and Humanities courses. Teachers monitor student progress and guide students towards academic success through goal setting and continual support. The ARC is open all periods during the school day to assist students in improving their general academic performance by promoting skill acquisition in the following areas:

- Organization and Executive Functioning Skills
- Study Skill Acquisition
- Task Initiation and Completion
- Assessment Preparation
- Remediation Support
- Reflection and Goal Setting Activities

Students can access the ARC as a universal support throughout the school day and it can also be built into a student's schedule, as needed. ARC was designed to match student needs with an appropriate level of support.

Academics

Graduation Requirements

Torrington High School graduates must successfully complete 25 units of credit including a Capstone credit. All students must also successfully complete the required Standardized Tests in keeping with Connecticut Education Law Title X of the General Statutes, Sec. 10-221a and Board of Education Policy #5095. For information on specific credit requirements, please refer to the Torrington High School Course of Study book found online or in the Guidance Office.

Grading Practices: THS Grading Practices

Class Rank/ Valedictorian and Salutatorian: Class rank, based on weighted averages, are available at the end of the junior year and the end of the first semester of the senior year. The students' ranked number one and two at the end of first semester senior year earn the title of valedictorian and salutatorian if they have been students of Torrington High School for a minimum of two and one-half years.

Course Selection Process: Information on adding/dropping a course, overriding a course recommendation, selecting courses, or credit recovery can be found in the Torrington High School Course of Study book found online or in the Guidance Office.

Progress Reports: Students and parents should utilize THS PowerSchool "parent portal" to monitor attendance and academic progress throughout the school year. Report cards are mailed home at the end of each quarter.

Score	Grade
98-100	A+
94-97	A
90-93	A-
88-89	B+
84-87	B
83-80	B-
78-79	C+
74-77	C
70-73	C-
65-69	D
0-64	F
Incomplete	INC/I
Withdraw Failure (0 grade)	WF
Passing	P
Additional Credit	AC
Additional Credit Identifies courses taken off campus. Credit is awarded on the transcript, but no grade is assigned and may not be used to supplant graduation requirements.	**Passing** To be used for PPT Requirement or with Administrative Approval.

Progression towards Graduation
In order to make adequate progress towards graduation students should earn at least:

6.0 credits to be considered grade 10
12.0 credits to be considered grade 11
18.0 credits to be considered grade 12

Earning Credits
One quarter year class= 0.25 credit
One half year class= 0.5 credit
One full year class= 1.0 credit

Textbooks: All textbooks are the property of Torrington High School. If a book is lost, destroyed, or defaced, another book will be issued after the student has paid for the lost or destroyed book. All books must be returned prior to the end of the school year. Lost books must be paid for (new books at full cost, one year or older at replacement price).

Student Debt: All student debts must be settled prior to the end of the school year. Students who owe textbooks, uniforms, or money to the cafeteria will receive notice of student debt. Unreturned items or unsettled debts will delay seniors from receiving their caps and gowns and possibly barring them from participation in the graduation ceremonies.

Study Hall: Study Hall is a class period where students are assigned to study, complete homework, catch-up on missing assignments, or study for tests or quizzes. **Attendance is mandatory like all classes.**

Syllabus Expectations: By the first day of class, all students and parents will receive class expectations which include grade calculations, homework requirements, and course outlines.

Weight Differentials: Course identification numbers are used to determine weight differentials for grade point averages. Grades in courses ending in 08 will be weighted and multiplied by a factor of 1.08 (Advanced Placement and College Courses). Grades in courses ending in 06 will be weighted and multiplied by a factor of 1.06 (Honors). Grades in courses ending in 04 will be weighted and multiplied by a factor of 1.04 (College Preparatory).

Withdrawal from School: Students, seventeen or older, **must** have written permission from their parents to withdraw from school until they have reached eighteen years of age. Students **must** return all school property **prior to withdrawal** or pay replacement costs. No transcripts are released until this happens. Connecticut Statute states that students who withdraw from school may be required to wait up to 90 days before re-enrolling.

Withdraw Failure

Students can drop/add classes within the first 10 school days of a semester or year long course without penalty. After the first 10 school days are over, a dropped class results in a W (Withdrawal) on the student's transcript. After the **1st quarter progress report**, **a dropped class results in a WF (Withdraw Failure)** which will be reported on the report card, transcript and will affect a student's class rank. Students can drop/add 2nd semester classes, within the 1st 5 school days of that semester. After the first five school days of 2nd semester are over, a dropped class results in a W (Withdrawal) on the transcript. After the 3rd quarter progress report, a dropped class results in a WF (Withdraw Failure) on the transcript. The Drop/Add form must be completed and returned to the student's counselor (copies go to administrator and department coordinator of subject being changed) for all withdrawals (resulting in a W or WF), added courses, and course level changes. Dropping or adding a core academic class, even if done prior to the drop/add deadline, requires a Course Change Request form and parental approval. A student will receive credit for a course only upon the successful completion of the full course. A student who falls below the minimal program, for whatever reason, must meet with a guidance counselor. Any senior seeking a schedule with less than the required minimum course load must first have approval from the High School Principal. (To be clear: A WF on a transcript counts as a "0" towards a student's GPA)

Incompletes

Students whose grades are incomplete will receive an "I" on their report cards. If work is not completed with ten (10) school days from the marking period close, the student will be computed without those assignments.

Online Learning Platform:

Torrington High School is committed to supporting students and providing varied educational opportunities to students. In an effort to help students have the opportunity to take challenging coursework or recover credit in classes, we do offer an Online Learning Platform during the school day. Our online learning platform meets in person and is subject to the following regulations.

- Students must be enrolled full time (a minimum of 5 in-person courses) in order to take online learning courses unless the Principal or Superintendent waives this requirement in writing.
- Unless otherwise accounted for, all students in an online course are subject to regular attendance limits for in-person attendance.

- **Excessive absences** will result in loss of credit at the high school level. “Excessive” is defined by 10 or more absences in a semester course and 19 or more absences in a full-year course.
- Courses must be 100% completed before credit is awarded, including final exams.
  - Seniors can, at the discretion of the teacher, be exempt from the exam if they have completed all units and maintain a 90% average or above.
- Courses must be completed in the marking period assigned.
  - Courses not completed in the marking period will not yield credit and will be recorded as a failing grade.
- Students may not take more than 2 credits in each of the core areas (English, Math, Social Studies, and Science) online for credits towards graduation in credit recovery. Students may not use online courses to recover more than 5 of the 25 credits (20%) required for graduation online (must have 20 credits earned through traditional courses offered at the school).
  - The credit limits stated above may be modified for an individual student with the consent of the Principal and the approval of the Superintendent.
- Students will only be able to take one course per period in OLP.

All courses that are taken online in which the student earns a grade of 65% or above and 100% completion will appear on the student’s high school transcript and may count towards credit requirements, provided that the course meets state standards and is certified by an eligible online course provider.

Torrington High School
Attendance Regulations and Expectations

Attendance: Attending school and reporting to class timely is a student expectation at Torrington High School. Students who have an excessive number of absences risk losing credits in their courses. Excessive absences will result in loss of credit at the high school level. “Excessive” is defined by 10 or more absences in a semester course and 19 or more absences in a full year course. Students who have met these thresholds will have the opportunity to appeal the decision to remove credit, however, the school administration reserves the ultimate right to grant the appeal. Students who do not report to school or class timely may be assigned consequences by school personnel. The entire district attendance policy follows.

Absences:

- An absence from school is when a student is not present for at least half of the regular school day.
  - Students are not allowed to participate in school day extracurricular activities if they have not been present in school on the day of the event.
- **Class Absence** is defined as a student not attending a class but being present at school for the day.
- **Skipping Class** is defined as a student not attending an assigned class and not having permission to be absent from a class but being present at school.
  - A student who is late for more than half (30 min on regular schedule)the class without a pass or permission will be considered absent.
- **Chronic Absenteeism** is defined as absences, both excused and unexcused, above 10% of the scheduled amount of school days.
- **Excessive absences** will result in loss of credit at the high school level. “Excessive” is defined by 10 or more absences in a semester course and 19 or more absences in a full year course.
- **Five unexcused tardies** (from the same class) will constitute an unexcused absence.

- For the student's nineteenth (19th) absence in a year long class and ninth (9th) in a semester class, and all absences thereafter, documentation of the absence must be submitted and must also include the reason for the absence and the following additional information:
    - **student illness:**
        - a signed note from a medical professional, who may be the school nurse, who has evaluated the student confirming the absence and giving an expected return date; or
        - a signed note from the school nurse who has spoken with the student's medical professional and confirmed the absence, including the date and location of the consultation.
        - Any absence that is not documented in accordance with Policy 5006 within ten (10) school days after the incidence of absence will be recorded as unexcused. If documentation is provided within ten (10) school days, but is incomplete, the building principal may, at his/her own discretion, grant up to a five (5) school day extension for provision
    - religious holidays: none.
    - mandated court appearances:
        - a police summons;
        - a subpoena;
        - a notice to appear;
        - a signed note from a court official; or
        - any other official, written documentation of the legal requirement to appear in court.
    - funeral or death in the family or other emergency beyond the control of the student's family: a written document explaining the nature of the emergency.
    - extraordinary educational opportunity pre-approved by the district administrators and in accordance with Connecticut State Department of Education guidance and this policy: written preapproval from the administration, in accordance with this regulation.
    - lack of transportation that is normally provided by a district other than the one the student attends: none.

Attendance Appeals Process

Attendance Appeals Process: A student who has accumulated more absences than allowed by the policy, but who feels that the situation warrants special consideration, may request an appeal to restore credit.

- If extenuating circumstances exist, parents and students have the right to a waiver of the denial of credit.
- For an attendance appeal to be considered, the following criteria must be met:
    - The appeal form must be received by the Torrington High School main office within five school days of the posting of quarterly report cards.
    - Parents/Guardians may email completed forms to the student's Assistant principal.
    - Students or parents/guardians may hand-deliver completed forms to the Main office attendance secretary, Ms. McCarthy within five school days of the posting of quarterly report cards.
    - The appeal form must be completed via ParentSquare or turned in to Ms. McCarthy, and adhere to the criteria for reversing an unexcused absence.

- The Appeals Board which will review the waiver will consist of the principal, an assistant principal and at least two teachers to hear all requests. Other pupil personnel faculty may be invited by the Appeals Board to participate when appropriate. All parties directly involved may attend the informal hearing. The Appeals Board will meet as soon as possible after individual students have exceeded their absences and filed a completed waiver.
    - The Appeals Board will consider:

    - Presentation by parent/legal guardian
    - Documentation from medical personnel
    - The student's attendance record
    - The student's request to earn back lost credit
    - Other information deemed appropriate by the administration

- Students should bring a parent or adult advocate to the meeting; however, the meeting will convene if the student is alone. The student or parent/guardian must be present for the meeting.
- A student may be allowed an attendance appeal hearing on a yearly basis. However, a successful waiver for promotion or restoration of credit may only be granted twice in grades 9-12.
- The decisions of the Appeals Board are final. Waivers granted or denied must become a part of a student's permanent cumulative file and recorded into the computer database.

Dress Code

The dress code policy aims to maintain a safe and stable learning environment while allowing students to respectfully express their individuality. To ensure an environment conducive to the educational process, the Board of Education (the "Board") has prohibited students from wearing the following during the school day:

a. Crop tops, shirts, blouses and tank tops that reveal the chest, stomach, abdomen, back, or shoulders.

b. Shirts and dresses that do not have fabric in the front, in the back, and on the sides (under the arms).

c. Clothing that is transparent, see-through, made of mesh, or excessively torn.

d. Clothing that reveals the upper thigh or undergarments. Shorts and skirts must allow the student to safely walk, sit, bend, and ascend or descend stairs without exposing the upper thigh or undergarments.

e. Clothing or accessories containing vulgar or obscene language, or other offensive content that is likely to disrupt the educational environment.

f. Clothing or accessories depicting or encouraging violence or that is likely to provoke others to react violently, such that it is likely to disrupt the educational environment.

g. Clothing or accessories depicting, encouraging the use of, or containing references to drugs, alcohol, or tobacco.

h. Tights, unless they are covered by another garment. Yoga pants shall be permitted.

i. Pajamas and other sleepwear.

j. Pants that are sagging below the waist.

k. Accessories that pose a safety risk to students or staff.

l. Footwear that mars the floors or poses a safety hazard, including flip-flops, sports sandals, and slippers. Closed toe Crocs are allowed. Sneakers must be worn for physical education classes.

m. Hats, hoods, bandanas, and any head covering that conceals the identity of an individual student. However, approved head coverings worn for religious or medical purposes shall be permitted. Nothing in this policy shall be construed to prohibit protective hairstyles, which includes but is not limited to wigs, headwraps, and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros, and afro puffs.

The responsibility for the dress and grooming of a student rests primarily with the student and the student's parents or guardians.

School staff shall enforce the dress code consistently and in a manner that does not discriminate based on race, gender, disability, or any legally protected class.

Disciplinary Consequences for Dress Code Violations

Students who fail to comply with Board policy and regulations concerning student dress will be subject to school discipline up to and including expulsion in accordance with the Board's policy on student discipline.

First Offense: The administrator or designee issues a warning and provides the student the opportunity to change attire. If unable to change, the student will be provided with a district-issued garment.

Second Offense: The administrator or designee contacts the parent or guardian to discuss the incident. The student is given the opportunity to change attire. If unable to change, the student will be provided with a district-issued garment.

Third Offense: The administrator or designee contacts the parent or guardian to bring the student a change of clothing. The student will receive one day of in-school suspension. An accumulation of disciplinary infractions, including those related to dress code and defiance, will require a mandatory meeting with a parent or guardian and will lead to discipline up to and including possible expulsion if chronic non-compliance is evident.

**Each infraction noted above shall be documented with a phone call, email, or text notification to the parent or guardian.
Legal Reference: Connecticut General Statutes § 46a-51 (definition of protective hairstyles)

Policy 6040: Dress Code 6040– Adopted October 3, 1979; Revised January 21, 2009; Revised November 18, 2009; Revised February 23, 2011. Policy Number Changed to 5040 on September 22, 2021 with BOE Approval. Revised and Approved on April 30, 2025.

Honor/Conduct Code

Philosophy

At Torrington High School, we believe that strong academics are positively linked with appropriate learning behaviors while students are in school. The faculty also believes that school – home partnerships are critical for ensuring strong learning. Our philosophy is one that includes building community among students and all members of the school district and the development of strong interpersonal problem-solving skills, which a student will carry through life.

General Expectations for Behavior

Honesty, integrity, responsibility, and mutual respect are the keys to true learning. Torrington Public Schools promote school communities of trust and honorable conduct. This climate is central to the very nature of our schools and represents the highest possible expression of shared values among members of the school community. Indicators of honor include:

Expectations are based upon:

Respect:

Demonstrate the value of people, places, & things.

Responsibility:

Take control of your words and actions.

Safety:

Make healthy and informed choices.

Infractions:

AGGRESSION: Aggression/Risk of Injury—any behavior aimed at causing harm or pain, psychological harm, or personal injury or physical distraction. An important aspect of aggressive behavior is the intention underlying the actor's behavior. Aggression can be direct or indirect, active, or passive, and physical or verbal which may lead to a risk of injury. A risk of injury is an unexpected or undesirable event, especially one resulting in damage or harm to an individual.

ASSAULT OR HAZING: Physical assault, striking without provocation or retaliation or requiring physical actions as part of an initiation to a club, team and/or group.

BULLYING (Board of Education Policy #5010: "Bullying" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

CAFETERIA MISBEHAVIOR: Behavior that interferes with a civilized eating experience. Examples include but are not limited to: shouting, running, horseplay, failure to clean up after oneself, and throwing food.

CELL PHONE/PERSONAL TECHNOLOGICAL DEVICES: PER BOE policy 5041, privately owned technological devices may not be used during instructional time, except as specifically permitted by instructional staff. Use of any such device for an improper purpose is prohibited. Failure to comply with policy will result in the following disciplinary action:

1) First Offense: The administrator or designee takes the cell phone and holds it until the end of the school day.
2) Second Offense: The administrator or designee takes the cell phone and contacts the parent/guardian to discuss the incident and to schedule the retrieval of the phone.
3) Third Offense: The student will receive a 1 day In-School Suspension (ISS) and the phone will be retrieved by the parent/guardian.
4) An accumulation of disciplinary infractions, including those related to cell phone misuse and defiance, may lead to suspension or possible expulsion if chronic non-compliance is evident.

CHEATING / PLAGIARISM: Quoting or paraphrasing work without proper citation. Submitting work as your own that was copied from or taken from another student or source.

CLASS CUT: Unauthorized absence from class.

DEFIANCE OF AUTHORITY: Not following a reasonable request from an adult.

DISRUPTION OF THE EDUCATIONAL PROCESS: Behaving in a way that interrupts the learning environment for self and/or others.

DRUG/ALCOHOL (Board of Education Policy #5050):

Over-the-counter medication distribution/possession: Non-prescription medicines are not allowed in school except as noted in the medication policy.

Possession, consumption of or being under the influence of Controlled Substances, Prescription Drugs, and Alcohol on school grounds or at a school-sponsored event: A student shall not be in possession or under the influence of drugs or alcohol at any time during school, on school transportation or at any school-sponsored activity.

Possession of smoking or other tobacco use: Students may not possess or use tobacco products of any kind in school or at school-sponsored activities.

Sale, distribution, or intent to distribute Controlled Substances, either prescription or non-prescription drugs or alcohol: A student shall not sell, offer to sell, or distribute.

FIGHTING: Mutual combat or physical interaction involving 2 or more participants.

FORGERY/IDENTITY THEFT: Signing someone else's name to a document and/or pretending to be someone else.

GAMBLING/GAMING: Gambling or playing games of chance for money or anything of value.

HARASSMENT: Offensive physical, verbal or visual comments or actions which are racial, ethnic, sexual, or religious in nature. The exposure of intimate parts of the body will not be tolerated at any time during the school day or during school sponsored activities.

HATE CRIME: Intimidation based on prejudice or bias when such person cruelly, and with specific intent to intimidate or harass another person because of the actual or perceived race, religion, ethnicity, disability, sexual orientation or gender identity or expression of such other person, does any of the following: causes physical contact with such other person; damages, destroys or defaces any real or personal property of such other person; threatens, by word or act, to cause physical harm to an individual or group.

INAPPROPRIATE BEHAVIOR: Language or behavior which is offensive, humiliating and/or hurtful, including comments that are verbal or written and offensive in nature regarding race, religion, ethnic background, sexual orientation, disability, or personal appearance.

LEAVING SCHOOL BUILDING/GROUNDS: Students should not be outside the school building/off school grounds or attempt to re-enter after unauthorized exit without permission.

LOITERING/ROAMING: Presence outside of assigned area without permission and /or without a pass.

REPORTING OR CONSPIRACY TO REPORT A FALSE ALARM OR BOMB THREAT: Calling in, leaving a written message, or pulling a fire alarm.

TARDY TO CLASS/SCHOOL: Entering building or class after start time.

THEFT:

Possession of Stolen Goods: Possession of items without permission of owner.
Robbery: Taking property from another by force, threat, and/or aggression.

THREATENING: The stated or implied threat of bodily harm in verbal or written form or by gesture.

TRANSPORTATION:

Bus infraction: Referral by bus driver or Bus Company for inappropriate behavior on the bus.

TRUANCY: See Board of Education Policy #5006

MISUSE OF ELECTRONIC DEVICES, including but not limited to cell phones: See Board of Education Policy #5041.2

VANDALISM TO SCHOOL PROPERTY: Damage or defacement of school property.

VIOLATION OF ACCEPTABLE USE POLICY: Any violation to the Internet Acceptable Use policy found under Internet Use in this handbook.

WEAPONS/FIREWORKS: No student shall use or possess a weapon or fireworks on school property or at any school function.

Consequences

PROCESS:

In each instance of an office referral, an administrator or designee will determine the appropriate consequence. The administrator will reference the district created chart below for guidance regarding disciplinary actions. For students in our schools, the classroom is a smaller version of home and family. The classroom teacher is the primary person who structures routines and classroom management, which affects discipline. Students who violate the rights of others or who violate district or school rules shall be subject to disciplinary measures. The classroom teacher is the best person to handle school discipline, and in most cases the discipline is managed well at the classroom level. However, there are times when student behavior warrants administrative involvement. Office referrals for discipline are a last resort. Level 1 behaviors are defined as those that can be resolved by teacher intervention. Level 2 infractions are disruptive/offensive behaviors that are persistent and significantly impact classroom instruction and student learning. Level 3 infractions are those that pose a serious safety concern and Level 4 infractions are those that cause most serious safety concerns. The chart below provides samples of consequences and violations it is not representative of all actions.

Tier 1 Teacher / Classroom Intervention	**Tier 1** Rules Violation
Teacher documents recurring violations and following attempts to remedy at the classroom level and completes the referral form and submits to the appropriate administrator. May Include: ● Behavior Contract ● Conference with student ● Conflict resolution ● Loss of privilege ● Parent / Teacher conference ● Parent Contact ● Reflection ● Teacher Detention	Acceptable Use Violation (minor) Unwanted Physical Contact (minor) Tardy to class
Tier 2 Administrative Intervention	**Tier 2** Disruption Offensive Behavior
May include Tier 1 consequences plus: ● Behavior Intervention Plan ● Confiscation of prohibited item(s) ● Functional Behavioral Assessment ● ISS ● Loss of Privilege ● Lunch / Afterschool Detention ● Referral to SST Team	Class skip / Leaving School Grounds Failure to attend teacher detention Physical Aggression Chronic Behavior from Tier 1
Tier 3 Administrative / possible SRO Intervention	**Tier 3** Serious Safety Concerns
May include Tier 1, 2 and or consequences plus may result in: ● Police referral ● Out of School Suspension ● Expulsion	Acceptable Use Violation (major) Bullying / Threats / Harassment Disruption of Education Process Drug Paraphernalia / Tobacco / Vaping False Fire Alarm Fighting / Assault / Physical Aggression Leaving School Grounds Theft Vandalism Chronic from Tier 2
Tier 4 Mandatory Expulsion Hearings	**Tier 4** Most Serious Safety Concerns
The process and criteria for expelling students from public schools is governed by state law. (CT Gen Stat § 10-233d. (2023)	Assault Drugs / Alcohol Hate Crimes Threats / Weapons Other: 10 separate OSS events

RESTORATIVE PRACTICES:
The Torrington Board of Education (the "Board") is committed 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. Restorative practices shall not include the involvement of a school resource officer or other law enforcement official unless such challenging behavior or other conflict escalates to violence and/or constitutes a crime. In addition, the Torrington Public Schools (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. Refer to BOE policy 5011**.**

REFLECTION ROOM:
The reflection room is utilized when students have engaged in problem behavior. Support staff will direct students to move through the restorative process to repair relationships. The students will reflect on their behaviors and take accountability for their actions, to help avoid engaging in the same problem again.
The student will make a plan on how to better respond in the future. Staff will also help the students implement the restorative plan and next steps, so that students can return to the classroom as quickly as possible.

Detention
Detentions are of three types, **teacher detention, office (afterschool) detention, and lunch detention.**

Teachers may require students to meet with them before or after school to discuss classroom behavior and/or academic performance. * Generally, one day's notice of a detention assignment will be given. Teachers will notify parents when their student is assigned a detention.

If a student fails to report for detention, the teacher will attempt to contact his/her parents/guardians and then, based upon that outcome, will either reschedule the detention or refer the student to the appropriate assistant principal. If a student is referred to the assistant principal for missing a teacher detention, he/she will be assigned an office detention. ***Teachers can hold after school detention on any school day Monday through Friday.**

Lunch Detention
At THS, our goal is to keep as many students as possible in school and in a positive learning environment. Lunch detention will be utilized to address low-level disruptive behaviors and/or first-time offenses.

While serving a lunch detention, students will not be allowed to access the cafeteria and will be served a lunch that meets the USDA school nutrition standards. In addition, use of all electronics is not allowed during the detention period.

Determining In-School or Out-of-School Suspension
In accordance with Section 10-233c of the Connecticut General Statutes, the conduct of a pupil that leads to suspension by the school administration is due to the following:

- Violation of a publicized policy; or
- Disruption of the educational process; or
- Endangerment to persons or property.

When the conduct of the pupil occurs on school grounds or at a school-sponsored activity, then one or more of the above elements must be established for disciplinary action.
If the conduct occurs off school grounds, then both of the following elements are necessary to lead to disciplinary action*:*

- Violation of a publicized policy; and
- Disruption of the educational process.

Similarly, if the conduct of the pupil occurs while the pupil is awaiting or receiving transportation to and from school, the following elements are required:

- Violation of publicized policy; or

- Endangerment to persons or property or
- Disruption of the educational process

Suspensions shall be in-school suspensions unless the school administrator determines that the pupil being suspended poses such a danger to persons or property or such a disruption of the educational process that the suspensions should be out-of-school.

The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (Section 504) each contain a set of procedural protections to be applied when children with disabilities are subject to school disciplinary activity.

Principal Meeting

In cases of repeated disruptive or unacceptable behavior, the appropriate Administrator has the option of referring the offending student to a disciplinary meeting. During the meeting, the principal will meet with the student, parent/guardian, and appropriate school personnel to review the academic and disciplinary record of the student involved. As a result of the hearing, the principal will take appropriate disciplinary measures to possibly include disciplinary probation, in-school suspension, out-of-school suspension and/or referral to outside agencies (counseling, probation, police, etc.). It is understood that the Disciplinary Hearing process will be used in appropriate cases in an effort to avoid referral to the Superintendent of Schools for consideration for expulsion from school.

Procedures Governing Expulsion

School administrators **may consider recommendation** for expulsion of a student in a case where he/she has cause to believe the student has engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, is seriously disruptive of the educational process or is in violation of a publicized Board policy.

School administrators must recommend expulsion proceedings in all cases against any student whom the administration reasonably believes:

- Was in possession on school grounds or at a school-sponsored activity of a deadly weapon, dangerous instrument, martial arts weapon, or firearm as defined in 18 USC 921 as amended from time to time; or
- Off school grounds, possessed and used a firearm as defined in 18 USC 921, IN VIOLATION OF Conn. Gen. Stat. 29-35, or possessed and used a firearm as defined in 18 USC 921, deadly weapon, a dangerous instrument or a martial arts weapon in the commission of a crime; or
- Was engaged on or off school grounds in offering for sale or distribution a controlled substance (as defined in Conn. Gen. Stat. 21a2409), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. 21a-227 and 21a-278.
- A "firearm" as defined in 18USC 921 means any weapon that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; any explosive, incendiary, or poison gas, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or a similar device.
- "Deadly weapon" means any weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, gravity knife, bill, blackjack, bludgeon, or metal knuckles.
- "Dangerous instrument" means any instrument, article, or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious injury, and includes a vehicle' as that term is defined in this section and includes a dog that has been commanded to attack (except police dogs on duty).
- A "martial arts weapon" includes, but is not limited to, a nunchaku, kama, kasari-fundo, octagon sai, tonfa, or Chinese star.

- In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board of Education. The principal or designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation. If the Superintendent, or his/her designee, determines that a student should or must be expelled, he or she shall forward his/her recommendation to the Board of Education so that the Board of Education can consider and act upon this recommendation. Notice of any suspension or expulsion and the conduct for which the pupil was suspended or expelled must be included in the student's cumulative educational record. Notice of suspension is to be expunged upon high school graduation. Conn. Gen. Stat. 10-233c(e).

PROCEDURAL DUE PROCESS:

Due process will be provided according to the following procedures:

1. Detention assigned by an Administrator may not be appealed.
2. In cases where suspension is imposed, a student shall be entitled to:

- A formal meeting for discussion of charges and evidence with the principal.
- An opportunity to deny charges, rebut evidence
- A right to appeal to the principal. All appeals must be in writing, must specifically address the error/misinterpretation of the rules upon which the appeal is based, and must be submitted to the Office. A meeting with the principal will then be scheduled. The decision of the principal is final.

3. In the cases of expulsion by the Torrington Board of Education, students and their parents shall be provided a formal hearing prior to expulsion which guarantees the following:
   - The right to testify and produce friendly or affirmative witnesses
   - The right to demand that witnesses appear in person to answer questions

The Board may, however, refuse to allow a witness to testify if it is determined that the witness has been intimidated and therefore will provide inaccurate testimony. In this case, a deposition of the testimony will be issued to the student.

Extra-Curricular Activities

Philosophy

The bulk of educational research demonstrates that participation in extra-curricular activities provides many benefits to our students. Participation in extra-curricular activities provides students an opportunity to create a positive and voluntary connection to their school, which can lead to an increase in academic achievement, a reduction in disciplinary issues while at school, and an increase in graduation rates. In addition, students learn lessons in leadership, teamwork, organization, analytical thinking, problem solving, and time management through working with others on various projects and activities.

There are many clubs and activities available at THS that will allow students to explore interests outside of academics, and students are encouraged to take advantage of these offerings.

School Athletics:

Participation in the athletic program provides students with the opportunity to learn the lifelong values found in cooperation and competition. These activities require a high level of mental and physical concentration. Individual and team effort are enhanced by a program that is set in a favorable environment based on quality leadership, coaching, scheduling, and equipment.

The athletic program of Torrington High School seeks to:

- Promote school morale and spirit
- Teach sportsmanship, self-reliance, leadership, and teamwork
- Develop a high degree of athletic proficiency and skill
- Develop courage, discipline, strength, endurance, vitality, and health

Students participating in interscholastic athletics must meet all criteria of Torrington High School in the THS Athletic Code of Conduct / Agreement and those of the Connecticut Interscholastic Athletic Conference. Failure to meet these requirements will result in consequences up to and including removal from the team. School disciplinary actions will be further taken, as necessary.

School Athletics: Rules of Eligibility

Torrington High School adheres to the Rules of Eligibility as established by Connecticut Interscholastic Athletic Conference (CIAC). Visit www.casciac.org for further details.

FALL SPORTS	WINTER SPORTS	SPRING SPORTS
Football	Basketball (Boys & Girls)	Baseball
Soccer (Boys & Girls)	Indoor Track (Boys & Girls	Softball
Cross Country (Boys & Girls)	Swimming/Diving (Boys)	Track (Boys & Girls)
Volleyball (Girls)	Cheerleading	Tennis (Boys & Girls)
Swimming/Diving (Girls)	Dance	Golf
Cheerleading	Unified	Unified
Unified		

DANCES: In order for a student to attend a dance, including but not limited to Prom, Semi-Formal, or Homecoming at THS, the student must be in good academic standing, must not be chronically absent, or have any OSS days in the academic quarter in which the dance is held.

Senior Activities: In order for a student to participate in senior activities (.ie. senior breakfast, prom, senior outing, etc.) a student must have obtained 18 or more credits by the conclusion of Semester 1 and not be chronically absent.

Advisory. Advisory is a vehicle for creating a more personalized learning environment where all students are well known by at least one adult. Moreover, this period provides a structure and a set of practices for monitoring and supporting students' academic progress and college and career readiness throughout their high school career.

Academic/Club is a scheduled period which allows students the opportunity to participate and/or attend to the following:

- Students or teachers may schedule time with teachers, get assistance with class work, and make up tests.
- Students may schedule time with counselors or administrators during this time.
- Clubs and class activities will run based upon staff availability and student academic needs.

Students must obtain a pass from the club advisor **prior to a club meeting**. If students do not have a pass, they will not be dismissed from the period. Once students are dismissed to attend their club meeting/academic, they are expected to remain for the entire time.

After School Activities Some student clubs and activities meet after school. Students can also schedule extra help time with their teachers after school. Students are expected to arrange transportation prior to any after school activity.

Student Council An extracurricular activity for students within our school. It provides opportunities for students to demonstrate their talents, leadership skills, and interests while continuing to develop new skills. It is also about giving students more ownership of the programs they attend. A student council representative is assigned to each class. That person passes on requests, ideas, and complaints from students in that class to the student council. The elected Class Officers are automatically members of the student council. Their roles may be assigned or voted on, either within the student council or by the entire student body. Our student council is overseen by a sponsor, which is typically a teacher(s).

Guidance and School Counseling

COUNSELORS AND SPECIALISTS

The primary goal of counselors and specialists is to assist students in gaining an understanding of themselves so that they may make informed decisions regarding their present and future directions. This office is composed of guidance counselors, social workers, a school psychologist, and office support personnel.

An appointment is required to see your counselor. If you would like to see your counselor, please email the counselor and make an appointment. Link to school counseling website for more information.

FUNCTIONS AND SERVICES

All students at Torrington High School and their parents/guardians are encouraged to utilize the services offered within the Guidance Department. Students may make an appointment to see their counselor via the guidance secretarial staff. Study halls and Activity period may be used for these individual sessions. Parents are encouraged to call for an appointment.

Services provided:

Academic	Career and College	Personal/Social
Counseling	Counseling	Personal Counseling
Course Selection	College Admissions Process	Crisis Response
Student Success Plans	College Application Process	Suicide Prevention
Individual Planning	College Entrance Exams	Problem Solving
Transcript Evaluation	ASVAB	Goal Setting
Curriculum Development	Career and Vocational Counseling	Behavior Plans
Partnership, Technology, or Magnet School program Advisory	Career Interest Survey	Advocacy
Tutoring match	College and Career Center	Agency Referrals

Modes of service:

- Individual student meetings (planned or responsive) Group Meetings/Sessions
- Needs-Based Curriculum Development Comprehensive Classroom Lessons Informational Sessions
- Collaboration within and outside school

Student Success Plans (SSP) is a process for student success, designed to increase the persistence, success, and graduation rates of all students. Through a holistic approach your advisor, guidance counselor, web-based support systems, and intervention techniques, students are identified, supported, and monitored. Data is collected and analyzed to help students make decisions for post-secondary options.

PowerSchool Is a web-based student information system designed and implemented for all the schools in our district. It enables school staff to input student information in a timely fashion, while creating a collaborative environment for parents, teachers, and students to work together. Parents and students can access their accounts to track their grades and attendance, school announcements, assignments, schedules, class registration, and teacher comments. For more information or assistance on creating an account on PowerSchool please contact Debbi Schapp at 860-489-2294 ext. 2205 or check Website: **http://powerschool.torrington.org**

Confidentiality is an important part of all professional relationships. It is essential to know, however, that by law or by sound ethical practices, there are situations whereby a counselor is required to disclose information that affects student safety or the safety of others. To avoid any misunderstanding between the student and counselor, it is best for the student to clarify any issue that is expected to be held in confidence.

Health Services

TPS Health and Safety Policy 2010

It is the purpose of the Torrington High School health department to support a student's academic potential through good physical and mental health habits.

Emergency Contact Information

We urge parents to notify the school, through the nurse, of any information regarding health, illnesses, injuries, or medical conditions as well as changes to contact information. This information will be handled discreetly but ensures that we are aware of and understand the special needs of our students.

Health Concerns

By medically assessing each student who comes into the health office, i.e., examining the student's temperature, blood pressure, eyes, ears, lungs, or abdomen if necessary, along with a health interview, the school nurse can determine, utilizing nursing judgement and standing orders from the district's medical advisor, whether a student should remain in or be dismissed from school or if emergency care is needed. **Students must be assessed by a school nurse then a parent or authorized emergency contact is always contacted by the nurse before dismissal.**

Extended Absence from School

In the event of significant illness or injury, a physician's note is required for an extended absence of more than five (5) days. Following surgery, traumatic injury or a contagious illness, a physician's note is required to return to school this letter should identify school accommodations recommended by the physician.. We urge parents to notify the school nurse of any significant illness or injury prior to the student's return to school. This will allow the nurse to arrange all necessary accommodation for the student.

Health Assessments

Physical exams will be required for all 9th grade or new transfer students. Please refer to Board Policy 5100 for information on the specific assessments and immunization requirements that need to be met in order to attend.

Food Allergies

The Torrington School District recognizes that life threatening food allergies are an important condition affecting many school children and positively welcomes all pupils with food allergies. In order to minimize the incidence of life-threatening allergic reactions, the Torrington School District maintains a procedure for addressing life threatening allergic reactions and maintains an Emergency Action Plan for any student whose parent/guardian and physicians have informed the school in writing that the student has a potentially life-threatening allergy. A parent or guardian of a student with food allergies is responsible for providing all food for his/her own child. Snacks will be kept in a separate snack box or chest provided by the parent or guardian.

Medications

Please refer to Board Policy 2010 for specific rules in relation to medications. Medication forms are in the Nurses' office or online at www.torrington.org.

Staying Home When Sick

As always, children who do not feel well should stay home and rest. Nothing has changed in our expectation that students who are sick remain at home until feeling better.

Those children with severe coughs and/or a fever will be sent home from school. Any child waking up with a severe cough and/or fever should be kept at home. As always, a student must be fever free for 24 hours prior to returning to school. Torrington is working to maintain our schools' healthy learning environment and we are counting on our parents and guardians to keep all illnesses including COVID, flu, and the stomach bug out of our classrooms.

Procedures

Eighteen-Year-Old Students

Rules, regulations, and policies in effect at THS apply uniformly to all students. This shall apply without exception for all students regardless of student age.

Emergency Plans

THS has established procedural guidelines in the event of an emergency. Crisis Response Drills and Fire Drills are scheduled throughout the school year. There is no communication to or from the school during a drill or event.

Film

Films deemed pertinent to the enhancement of a particular skill or lesson plan by individual teachers with no rating or with a rating other than G/PG/PG13, require written parental notification. If a parent or guardian disapproves of a student's participation in the classroom viewing of a film rated other than G/PG/PG13, an alternate learning experience will be assigned.

BACKPACKS

The school Administrator or his designee has the right to inspect any backpack without student/parent permission.
The school is not responsible for lost or stolen items. Never leave money or valuables in your backpack.

Lockers

Lockers are available upon request. Please see a Secretary in the front office for more information.

After School hours: After School hours, no students are allowed within the school building without supervision from a staff member.

Lunch - All students will be provided with breakfast and lunch at no cost.

Delivery:

Students may not receive food from food delivery services during the school day.

Procedures:

- Deliveries will be taken and not returned to the student until the end of the school day.
- Student names will be submitted to the appropriate Assistant Principal.
- Administrators will be called to intervene if students are non-compliant when security staff or office personnel attempt to administer these procedures.
- This includes services such as Grubhub, Uber Eats, DoorDash, or similar and individual restaurant delivery (pizza, Chinese food, etc.).

Passes

Any student in the hallway at any time other than passing time must have a pass, which has the student's first and last name, destination, date, time, and is signed by a staff member.

School Searches

All administrators may search or authorize the search of lockers and other school property available for use by students if reasonably related in scope (see board policy #5191).

Upperclassmen Privilege - Senior Early Arrival and Dismissal Program

A senior whose study hall occurs during periods one, two, three, seven, or eight of the school day may be allowed, given fulfillment of criteria and requirements, to arrive late or leave campus early. When the senior student exercises this privilege, she/he will be responsible for her/his own safety and behavior. The interpretation of the rules will be at the discretion of the school administration. Parent permission is required.

It is further expected that students and parents will monitor academic progress to ensure that the student remains in good academic standing and on track for timely graduation. Students who are not in good academic standing, as indicated by possessing a failing grade in a course required for graduation, or have engaged in conduct or behavior detrimental to the student's academic well-being, as defined by the school administration, will not be eligible for the senior early dismissal privilege.

Procedures, expectations, and rules

1. Students must apply for the Early Dismissal privilege and demonstrate that they are in academic good standing.
2. The Early Dismissal privilege requires written parental permission. This written permission must be submitted to the main office. Failure to receive parental permission and/or submit the parental permission form to the office will be considered a class 'skip' or 'cut' from the study hall.
3. Due to safety reasons, students must sign out in the main office and exit the building and school grounds promptly. It is expected that students will comply with the requirement; failure to do so will result in the revocation of the early dismissal privilege.
4. Seniors who choose to leave the campus early may not return or enter the building until the end of the school day. This includes student-athletes who may have practice that commences immediately with the final bell.
5. If parking on campus, students must complete the THS Parking Form.

Working Papers

According to State law, "Children under fifteen years of age may be employed in agriculture, domestic service, and certain other specified occupations. No such child may be employed in any store or factory, theater, bowling alley, barbershop, or similar institution. At age fifteen, students may obtain employment at any mercantile establishment, as bagger, cashier, or stock clerk. However, this employment may only be during school vacation five or more consecutive days when school is not in session or on Saturdays. Everyone between fifteen and eighteen years of age must obtain a working certificate for either part-time or full-time employment. Certificates are issued in the main office. Minors applying for working papers must present their birth certificates and a "promise of employment" form from the employer. To obtain a working paper please contact the Main Office. For more information or questions please contact the Connecticut Department of Labor **[Wage & Workplace Standards Division (860) 263-6791) or Visit their website: ct.gov].**

Student Services

Referral Procedures for Students Possibly Needing Special Education Services

All students who may need special education services must go through the Response-To-Intervention MTSS process. This process ensures that each student has a variety of modifications or accommodations. The MTSS team monitors these interventions for several months to determine if a special education referral is needed. If you have any questions about the process, you may contact your child's guidance counselor (860-489-2291).

Programs for Students with Special Education Needs

The Special Education department provides services for students with a broad spectrum of skills. Programming is based upon students' needs and their post-secondary career plans, with parents playing a critical role in the planning process.

Procedural Safeguards in Special Education

The parent of a child who requires or may require special education and related services is guaranteed procedural safeguards in accordance with the federal law entitled "Individuals with Disabilities Education Act" (formerly titled "Education of the Handicapped Act") and with the state laws and regulations concerning children requiring special education.

Non-Discrimination

Compliance with Non-Discrimination Laws: The Torrington Board of Education 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 or any other basis prohibited by state or federal law ("Protected Class"), subject to the conditions and limitations established by law.

Prohibition of Discrimination, Harassment and Retaliation: All forms 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, are prohibited in the Torrington Public Schools. The Board's prohibition of discrimination and harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. The Board prohibits reprisal or retaliation against any individual who reports incidents in good faith that may be considered discrimination and/or harassment, or against any individual who participates in the investigation of such reports. Discrimination and/or harassment against any individual on the basis of that individual's association with someone in a Protected Class may also be considered a form of Protected Class discrimination and/or harassment and is therefore also prohibited.

Reporting: Students, parents/guardians and/or third parties who wish to report concerns about discriminatory conduct, including, but not limited to harassment based on race, color, or national origin, are asked to promptly report the concerns about discrimination, harassment and/or retaliation to the district. To report discrimination, harassment or retaliation, please follow the link to complete the Discrimination Complaint Form. Reports should be sent to the Director of Human Resources located at 355 Migeon Ave., Torrington, CT. Reporting forms are also available in the main office of each school and program operated by the District, and reporting forms may be submitted in writing with any district administrator. District employees are required to report incidents of alleged student-to-student and staff-to-student discrimination, harassment or retaliation that may be based on a Protected Class that District employees witness or of which they have received reports or information, whether such incidents are verbal or physical or may be considered discrimination, harassment or retaliation in other forms. **Access to Policies: Click here to access Board of Education Policy # 5021**

Torrington Public Schools Board Policies

Available on the Torrington Public Schools Website www.torrington.org

Policy LINK