Dear Students and Parents:

I would like to take the opportunity to welcome you to Thompson Middle School. Our expectation is that the years you spend here will be both rewarding and successful. Our entire faculty and staff will work diligently to provide you with the best possible educational experience and to prepare you for the challenges of high school and beyond.

Our expectations of TMS students are that you work hard and complete all academic requirements to the best of your ability, that you understand and comply with all requirements of behavior and attendance, and, that you develop the character and citizenship that will effectively guide you in the future.

We encourage you to participate in the variety of extra-curricular activities and athletics that are available to you throughout the school year. Take advantage of these opportunities that contribute to a well-rounded education, promote school spirit, and provide you with the opportunity to develop lasting friendships.

This handbook for students and parent/guardians is provided to clearly communicate expectations and understand of our school policies and procedures. Once you have completed the reading and review of this handbook, please complete the Parent/Guardian Acknowledgements form. This signed form must be returned to your homeroom teacher no later than September 6th.

Our TMS website is available for additional information at www.tms.thompsonk12.org. There will also be weekly emails and a quarterly newsletter regarding events and happenings at TMS.

On behalf of the faculty and staff at Thompson Middle School, we wish you an enjoyable and successful school year.

Sincerely,

Steven C. Knowlton, Principal
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PREFACE

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may, therefore, be superseded by such Board policy, administrative regulation or negotiated agreement. Any information contained in this handbook is subject to unilateral revision or elimination from time-to-time without notice. Consult the district’s website or the individual school’s website for any significant changes. This booklet is written for our students and their parents. It contains required and useful information. Because it cannot be as personal a communication as we would like, we address students not directly as “you” but rather as “the student,” “students,” or “children.” Likewise, the term “the student’s parent” may refer to the parent, legal guardian, or another person who has agreed to assume responsibility for the student. Both students and parents need to be familiar with the District’s Student Code of Conduct and school safety and security plans which are intended to promote school safety and an atmosphere conducive for learning. The Student Handbook is designed to be in harmony with Board policy. Please be aware that the handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect portions of this Handbook will be made available to students and parents through newsletters, web pages, and other communications.

EQUAL OPPORTUNITY and NON-DISCRIMINATION

Each student is encouraged to develop and achieve individual educational goals. The district will provide every student with equal educational opportunities regardless of race, color, creed, gender, sexual orientation, gender identity or expression, national origin, religion, age, economic status, marital status, or disability. No student will be excluded on such basis from participating in or having access to any course offerings, student athletics, counseling services, employment assistance, extracurricular activities or other school resources. Programs and activities shall be accessible and usable by individuals with disabilities as prescribed by law. Danielle Pederson is the designated district compliance officer, who will coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973.
TMS FACULTY AND STAFF DIRECTORY

ADMINISTRATION
Steven C. Knowlton, Principal          Mr. Larry Prentiss, Assistant Principal

ADMINISTRATION OFFICE STAFF
Mrs. Laurie Bernier, Administrative Assistant      Mrs. Tina Rekowski, Administrative Assistant

SCHOOL COUNSELORS
Ms. Juliet Popovich, School Counselor       Mrs. Caitlyn Adler, School Counselor

Director of Special Education, Mr. Chris Jones

Art
Mr. Gerry Knall

Music
Mr. Justin Leclerc

Physical Education
Mr. Timothy Cooper

Health
Mr. Andrew Burns

Tech Ed
Mr. Dan Ten-Eyck

Board Certified Behavior Analyst (BCBA)
Ms. Mary Thompson

Nurse
Mrs. Ann Hougasian

Reading Specialist
Ms. Polly Dean

School Psychologist
Ms. Kathleen Collins

TBD

Special Education
Ms. Meagan Kuszewski, Life Skills
Ms. Hannah Preble
Ms. Sarah Bellavance

Speech Language Specialist
Library/Media Specialist
Ms. Keri Procko

One to One Nurse
Kate Poplasky

Grade 5 Team
Ms. Ginny Moylan
Ms. Jessica Dion
Ms. Kathy Claprood
Ms. Micci Roy

Grade 6 Team
Ms. Margaret Domina
Ms. Erica Groh
Ms. Louise Morrison
Ms. Judy Perkins

Grade 7 Team
Ms. Becky Caya
Mr. Matthew Kabara
Ms. Lauryn Langlois
Ms. Donna Shaw

Grade 8 Team
Mr. Neil Bernier
Mrs. Patty Chenail
Mrs. Laura Stefanski
Mrs. Lucy Trudeau

Paraprofessionals
Ms. Tracy Blanchard
Ms. Kathy Cloutier
Ms. Cindy Consiglio
Ms. Becky Coty
Ms. Joyce Kopaz
Mission and Vision Statements

Mission Statement:
The Thompson Public Schools will be the highest performing public school system in Northeast Connecticut.

Vision Statement:
To that end, the Thompson Board of Education is committed to ensuring that every student is prepared for success in life in the 21st century.

We accomplish this by...
- Providing dedicated leadership
- Encouraging community involvement and support
- Hiring and retaining an engaged, enthusiastic, focused and professional staff
- Providing state of the art instruction
- Maintaining a safe and caring environment that fosters lifelong learning
- Embracing our differences
- Striving to help every student reach his or her potential

Strategic Goals

The strategic goals of an organization are responsive to and reflective of the institutional values, culture, and expectations of its stakeholders. In this instance, the community school system serves Thompson. These goals should not only inspire stakeholders but result in a sense of joint ownership of achieving said goals. Certainly, school leadership, teachers, and staff must strive for success, but so must students, parents, community members and elected leaders. Only by working together can a community achieve a community's goals.

Student Achievement: Ensure Academic excellence, challenging standards and high expectations, while maximizing the potential for all learners. Nurture a safe, creative learning environment in which respect for all promotes positive attitudes and shared pride on our schools and community.

School Climate: Nurture a safe, creative learning environment in which respect for all promotes positive attitudes and shared pride in our schools and community.

Partnerships: Ensure that there will be a shared responsibility between family, community, and schools for a commitment to quality education and to enhance learning opportunities.

Resources/Support: Provide equal access to quality materials, instruction, and facilities to enhance educational opportunities for sharing ideas and resources.

Personal Growth: Prepare students to become productive, responsible citizens and encourage them to make positive contributions to the community.

Communications: Provide important information and updates to the community in a way that improves understanding of programs and projects and increases awareness of strengths and areas of improvement.
Board of Education Policy

Board of Education policies are available on the district’s website at www.thompsonk12.org. The policies are subject to modifications by the Board at any time.

Automated Phone Messaging System

The Thompson Public School System uses an automated phone messaging system which gives school administrators the ability to easily contact parents/guardians immediately of news that needs to be communicated. Administrators have the ability to send personally prerecorded messages to the entire school community, or they can tailor transmissions to smaller groups when needed. The system allows the district to program up to three numbers for each parent/guardian of a District student. (home phone, work phone, cell).

Cancellation/Delayed Opening/Early Dismissal

In the event school is closed because of bad weather or another emergency, announcements will be made on television and radio stations. Emergency closings will also be posted on the district’s website. www.thompsonk12.org

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<td>WFSB Ch 3</td>
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<td>WBZ TV</td>
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Channels of Communication

If there is a question about a student’s classes or work in school, it is best to first contact the person who is closest to the situation. In most cases, this is the teacher. The proper channeling of complaints regarding instructions, discipline or learning materials, is (1) teacher, (2) principal, (3) superintendent, (4) board of education.

Visitors

Parents and other visitors are welcome to visit (district) schools. All visitors must first report to the main office. Visits to individual classrooms during instructional time shall be permitted only with an administrator’s approval, and such visits shall not be permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

All doors that open to the outside of any school must remain locked in order to preserve the safety and security of students and staff. Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such personal from entering the building or from loitering on the grounds. Such persons will be prosecuted to the full extent of the law.

All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior or uncivil discourse will not be permitted. Visits cannot interfere with educational program of the school nor interrupt teaching activities.
PART II: Disciplinary Code

Attendance Policy

Connecticut state law requires parents to make sure that their children between the ages of 5 to 18 attend school regularly. *Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These rules are designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to a legitimate absence.

Absence means an excused absence or an unexcused absence.

A student is considered to be “in attendance” if present at his/her assigned school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. A student serving an out of school suspension or an expulsion will always be considered absent.

The parent or person having control of a child shall have the option of waiting to send the child to school until the child is six or seven years of age, upon signing an option form at the school district offices.

A Child whose total number of absences at any time during a school year is equal to or greater than 10% of the total number of days that the student has been enrolled at the school during the school year in considered a ‘chronically absent child.’ The child will be subject to review by the district and/or the school.

All children attending district schools must obtain the required immunizations unless they have medical contraindications or religious objections. This obligation may be waived for homeless students.

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

Excused Absence

A student’s absence from school shall be considered “excused” only if written documentation of the reason for such absence has been submitted within ten (10) school days of the student’s return to school and meets the following criteria:

A. For absences, one through nine, a student’s absences from school are considered “excused” when the student’s parent/guardian approves such absence and submits appropriate documentation to school officials, including a signed written note or email from the parent’s email address.

B. Students receive an excused absence for the tenth absences and all absences thereafter, when they are absent from school for the following reasons:
   1. Student illness, verified by a licensed medical professional, regardless of the length of the absence.
   2. Student’s observance of a religious holiday.
   3. Death in the student’s family or another emergency beyond the control of the student’s family.
   4. Court appearance which is mandated. (Documentation required)
   5. The lack of transportation that is normally provided by the district other than the one the student attends.
   6. Extraordinary educational opportunities pre-approved by district administration and in accordance with Connecticut State Department of Education guidelines.
   7. Additional 10 days for children of military service members.

The responsibility for the makeup work lies with the student, not the teacher. Unless a student has an extended illness, all makeup privileges must be completed within 2 days for each day missed during the absence.
Unexcused Absence

Unexcused absences are those which do not fall under any of the excused absences. Students who have unexcused absences may be denied makeup privileges.

Absences which are the result of school or district disciplinary action are excluded from either of these definitions.

Although the school will maintain records and keep parents informed within the limit of its capability, parents and students are expected to keep accurate attendance records and compare them to report cards when they are issued. Parents are also encouraged to contact the teachers, school counselors, and administrators to get help in verifying attendance and attendance records at any time during the year.

Students taking part in after-school activities (athletic, music, dance, etc.) must be in attendance a minimum of four (4) hours. Exceptions to this policy may be made by the administration only with advance notice.

Students may not participate in after school activities if they are suspended. Exceptions must be approved by the administration.

Parental Verification of Absence, Tardiness, and Early Dismissal

Every attempt should be made to confine necessary appointments to after school, weekends and vacation periods.

If it is not possible to telephone the school on or before the day of absence, the parent is requested to send a written excuse to the school on the date of the student’s return. The student should submit the excuse directly to the office.

In the event that your child is absent, tardy, or being dismissed early, please contact the school at (860)923-9380. The office staff will be available for calls at 7:00 A.M. If you call at an earlier time, the phone number above has voice mail. Please note that in the event of an absence, a phone call with no written follow-up will automatically be coded as an unexcused absence per state law.

In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student’s parent or guardian. Children of single parent families will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records unless prior arrangements have been made with the school. When possible, we ask that notice of dismissals be given to the office prior to the start of school. Please consider the instruction your child will not receive before requesting an early dismissal.

If a student arrives late to school, he/she must sign-in at the main office. If a student is dismissed early he/she must also sign-out in the main office. If the student returns to school, the student must sign-in to verify the time of his/her return. Failure to meet these expectations will cause any class absences to be considered unexcused and makeup privileges may be forfeited.

Parents notes must include the following information:

- The student’s full name
- The date(s) of the absences(s), tardiness, or dismissal,
- The specific reason for the absence, tardiness or dismissal,
- The signature of a parent,
- A daytime phone number where a parent can be reached to verify the note.
“Blanket” notes covering unspecified dates of absences, tardies, etc., are not acceptable; for example, “Please excuse my child from all absences in the months of April and May due to illness.”

Anticipated Absences: Any anticipated excused absences should be arranged in advance or the absence may be considered unexcused. Absences for planned family vacations are not considered excused and make-up privileges are at the teachers’ discretion.

Truancy

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

Parents have the responsibility to assist school officials in remedying and preventing truancy. School staff is mandated by the state to report excessive absences or patterns of concern.

Information about truancy will also be posted in the annual district report cards required by the Every Student Succeeds Act (ESSA).

Make-up Work

If a student is going to be absent for an extended period of time she/he is encouraged to check class websites and contact teachers via email for assistance in gathering missed work.

If for medical reasons, a student will be out of school for a period longer than ten (10) days, she/he might be eligible for a home tutor. Parents should contact the school counselors’ office.

As previously stated, when completing make-up work, two days will be allowed for every day of the excused absence. However, the administration may grant an extension due to unusual circumstances. Students are to realize that the initiative and responsibility in making up work is theirs.

If students legitimately miss any or all of a class period, they are responsible for obtaining and completing work missed on that day. Work must be turned in on the following day.

Tardiness to School

The administration and staff at Thompson Middle School believe it is critical for students to start the day without the stress of arriving late to school. Tardiness to school will be tracked and parents will be notified each time a student arrives late without appropriate parent notification. Students that arrive late to school without appropriate parent notification will be marked as unexcused. Students who are tardy and unexcused will be subject to consequences. Tardiness can only be excused with proper authorization as described earlier regarding excused absences. Additionally, excessive tardiness, whether excused or not is subject to additional measures in order to address the issue, including parent meetings and student consequences.

Class Attendance

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

Students and parents should contact the administration about questions regarding the current number of accumulated absences in a specific class, or in reference to discrepancies in types of absences on attendance correspondence that is
mailed home. Students and parents are reminded that the middle school maintains a rotating schedule and therefore different classes may be impacted by tardiness or early dismissals.

**Discipline Code**

**PBIS**

“Responsible, Respectful and Safe,” positively state the expectations that focus on preferred behaviors in Thompson’s implementation of Positive Behavioral Interventions and Supports (PBIS). PBIS is based on principles of applied behavior analysis and a preventative approach that values positive behavior. District wide, Thompson is building a continuum of academic and behavioral interventions and supports that are rooted in positive discipline systems and pro-active educational interventions for all students.

**Conduct**

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. The district has authority over students during the regular school day and while going to and from school on district transportations. This jurisdiction includes any school-related activity, regardless of time or location, and any off campus school related misconduct, regardless of time or location.

Students responsibilities for achieving a positive learning environment in school or school related activities include:

1. Attending all classes, regularly and on time.
2. Being prepared for each class with appropriate materials and assignments.
4. Showing respect toward others, engaging in civil discourse.
5. Behaving in a responsible manner.
6. Paying required fees and fines.
7. Abiding by the code of conduct.
8. Obeying all school rules, including safety rules, and rules pertaining to internet safety.
9. Seeking change in school policies and regulations in an orderly and responsible manner, through appropriate channels.
10. Cooperating with staff investigations of disciplinary cases and volunteering information relating to a serious offense.
## Behavioral Expectations

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<tr>
<th></th>
<th>Classroom</th>
<th>Cafeteria</th>
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<th>Assembly</th>
<th>Study</th>
<th>Athletic Events, Pep Rallies</th>
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<tr>
<td><strong>Respectful</strong></td>
<td>Honor personal space</td>
<td>Honor personal space</td>
<td>Honor personal space</td>
<td>Sit properly in your seat</td>
<td>Honor personal space</td>
<td>Use appropriate language</td>
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<tr>
<td></td>
<td>Be considerate of others</td>
<td>Use appropriate language</td>
<td>Use appropriate displays of affection</td>
<td>Be attentive to presentation</td>
<td>Be considerate of others’ learning</td>
<td>Be courteous to all</td>
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<tr>
<td></td>
<td>Use appropriate language</td>
<td>Present yourself with dignity</td>
<td>Be considerate of others’ learning</td>
<td>Silence and store personal devices</td>
<td></td>
<td>Present yourself with dignity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use appropriate language</td>
<td></td>
<td>Present yourself with dignity</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>Be on time</td>
<td>Maintain a clean environment</td>
<td>Be punctual to class</td>
<td>Sit with our class</td>
<td>Be prepared</td>
<td>Represent the school with pride</td>
</tr>
<tr>
<td></td>
<td>Be prepared</td>
<td>Be courteous to others to and from the cafeteria, while in line, and at your table</td>
<td>Go directly to your destination</td>
<td>Use restrooms prior to entry</td>
<td>Take ownership of your actions</td>
<td>Be a role model</td>
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<td></td>
<td>Use electronic devices at designated times</td>
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<td>Secure Locker</td>
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<td>Use study time productively</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use time productively</td>
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<td></td>
<td>Use electronic devices for educational purposes</td>
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<td></td>
<td>Challenge yourself</td>
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<td>Take care of school property</td>
<td></td>
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<td></td>
<td>Take care of school property</td>
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Discipline Code

The purposes of implementing a perspective student code of conduct are to accomplish the following:

- Effectively communicate a clear set of expected student behaviors, infractions, and consequences to TMS students.
- Preserve the optimum educational environment in order to deliver instructional services.
- Respond to disruptive influences with corrective measures in a firm, consistent, and predictable resolution of behavioral infractions.
- Remove, as a last resort, the disrupters from the environment so that the majority may pursue their educational goals.

It is the responsibility of the total school community to create and maintain an environment that is safe and orderly and an atmosphere that is conducive to teaching and learning. Students at TMS are expected to conduct themselves in a responsible manner so that they do not interfere with the orderly process of education. Appropriate disciplinary action will be taken against any student who acts in a manner prohibited by the Handbook, school rules, the Board of Education Student Discipline Policy or administrative regulations or in violation of any other Board of Education Policy or regulations.

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

While it is impossible to categorize all behaviors that are disruptive to the educational process, the TMS code stipulates the most common behavioral infractions and established consequences for each infraction consistent with Board of Education Policy.

Disciplinary procedure used at TMS range from an informal conferencing to expulsion from school. The procedure used depends on the seriousness of the violation, the specific circumstances of the situation, and the individual’s overall pattern of behavior. A series of minor infractions committed by the same student can also constitute a major infraction because it has a demoralizing effect on the general student body and staff. In addition to the usual school procedures, criminal conduct may be reported to the police.

Dress Code Policy

- Head coverings of any kind, including but not limited to scarves, bandanas, masks, headbands, visors, hats, caps or hoods shall not be worn, carried, hung on belts or around the neck or kept in the classroom during regular school hours. Sunglasses, worn or carried, are not permitted during regular school hours. Approved coverings worn as a part of a student’s religious practice shall not be prohibited by this policy.
- Footwear standards are maintained for the prevention of accidents and injury.
Shoes appropriate for school activates must be worn at all times.

- Students should avoid high-heeled shoes or sandal styles that make walking, running, or other activities less safe for students.
- Footwear which mars floors or is a safety hazard are not permitted.

- Clothing and jewelry will be safe and free of writing, pictures or any other insignia which:
  - are considered vulgar
  - advocate violence
  - advocate racial ethnic or religious prejudice
  - advocate the use of tobacco, drugs or alcohol

- Clothing or jewelry which is distracting or disruptive to the educational program or which is gang-related or which poses a threat to the physical well-being and safety of the student or others will not be worn on campus or at school activities.

- No clothing, article of clothing or manner of wearing clothes that inappropriately reveals the abdomen, chest/cleavage, back, buttocks, or undergarments/boxers when standing and sitting is permitted.
  - A minimum of 2" wide straps on shirts is required.
  - No spaghetti straps, strapless and low side cut tanks are permitted
  - No shorts, mini-skirts, or pants which reveal the upper thigh or undergarments are permitted.
  - Spandex garments are allowed only if they are covered by shorts or skirts.
  - No see-through clothing/fabric is permitted unless it is covering other acceptable clothing.

- Attire should be clean, and students should bathe regularly. Any student who becomes offensive and disturbing to others because of poor hygiene will be dealt with individually by the administration or other appropriate personnel.

**Consequences of Dress Code Violation**

The administration/designee will ask the student to change/adjust inappropriate attire. At the discretion of the administration, a student may phone home for appropriate attire to be brought into school. If the student continues to violate the dress code, inappropriate attire will be confiscated, and proper attire will be provided. Confiscated materials will only be returned to a parent. Students that refuse requests to comply with the dress code will be subject to discipline following the school code of conduct for defiant behavior.

**Levels of Misconduct**

The Thompson Middle School discipline code is divided into three Levels of misconduct-MINOR, MAJOR and LEVEL 3. The levels represent a continuum of misbehavior based on the seriousness of the act and the frequency of the occurrence. The following shall act as a guide for students, parents, teachers, and administrators. However, the Administration reserves the right to modify consequences in consultation with the teacher, when in their judgement, the frequency of the act or seriousness of the act, warrants it.
**School Infraction Chart**

**PC= Parent Contact    FC= Faculty Conference    OSS=Out-of-school Suspension**

*Minor infractions* are defined as minimal misconduct on the part of the student, which impedes orderly classroom procedures or interferes with the orderly operation of the school. There is immediate intervention by the teacher who is supervising the student or who observes the behavior.

<table>
<thead>
<tr>
<th>Infraction</th>
<th>1st Degree</th>
<th>2nd Degree</th>
<th>3rd Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defiance</strong></td>
<td>Classroom managed-classroom rules</td>
<td>1 detention</td>
<td>2 detentions</td>
</tr>
<tr>
<td>Failure to follow instruction</td>
<td>Classroom managed-classroom rules</td>
<td>1 detention</td>
<td>2 detentions</td>
</tr>
<tr>
<td><strong>Disruption</strong></td>
<td>Classroom managed-classroom rules</td>
<td>1 detention</td>
<td>2 detentions</td>
</tr>
<tr>
<td>Repeated interruptions/talking out</td>
<td>Classroom managed-classroom rules</td>
<td>1 detention</td>
<td>2 detentions</td>
</tr>
<tr>
<td><strong>Physical Contact</strong></td>
<td>Classroom managed-classroom rules</td>
<td>1 detention</td>
<td>2 detentions</td>
</tr>
<tr>
<td>Minor rough-housing</td>
<td>Classroom managed-classroom rules</td>
<td>1 detention</td>
<td>2 detentions</td>
</tr>
<tr>
<td><strong>Tardy</strong></td>
<td>Classroom managed-classroom rules</td>
<td>1 detention</td>
<td>2 detentions</td>
</tr>
<tr>
<td>Tardiness to class</td>
<td>Classroom managed-classroom rules</td>
<td>1 detention</td>
<td>2 detentions</td>
</tr>
<tr>
<td><strong>Electronic Violations</strong></td>
<td>Classroom managed-classroom rules</td>
<td>1 detention</td>
<td>2 detentions</td>
</tr>
<tr>
<td>Inappropriate display or use of an electronic device</td>
<td>Classroom managed-classroom rules</td>
<td>1 detention</td>
<td>2 detentions</td>
</tr>
<tr>
<td><strong>Inappropriate Language</strong></td>
<td>Classroom managed-classroom rules</td>
<td>1 detention</td>
<td>2 detentions</td>
</tr>
<tr>
<td>Unacceptable language/gesture/pictures</td>
<td>Classroom managed-classroom rules</td>
<td>1 detention</td>
<td>2 detentions</td>
</tr>
<tr>
<td><strong>Affection</strong></td>
<td>Verbal Directive</td>
<td>1 detention</td>
<td>2-3 detentions</td>
</tr>
<tr>
<td>Unacceptable display of affection</td>
<td>Verbal Directive</td>
<td>1 detention</td>
<td>2-3 detentions</td>
</tr>
<tr>
<td><strong>School Property Misuse</strong></td>
<td>Classroom managed-classroom rules</td>
<td>1 detention</td>
<td>2 detentions</td>
</tr>
<tr>
<td>Including any/all school equipment</td>
<td>Classroom managed-classroom rules</td>
<td>1 detention</td>
<td>2 detentions</td>
</tr>
<tr>
<td><strong>Dress Code Violation</strong></td>
<td>Referred to administration/Guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A student not in compliance with the dress code</td>
<td>Referred to administration/Guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headwear</td>
<td>Verbal Directive</td>
<td>1 Detention</td>
<td>2 Detentions</td>
</tr>
</tbody>
</table>
## Major Infractions

<table>
<thead>
<tr>
<th>Infraction</th>
<th>1st Degree</th>
<th>2nd Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defiance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Cut</td>
<td>1 Office Detention</td>
<td>2 Office Detentions and PC</td>
</tr>
<tr>
<td>Leaving a classroom without permission</td>
<td>1 Office Detention</td>
<td>Up to 4 Office Detentions and PC</td>
</tr>
<tr>
<td>Leaving school Grounds without permission</td>
<td>1 Day OSS and PC</td>
<td>Up to 4 days of OSS and PC</td>
</tr>
<tr>
<td>Accessing unauthorized areas: Locker rooms, stage, etc.</td>
<td>2 Office Detentions and PC</td>
<td>2-4 Office Detentions and PC</td>
</tr>
<tr>
<td>Failure to give a name to a school employee</td>
<td>1 Office Detention and PC</td>
<td>2 Office Detentions and PC</td>
</tr>
<tr>
<td>Missed Detention</td>
<td>2 Office Detention and PC</td>
<td>2-4 Office Detentions and PC</td>
</tr>
<tr>
<td>Disruptive behavior/disorderly conduct which results in a student being sent to the office</td>
<td>1 Office Detention and PC</td>
<td>2-4 Office Detentions and PC</td>
</tr>
<tr>
<td>Defiance related to use of an electronic device</td>
<td>Device confiscated by the teacher</td>
<td>1-3 Days OSS and PC</td>
</tr>
<tr>
<td><strong>Verbal Aggression/Abusive Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal assault/threat to school personnel or other students</td>
<td>1-3 Full Day OSS and PC</td>
<td></td>
</tr>
<tr>
<td><strong>Fighting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fighting/Altercation/physical Altercation</td>
<td>2-5 Days OSS and PC</td>
<td>5-10 Days OSS and PC</td>
</tr>
<tr>
<td>Intentional incitement, including social media and other electronic incitement</td>
<td>1-3 Days OSS and PC</td>
<td>3-5 Days OSS and PC</td>
</tr>
<tr>
<td>Creating an unsafe disturbance in the cafeteria</td>
<td>PC and removal from the cafeteria for up to 5 days</td>
<td>1-5 Days OSS and PC</td>
</tr>
<tr>
<td><strong>Inappropriate Material</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession or display of gambling/pornographic material</td>
<td>1-3 Days OSS and PC</td>
<td>3-10 Days OSS and PC</td>
</tr>
<tr>
<td>Video recording or photographing student or personnel without permission</td>
<td>Up to 3 detentions and PC</td>
<td>1-3 Days OSS and PC</td>
</tr>
<tr>
<td><strong>Property Damage</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Destroying School Property</td>
<td>1-3 Days OSS, PC, Restitution</td>
<td>3-10 Days OSS, PC, Restitution</td>
</tr>
<tr>
<td><strong>Cheating/Plagiarism</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheating</td>
<td>Zero on Assignment, opportunity to redo assignment, PC and FC</td>
<td></td>
</tr>
<tr>
<td>Plagiarism</td>
<td>Opportunity to redo assignment for partial credit, PC and FC</td>
<td></td>
</tr>
<tr>
<td>Forgery of Notes: Dismissal-Absences-Hall</td>
<td>1 detention and PC</td>
<td>1-3 Days OSS and PC</td>
</tr>
<tr>
<td><strong>Inappropriate Display of Affection</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inappropriate display of affection</td>
<td>1 detention and PC</td>
<td>2-4 Detentions and PC</td>
</tr>
<tr>
<td>Stealing</td>
<td>1-3 days OSS and PC</td>
<td>3-10 Days OSS and PC</td>
</tr>
</tbody>
</table>
General Regulations

- The “degree” of the infraction in the chart above is based on the frequency and significance of the infraction.
- Students may receive a detention for a minor incident not listed in the code of conduct.
- Student referred to the office during a class will not return to class during that period.
- A parent conference with a school administrator is expected prior to the student’s return to the classroom from a suspension.
- The administration determines that an out-of-school suspension is required because the student posed a danger to persons or property or provided such a disruption of the educational process. Additionally, the administration may determine that an out-of-school suspension is appropriate for the student based on evidence of previous disciplinary problems that have led to suspensions or expulsion, where efforts by the administration to address those disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies, have failed.
- Out-of-school suspension days occurring on days of school cancellation will be made up on the next day(s) that school is in session.
- During periods of out-of-school suspension, students are not allowed on school grounds. If necessary, law enforcement will enforce this rule.
- Administrative discretion may be used to modify any behavior consequence when deemed appropriate.

Detention

Detention is a period of time where a student remains at school under supervision after the conclusion of the school day. The location of the detention will be determined by the teacher or administrator. If, for a valid reason, a student cannot attend the assigned detention, the student or parent should talk to the teacher involved, or a school administrator, before missing the detention.

- Teacher detention will be at the discretion of the teacher.
- Office Detention will begin at 2:10 and conclude at 3:10 (or 3:50 if students need the late bus).
- Any student arriving late without a pass may not be admitted and will result in further consequences.
- Failure to report to a scheduled detention will result in additional consequences which may include, additional detentions and/or a parent conference.
- Students will be given 24 hours’ notice of a detention in order to arrange for transportation.
- Students are responsible for their own transportation from detention. A 4pm late bus is available on Tuesdays, Wednesdays, and Thursdays.
- The following are not allowed in detention:
  - Consuming food or beverages of any kind
  - Use of any type of electronic device
  - Talking
  - Any other inappropriate behaviors at the discretion of the detention supervisor.
- Any type of inappropriate behavior may result in dismissal from detention and further consequences which may include additional detentions, and/or suspension.
- Students may not participate in or attend extra-curricular activities on or after the day of the assigned detention until the time is served.
- Team practices and games, club meetings and activities, among other commitments are not valid reasons for missing detention.
- Detentions may not be rescheduled unless a valid emergency arises accepted by the teacher or administration.
- Students not in school on the day they are to serve the detention will be scheduled for the day they return.
- Teachers will meet with students they assign to detention during that time to process and resolve the incident.
Suspension

A teacher may remove a student from a class when the student deliberately causes a serious disruption of the teaching and learning process within the classroom. School administrators will determine, using state guidelines, if the out-of-school suspension is warranted.

The administration may suspend a student for any infraction of school rules. The suspension is defined as an exclusion from school privileges for not more than ten (10) consecutive days, provided such exclusion shall not extend beyond the school year in which suspension was imposed.

However, no student shall be suspended without an informal hearing before the building principal or his/her designee at which time the student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation unless circumstances surrounding the incident require immediate removal. In such instance, the informal hearing will be held during the suspension.

Suspension from school will result in loss of extracurricular and social privileges during the period of suspension.

For any student suspended for the first time and who has never been expelled, the administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions, which shall not incur an expense to the student or his/her parents.

Expulsion

Prior to an expulsion hearing, parents will be given notice of at least five (5) business days before such hearing. It will contain information about the legal rights of the student and parent and information concerning legal services that are provided free of charge or at a reduced rate that is available locally and how to access such services shall be provided to the student and his/her parent or guardian. An attorney or another advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearings shall be held as soon as possible after the expulsion.

The Board of Education may expel a student in grades 3 through 12 inclusive, from school privileges if, after a full hearing, the Board finds that the student’s conduct endangers a person(s), property or, the education process or is in violation of a publicized Board policy. Students who have been expelled for the first time may be eligible for an alternative educational program, as defined in accordance with State Board of Education standards.

Expulsion from school will result in the loss of all extra-curricular and social privileges during the period of expulsion.

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

Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled will be included on the student’s cumulative education records. The record will be expunged if the student graduates from high school and the expulsion was not for weapon possession and/or for the sale or distribution of illegal drugs.

If students expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, has never been suspended and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion will be expunged from the cumulative education record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets other Board required conditions.
Expelled students, under age 16, will be offered an individualized learning plan as part of an alternative education. Students between ages 16 and 18 who are expelled, even for conduct that endangers others, will be offered an alternative education opportunity if it is the students first expulsion. (PA 16-147)

A district student who has committed an expellable offense who seeks to return to a district school having been in a juvenile detention center, The Connecticut Juvenile Training School or any other residential placement for one year or more, in lieu of expulsion from the district, shall be permitted to return to the appropriate school setting within the district. Further, the district will not expel the student for any additional time for the offense(s).

Off-Campus Misconduct

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

Level Three Infractions

Bullying

Bullying behavior by any student in the Thompson Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school.

According to state statute, “bullying” is an act that is direct or indirect and severe, persistent or pervasive, which (A) causes physical or emotional harm to an individual, (B) places an individual in reasonable fear of physical or emotional harm, or (C) infringes on the rights or opportunities of an individual at school.

“Bullying” shall include, but need not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by the Board of Education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the Board of Education, and outside of the school setting if such bullying:

A. Creates a hostile environment at school for the victim,
B. Infringes on the rights of the victim at school, or
C. Substantially disrupts the education process or the orderly operation of a school, are subject to appropriate disciplinary action up to and including suspensions, expulsion and/or referral to law enforcement official.

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior or teen dating violence will be promptly reviewed. If acts of bullying and/or teen dating violence are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process. Board policy and regulation #5131.911 set forth this prohibition and the related procedures in detail are available to students and their parents/guardians upon request.
Harassment

Every child has the right to feel safe, valued and comfortable in school. No one else’s behavior should ever make children feel afraid or embarrassed because of their race, color, religion, national origin, sex, sexual orientation, gender identity or expression, or any disability they may have. The District prohibits harassment of any kind. Students are expected to treat other students and district employees with courtesy and respect; to avoid any behaviors known to be offensive, and to stop those behaviors when asked or told to stop.

Parents are urged to reinforce with their child(ren) that if she/he is harassed or sees harassment happening to someone else that they should report the behavior to a teacher or the principal. To maintain a productive and positive learning environment, the Board of Education will make every attempt to halt any harassment of which they become aware by calling attention to this policy or by direct disciplinary action, if necessary.

Search and Seizure

The right to inspect desks, lockers and other equipment assigned to students may be exercised by school officials to safeguard students, their property, and school property. An authorized school administrator may such a student’s locker or desk under the following conditions:

1. There is a reason to believe that the student’s desk or locker contains contraband material.
2. The probable presence of contraband material presents a serious threat to the maintenance of discipline, order, safety and health in school.

This document serves as advance notice that school board polity allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are contained therein.

Under special circumstances, school officials may search students, particularly if there is reasonable suspicion that a student possesses illegal matter, such as a dangerous weapon or illegal drugs. Students must be aware that such items are forbidden both on school property and at school-related activities.

Student vehicles parked on school grounds may be searched if there is reasonable cause to search. The District may use trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol. At any time, trained dogs may be used on lockers and vehicles parked on school property. Searches of classroom common areas or student belongings may also be conducted by trained dogs, when students are not present. Drug sniffing dogs will not be used to sniff students. A locker, a vehicle, or an item in the classroom to which a trained dog alerts may be searched by school officials.

Smoking

Students shall not smoke or use tobacco products, e-cigarettes or vapor product devices on school property or at any school-related or school-sanctioned activity, on or off school property as provided by state and federal law. Students found using or in possession of these products will face disciplinary action including suspension from school for up to ten (10) days.

Substance Abuse

As stated in the CONDUCT section of this handbook the school prohibits the manufacture, distribution, dispensing, possession or use of alcohol or controlled substances on school grounds or during school activities. Any student in violation of this will be subject to the following disciplinary actions:

- Involvement of law enforcement.
Suspension from school, Recommendation for expulsion from school, and/or Other actions deemed appropriate for the safety of all students and staff.

In addition to the prohibition pertaining to alcohol, drugs, tobacco and inhalants, the Board of Education prohibits the use of performance-enhancing drugs, including anabolic steroids and food supplements, including Creatine, by students involved in school-related athletics or any co-curricular or extracurricular school activity or program, other than use for a valid medical purpose as documented by a physician.

Substance abuse or distribution of drugs and/or drug paraphernalia including alcohol may indicate serious, underlying problems. Every effort will be made to offer student assistance including early identification, referral for treatment to private or community agencies and aftercare support.

Disciplinary procedures will be administered with the best interests of the student, school population, and community in mind and with due consideration of the rights of the students. However, consideration must be given to the fact that substance abuse is illegal and subject to criminal prosecution. Unauthorized possession, distribution, sale or consumption of dangerous drugs, narcotics or alcoholic beverages are considered grounds for expulsion.

Students are encouraged to consult with teachers, administrators and other professional staff on substance abuse problems. A staff member who is contacted by a student regarding a drug or alcohol problem may elect to keep that information confidential and to disclose it to any other person in accordance with state law. However, the student will be encouraged at the earliest appropriate time to seek help from parents or guardians.

In such cases, the decision to involve the parents/guardians will be arrived jointly by the student and educator unless, in the judgement of the educator, the mental or physical health of the student is immediately and dangerously threatened by drug/alcohol use. If such danger is imminent, the parents/guardians and health officials will be notified so that appropriate action can be taken.

As required by statute, instruction will be provided regarding the “knowledge, skills and attitudes required to understand and avoid the effects of alcohol, of nicotine, of tobacco, and of drugs.”

Dangerous Weapons and Instruments

No guns, knives or any other objects, including martial arts weapons and facsimiles of weapons, capable of threatening or causing injury or death may be brought onto school grounds. Any object used to cause injury will be considered a weapon. Violators will be subject to arrest and prosecution, as well as, appropriate disciplinary action up to and including expulsion from school.

Other Level Three Offenses

Other acts that are so serious that they may require administrative action, which may result in the immediate removal of the student from school (up to 10 days), recommendation for expulsion and the potential intervention of law enforcement authorities include:

- Arson
- Bomb Threat
- False Fire Alarm
- Physical assault on a school employee or another student.
- Threats of violence-The Connecticut Association of Boards of Education formally defines a threat as words or action which deliver threatening or violent messages.
  - All threats should be reported to a teacher or an administrator
  - All threats will be taken seriously and assessed to determine the level of risk and danger involved.
- **Hazing**: To initiate or discipline students by forcing them to do humiliating or painful things. (suspension from athletic team or club)

**Drinking/Eating in School**

Students will be permitted to carry a water bottle to classes throughout the day. Only non-glass water bottles with a closing cap filled with water will be allowed in the classroom. Gatorade, PowerAde, vitamin enhance water, flavored water and juices will be allowed for consumption in the cafeteria only. Students are expected to be Responsible, Respectful and Safe while in possession of their water bottle throughout the day.

Any student who is unable to meet these standards will be addressed on an individual basis.

**PDA: Relationships**

While we recognize the normalcy of relationships and romances, we wish to remind students that certain types of physical contact and behavior are improper in corridors and elsewhere at school. Self-respect and the respect of your companions should always be of prime concern. Proper conduct of all students at all times is expected. Failure to do so will be responded to with disciplinary action.

**Cheating and Plagiarism**

Students are expected to pursue their school work with integrity and honesty. Cheating and plagiarism demonstrate a lack of integrity and character. That is inconsistent with district goals and values. All forms of cheating and plagiarism, including by electronic means, are not acceptable. The misrepresenting by students of homework, class work, tests, reports, or other assignments as if they were entirely their own work shall be considered forms of cheating and/or plagiarism.

Plagiarism includes but is not limited to the following:

- Taking someone else’s assignment or a portion of an assignment and submitting it as your own.
- Submitting material written by someone else or rephrasing the ideas of another without giving the author’s name or source.
- Presenting the work of tutors, parents, siblings, or friends as your own.
- Submitting purchased papers as your own work.
- Submitting papers from the internet written by someone else as your own.
- Supporting plagiarism by providing your work to others, whether you believe it will be copied or not.

Cheating includes but is not limited to the following:

- Copying, faxing, emailing, or in any way duplicating assignments that are turned in, wholly or in part, as original work.
- Exchanging assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not, using a computer or other electronic device to obtain answers in a testing situation.
- Giving or receiving answers during tests or quizzes or the appearance of giving or receiving answers (talking, passing notes, texting, etc.)
- Taking credit for group work when you have not contributed an equal or appropriate share toward the final result.
- Accessing a test or quiz for the purpose of determining the questions in advance of its administration using summaries/commentaries (Cliff Notes, Spark Notes, etc.) in lieu of reading assigned materials using cell phones in any manner during a test or quiz.
Strategies to Avoid Plagiarism and Cheating
- Be prepared and keep a realistic schedule
- Make certain that you understand the assignment and the grading assessment that will be used. Do not read or scan someone else’s paper before writing your own.
- Do not work with others unless the instructor gives you permission to do so.
- Be organized
- Keep current with assignments.

PART III: ACADEMIC RESPONSIBILITIES

Homework
The purpose of homework is to help students become self-directed, independent learners and is related to the educational progress of the student. It serves to help all students reach their instructional goals.

Specific homework assignments may strengthen basic skills; extend classroom learning; stimulate and further interests; reinforce independent study skills; develop initiative, responsibility, and self-direction; stimulate the worthwhile use of leisure time and acquaint parents with the student’s work in school.

Homework will not be counted for more than 10% of a student’s quarterly grade.

In order for homework to be an effective support for learning, the homework policy requires a partnership among the school system represented by the teacher, the student and their parents. Without this partnership in support of learning, students will not achieve their full potential.

Incompletes
Occasionally a student may be assigned a grade of incomplete when documented extenuating circumstances have prevented the student from turning in all assigned coursework prior to the close of grades. All grades of incomplete must be pre-approved by the administration. All grades of incomplete must be converted to an appropriate course grade within 10 school days of report card distribution. Therefore, any make-up work must be completed and turned in to a teacher before the tenth day after the close of a given marking period, in order to be credited toward the final numerical grade. Failure to complete assignments within the given time frame will automatically convert incomplete grades to Failure. In rare instances, the ten-day requirement may be extended with the prior approval of administration and consultation with the parent.

Some examples of documented extenuating circumstances may include: long term illness such as that requiring hospitalization or extended time out of school (requires documentation from a licensed medical professional); absences as a result of completing a legal obligation such as time in a juvenile detention facility (require documentation from the probation department or the court). Frequent sporadic absences, truancy, or school suspensions will not meet the criteria for an incomplete grade.

Honors
A number of honors are available or received annually by Thompson Middle School Students. Students must also maintain appropriate academic standards to be eligible for participation in extracurricular activities.

- High Honors = An average of 90% or better;
  Only one grade below 90, but no lower than 87
Honors = an average of 85% or better: no grade below 80%
Recognition = An average of 80% or better: no grade below 75%

Calculations determining the honor are based on weighted grades.

Academic Eligibility

See the full eligibility policy in the Co-Curricular Information of the student handbook.

Retention/Summer School/Credit Recovery

For the purpose of this section, the five major subjects are defined in two categories, academic and unified arts. The academic category includes ELA, mathematics, science, and social studies. Unified Arts subjects are music (band and/or chorus) physical education, art, tech ed, and health. They are collectively considered a major subject. Students must pass most Unified Arts subjects to receive a passing grade for this category.

Students who receive a passing grade in three major subjects and a passing average of Unified Arts classes will be promoted to the next grade. For a variety of reasons, some students will not be able to meet the expected goals and objectives set in two or more major subjects. In these cases, the following conditions will prevail:

A student whose final average is below a 60 in two or more subjects will be the subject of a Child Study Team meeting. The team will decide based on these final averages, as well as, other factors to determine whether the student is retained or promoted to the next grade. The team will use the criteria for determining placement to assist in the decision-making process.

An 8th grade student who is retained will not be allowed to participate in the Moving-Up Ceremony.

Child Study Team Participants May Include:

- Administration
- Parents/Guardians/Advocates
- Academic Teacher(s)
- Unified Arts Teacher(s)
- MS School Counselor
- SPED Teacher
- School Psychologist
- High School Guidance Counselor (if the student is an 8th grader)

Mid-Year: Students in Academic Difficulty

Parents will be informed following the second marking period if retention of their child is being considered. They will be encouraged to schedule conferences with those teachers in whose classes their child is having difficulty.

End-of-Year Decisions

If parents do not accept the decision of the Child Study Team, they may appeal in writing to the Superintendent of Schools. The superintendent’s decision shall be final. All appeals must be finalized by July 1.
PART IV: STUDENT RESPONSIBILITIES

Textbook Policy

The Thompson Board of Education provides textbooks for all students in all classes. When books are issued to students, it is their responsibility to maintain those books in good order and return the book at the end of the year. Reasonable wear and tear are expected. In order to enhance the life span of the books, all books should be covered. Students losing, damaging, or misplacing books will be charged the school replacement cost before another book is issued. In accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student pays for or returns the textbooks, library book or other educational materials.

Cell Phones and Personal Electronic Devices

The faculty at Thompson Middle School recognized the role personal technology plays in our world. There are times when these devices are helpful in our daily lives and that they play a significant role in our social interaction with one another. However, they also can be a detriment to the success of students in the academic environment. As a matter of respect for the classroom teacher and the learning of others, cell phones, and other personal electronic devices are to remain off and out of sight unless otherwise instructed. Violation of the cell phone and personal electronic devices policy may result in disciplinary action. (See section on student conduct)

Chromebook Policy

Thompson Public Schools believes that integrating technology into every curriculum area will empower and motivate students, providing them with the 21st Century Skills needed for global citizenship. It is the intent of the district to provide a Chromebook to every Middle School student (grades 5-8). This will provide the students with the appropriate tools to gain access to information, data, and research through local, national, and global telecommunications, and use applications to solve real work problems.

Guidelines for Chromebook Use

- Students are expected to bring the Chromebook to school fully charged each day.
- Students are expected to leave the charger at home to ensure it is not lost or misplaced while at school.
- Students are expected to keep their Chromebook in the bag while in transit to prevent dropping or other damage.
- A limited number of charging stations will be available on site on a first come, first served basis for emergency use only.
- Students will log into their Chromebook with their school issued Gmail account.
- Students will never share their passwords with others unless requested by an administrator.
- Students shall not install apps or extensions unless requested from their teacher.
- Students should keep their Chromebook powered off when not in use.
- Students should never place pencils, pens, or any other objects on the keyboard.
- Do not lift or carry the Chromebook by the screen.
- Never carry the Chromebook with the screen open.
- Students are not allowed to peel off device labels such as serial #’s, bar codes, or other labels. Students will be charged for replacement labels.
- Students should never deface the Chromebook or bag with personal stickers, paint, markers or any other material.
- Students may clean the screen with a soft dry cloth only.
• If your Chromebook is lost or stolen, you must notify someone immediately, so the student will not be held responsible for malicious activity.

The school may hold the student responsible for damage depending on the situation and the number of occurrences.

Common repair costs are:

• Sticker Removal-$10
• New Charger-$30
• Battery-$60
• Screen Replacement-$40
• Missing Key-$7 a key, (if replaceable; full keyboard is $50-$60)
• Full Chromebook Replacement due to External Cracks and Damage-$215
• Protective Bag-$10
• Protective Case-$18

Lavatories

Lavatories are available to all students during class changes. If there is the possibility that the student may be late to the next class, they are to check in with that teacher and then use the lavatories. Lavatory passes will not be issued during instructional time unless there is an extreme need. If this extreme need is a regular occurrence, then the school nurse, parent and administration will become involved.

Any student found behaving inappropriately in the lavatories will be subject to a monitoring program set up by the administration in addition to any other disciplinary measures, which may include office detention and/or out-of-school suspension. It is a state law that smoking and use/possession of tobacco products is prohibited in school and on school property. Any student found violating this policy will be subject to disciplinary measures, which may include up to a 10 day out-of-school suspension.

Lockers

Lockers are available for students. Students are assigned lockers for their use, which are the property of Thompson Middle School. Students should have no expectation of privacy in their lockers. Lockers are provided for the temporary convenience of students only. The Board of Education authorized the administration and/or law enforcement officials to search lockers and other school property available for use by students for the presence of weapons, contraband or the fruits of a crime if there are reasonable grounds at the inception of the search for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Moreover, the scope of the search shall be reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

If the administration reasonably suspects that a student is not maintaining a locker or other storage area assigned to him/her in a sanitary condition, or that the storage area contains items the possession of which are illegal or in violation of school regulations or that endanger the health, safety or welfare of the student or others, it has the right to open and examine the storage area and to seize any such items that are found.

When required by law and otherwise at the option of the administration, items that have been seized shall be submitted to the police department for proper disposition. Items not submitted to the police department shall be disposed of as directed by the administration.

In addition to disciplinary action, the cost of repair to any willfully damaged locker will be charged to the student to whom it was assigned. The school will provide locks for both the hall and gym lockers. Only school locks may be used
on the lockers. Any lock that is damaged or lost will cost the student $10. The school cannot assume responsibility for replacing any stolen items. This also applies to lockers in the gym.

As there is a limited amount of time between class changes, students are encouraged to stop at their lockers before the first period of the day, before and after lunch, and at the end of the school day. Being in a locker is not an acceptable reason for being late for class.

DO NOT SHARE YOUR LOCKER OR YOUR COMBINATION

Outstanding Debts

In accordance with state law, the school reserves the right to withhold grades, transcripts, or report cards until the student settles outstanding debts and pays for or returns school materials such as combination locks.

PART V: SCHOOL SERVICES

Bus Transportation

School transportation privileges are extended to students conditioned upon their satisfactory behavior on the bus. Unsatisfactory student behavior on the bus may result in suspension of transportation services or such other disciplinary action that is appropriate for misconduct.

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

Student Bus Assignments

School bus transportation service is provided to transport Thompson students from their home picked up from a district designated bus stop. Students are returned home to a district designated drop off stop. In order to ensure the safest school bus transportation service for Thompson students, the district must establish consistent transportation pick up and drop off stops.

Consistent pick up and drop off locations must be determined by the second Tuesday of September. Parents or guardians who wish to make any changes or variations to their child’s established district bus stop location must submit their request in writing forty-eight (48) hours in advance of the change. The request for transportation change must include:

A. Child(ren)’s full name
B. Teacher’s name and grade
C. Specific bus stop the child will be picked up or dropped off
D. Date the change will begin
E. Name, signature, and telephone number of parent/guardian

*Please note: Daily requests for transportation changes will no longer be accommodated due to safety issues and vehicle capacity restrictions.

Gymnasium

Students scheduled for physical education are required to report to the gym prepared to take the class. Preparation for the class includes wearing the proper clothing. Because of personal hygiene, all students must have a change of clothes. Students will be notified by the physical education department at the beginning of the school year as to what clothes are acceptable and what are not. Any student reporting to gym unprepared to participate in class will be dealt with as any student who is not prepared for class as reflected in the syllabus distributed at the beginning of the year.
A student may be excused from participating in physical education. However, only one parent excuse will be acceptable per quarter. A note will excuse the student for that gym class on that one day. The note must have the date of the class in question.

The school nurse may excuse a student from participating in physical education due to injury or sickness on a one-day basis. A note from the doctor is mandatory to excuse a student from physical education classes beyond that one day. Doctors may excuse a student permanently or for a specified period of time, if in the physician’s opinion, participation in physical education is contraindicated based on the student’s documented medical or health condition. Unexcused nonparticipation in physical education class may result in a failing grade.

Any student who is excused from a physical education class must report to that class unless the student has prior approval from administration. Being excused from participating in the class in not an acceptable reason to be in any other part of the building or to leave school unless permission has been granted in advance.

Interscholastic athletic participation does not exempt participation from physical education class for a day or the year.

No student should be in the gym or locker room without adult supervision. The gym should not be used as a hallway or short-cut between classes.

Library/Media Center

The Library Media Center offers a number of resources including the internet, a variety of technologies, periodicals, daily newspapers, books on tape, and more than 7,500 volumes of printed materials. A student may utilize the media center during study periods on a first-come first-serve basis by reporting to the Media Center Librarian before school or receiving a pass from the study hall teacher. Unfortunately, due to space limitations, not all students may be accommodated during a given period. Students using the computer facilities in the media center should be familiar with the school department computer-use policy found in this handbook, the Board of Education’s Student’s Discipline Policy, Bullying Intervention Policy and Safe School Climate Plan and Sexual Harassment Policy.

Cafeteria

The district participates in the School Breakfast Program and the National School Lunch Program and offers to students nutritionally balanced meals daily. Free and reduced price lunches are available based on financial need. Information on this program can be obtained from the school cafeteria or the District Website.

*Breakfast is available "FREE" to all Thompson Public School Students this school year!!!!*

It is the intent of the Board of Education that schools make a proactive effort to encourage students to make nutritious food choices. Food and beverages offered for sale to students will meet federal and state standards and guidelines.

In conformity with applicable law, necessary accommodations will be provided, where required, for students with food allergies, including emergency procedure to treat allergic reactions which may occur.

Charge Policy

It is the policy of the Thompson Board of Education (the “Board” or “District”) to ensure that students receive healthy and nutritious meals through the District’s Food Services Program (the “Program”). In order to sustain the Food Serviced Program, the Program cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and its accompanying regulations. The Superintendent and his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.

The board encourages any parent or guardian who anticipates a problem with paying for meals to contact the Food Service Director and/or the applicable school principal as soon as possible for assistance.
The National School Lunch Program

The district participates in the National School Lunch Program, sponsored by the United States Department of Agriculture, which permits the school system to offer free and reduced-price meals to students who qualify. The Thompson Board of Education encourages all families who may have a child who is eligible for free or reduced lunch to apply. Families may apply at any time during the summer or school year and may file a new application if there is a change in household income or the number of members of a family’s household. Applicants are responsible to pay for meals until the application for free and reduced price lunch is completed and approved.

All applications for free and reduced-price lunch and any related information will be considered strictly confidential and will not be shared outside the Program.

Policy Applicable to Non-Payment of Lunch Fees:

No Student will ever be denied a lunch.

No alternative meal consisting of unflavored milk, a piece of fruit and sun butter sandwich will be given as a “consequence” of a parent not paying for lunch.

Food Service Charge Administrative Regulations

In order to sustain the Food Service Program (the “Program”) in the Thompson Public Schools (the "District"), the board required that each family pay in advance for each student’s school meals. To facilitate payment in advance for school meals, the Board has established a payment program whereby parents or guardians may pay for meals in advance either by cash or check through www.myschoolbucks.com. There will be a $1.35 fee charged per deposit through the MySchoolbucks Program. The more information about payment methods or if you have a question, please contact the food service director at (860)-923-9581, X588.

If at any time, a parent or guardian anticipates a problem with paying for meals, he/she shall be encouraged to contact the Food Service Director and/or the applicable school principal as soon as possible for assistance. Parents and guardians are encouraged to apply for free and reduced-price meals for their children. In order to qualify, families must meet eligibility criteria.

For Thompson Middle School students, the student may be denied the ability to participate in the Moving-Up Ceremony if payment is not received and processed by the Food Services Program prior to two weeks before the Moving Up Ceremony date.

My SchoolBucks Program

The Thompson Public Schools has a computerized system that allows parents to deposit money into their child’s individual account. It is called “MySchoolBucks” and can be located at our School’s website. Deposits received are entered daily into student accounts by 10:30 am. All deposits received after 10:30 am are deposited into your child’s accounts the next business day. No change will be returned unless requested in writing by a parent/guardian. Each student is issued a Person Identification Number (PIN) and this number remains the same while your child is a student in Thompson Public Schools. All students have an established account. Although you are not required to make advance payments, we do encourage you to do so. It helps to keep our lunch lines moving smoothly and quickly, allowing your child more time to eat their lunch. If you wish to pay in advance, please choose from the following options.
“MySchoolBucks”

*The Simple Way to Pay for School Meals*

**Myschoolbucks.com**

- View Account Balances
- Schedule Automatic Payments
- Make Payments anytime, anywhere from our mobile app

**Sign up for your account in 3 easy steps.**

1. Go to myschoolbucks.com
2. Create your account
3. Pay with your credit/debit card or electronic check

**Download the FREE app today!!**

**Advance Payment Option**

Meals may be purchased in advance. This money will go into your child’s “general” account for breakfast, lunch and/or a la carte items. If you wish your child’s money be used for “lunch only” you will need to specify this on your deposit slip, personal check, or money order. You need only send in one deposit per family, however, you must specify how much money is to go into each child’s individual account. Please make checks payable to the “Thompson Lunch Program.”

**BREAKFAST PRICES**

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<th>LUNCH PRICES</th>
<th>An 8oz milk</th>
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<td>This year,</td>
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<td>or 4oz juice</td>
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<td>be free of</td>
<td>High School @$3.00</td>
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<td>Reduced Lunch @$0.40.</td>
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**Field Trip Lunches**

Bag lunches are offered to all students at their normal costs upon requests.

**Dietary Restrictions/Medical Statement**

Can be found on our school website.

Please contact the Food Service Director, Lisa Durand with any questions or comments you may have. Phone (860)923-9581 X 588 or email ldurand@thompsonpublicschools.org.
Nurse’s Office

Visit Procedure

- When middle school students visit the nurse’s office, it is essential that they have a pass or a teacher has called to notify the nurse.
- Students receiving a pass, or if a teacher calls, must report directly to the nurse’s office. Going to areas other than the nurse’s office may result in disciplinary action.
- Only the nursing staff may make phone calls to parents to get students dismissed from school due to illness. Students must see the nurse before requesting to leave school due to illness.

Communicating with the School Concerning a Student’s Health

- The school nurse should be notified of changes in the student’s status, illness, injury or hospitalization.
- Parents/Guardians should call the school office if their children are absent because of illness.
- The school requires a doctor’s note to excuse a student from the gym for more than one day.
- Parents/guardians should consult the school’s counselor’s office if they anticipate a student may be absent for medical reasons for ten (10) days or longer. The school counselor’s office will help to arrange medical certification and appropriate home-based instruction by a qualified teacher. Please contact the school counselor’s office in advance of the absence if possible or as soon as possible in an emergency situation.

Staying Home from School

To safeguard everyone’s health, student’s must stay home from school if they:

- Have a fever of 100 degrees or more
- Have an undiagnosed rash
- Are vomiting
- Have more than one episode of diarrhea
- Have copious yellow/green mucus discharge from nose
- Complaint of a severe earache, with or without fever
- Have a severe sore throat with symptoms indicating possible strep throat
- Have conjunctivitis (pink eye)
- Have active head lice
- Have a communicable illness

Students must remain home for 24 hours after:

- Their temperature returns to normal
- A physician has determined the results of a throat culture for strep
- Their first dose of medication with a diagnosis of strep throat to prevent the spread of infection
- Vomiting has ended
- Treatment for conjunctivitis is initiated
- Being treated for head lice and must display reasonable improvement and must be checked by nurse prior to re-entering the classroom.

Illness in School

In case of illness while in school, a student may report to the nurse’s office. The nurse will evaluate the student and, if appropriate, return the student to class. At the discretion of the nurse, as student may be permitted to rest in the nurse’s office for a period of time, but upon the nurse’s direction, the student must return to class immediately.
Students who do not report back to class in a timely fashion after being directed to do so by the nurse will face disciplinary action.

Leaving School Because of Illness

In addition, as a result of the nurse’s evaluation of the student, the school nurse may determine that a student must be dismissed from school due to illness or injury and the nurse will arrange with the parent/guardian for the student to be picked up from school.

Student Medication

The administration of medications at Thomson Middle School shall be in accordance with Board of Education Policy JHCD” Administration of Student Medications in the Schools.” For students who must take medication during school hours— including medication prescribed by a physician for short-term use (antibiotics), daily medication, medication needed only occasionally, over-the-counter medication, and medication for emergencies (epipens and inhalers)—the authorized prescriber, the written authorization of the student’s parent or guardian or the written information between the prescriber and the school nurse necessary to ensure safe administration of such medication. The written order of the authorized prescriber must include:

- The name, strength, and dosage of the prescribed medication
- Directions for administering the medication
- The time the medication is to be administered
- The duration of the order
- Side effects, if any

The parent/guardian is responsible for delivering the medication to the school nurse. **DO NOT SEND ANY MEDICATION TO THE SCHOOL WITH A STUDENT.** The medication must be in its original container, clearly labeled with the student’s name, the physician’s name, the prescription number, the date it was ordered, the name of the medication, its strength, and directions for administering the prescription. Parents must notify the nurse concerning any changes in the prescribed dosage. Forms are available in the nurse’s office. The nurse cannot keep more than 45 day’s supply of medication at the school at any one time.

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

Health Assessments Requirements for School Entry

In accordance with Connecticut General Statutes, Section 10-206, the Thompson Board of Education required each student to have a “health assessment” with twelve (12) months prior to entry into the Thompson School System. The mandated health assessment MUST be performed by a legally qualified practitioner of medicine (M.D. Or D.O) who is licensed in this or another state or by a nurse practitioner or physician assistant licensed to practice in this state.

The health assessment must be documented in the State Department of Education’s required HAR-3 or “blue form” and must include, but is not limited to, the following:

- State-mandated immunizations
- Hemoglobin or hematocrit
- Blood pressure, height, weight
- Vision, auditory, gross dental and postural screenings and
- Risk assessment for tuberculosis (by healthcare provided). If a student is in a high-risk group, a Mantoux test for tuberculosis sensitivity must have been administered at least 48 hours before school entry, since it takes that long before the results can be determined.
All new students must present the completed and signed health assessment form, including documentation of state-mandated immunization, prior to school entry. Families who may require financial assistance in order to obtain a health assessment for their children should contact the school nurse.

The sports health assessment for any student wanting to participate in a sports must be after July 1st of the current year.

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

1. The state-mandated health assessment; a signed statement to that effect must be submitted to the school nurse prior to school entry.
2. Immunizations; a properly acknowledged religious exemption form or letter in accordance with state law must be provided.

If an immunization is contraindicated for medical reasons, a written statement from the physician documenting the reason for such medical contraindication, must be submitted to the school nurse prior to school entry.

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

Health Assessments-Screenings

Thompson Middle School has the full-time service of a nurse during school hours. In addition to seeing all sick and injured students, the nurse administers tests for vision, hearing, and scoliosis. Parents will be notified when any deviation from the norm is found. Complete and confidential health records are maintained by the nurse for each student. Parents will also be notified if the nurse was unable to perform the required screenings on their child, and will be informed of the reason why the nurse was not able to perform the screenings in a brief statement.

Immunization Requirements

In accordance with Connecticut General Statutes, Sec. 10-204a, all students must be protected by adequate immunization. Students must show compliance with the immunization requirements by documentation from a physician or local health agency before they may attend school. This rule applies to initial entry into school.

Homeless Students

Homeless students, as defined by federal and state legislation, will have all programs, services and transportation that other students enjoy and may continue to attend the school of origin. The local liaison for homeless children is Danielle Pederson. The District has reviewed it existing policies and regulations to remove barriers to the enrollment and retention of homeless children and youth. Homeless children and youths are defined as “individuals who lack a fixed, regular and adequate nighttime residence”. Homeless children have the right to attend the school of origin “to the extent feasible,” unless doing so is contrary to the request of such student’s parent/guardian or unaccompanied youth.

Part VI: Co-Curricular Information

In accordance with the philosophy of Thompson Middle School, extra-curricular activities are considered to be an integral part of the educational experience of its students. A wide variety of well-organized programs have been developed to encourage participation in sports, clubs and class functions. It is important for students to know that involvement in these extra-curricular activities is a privilege. Therefore, such participation is subject to the academic eligibility of the student. Additionally, the privilege of participating in extra-curricular activities may be revoked by the administration if a student violates school rules and regulations or any Board of Education Policy. All students attending
any school function must be eligible as stated below and in attendance that day. For events which occur on Saturday, school attendance on Friday before the event is expected and required.

Eligibility Policy
The eligibility policy of Thompson Middle School is designed to ensure that students are making it a priority to meet their academic and behavioral obligations before participating in extracurricular activities promoted by the school.

Eligibility for Interscholastic Sports
Eligibility guidelines for Thompson Middle School students participating in interscholastic sports are governed by the Thompson Board of Education and the Connecticut Interscholastic Athletics Conference (CIAC). Specifically, students must:

- Not be failing more than one academic subject
- Have at least one grade of 70% or better
- Meet additional regulations established by the Connecticut Interscholastic Athletic Conference (CIAC).

NOTES: Participation in the fall of the year will be determined by the final academic grade from the previous school year. For the purpose of eligibility, the day report cards are issued or ten calendar days following the end of the previous marking period, whichever comes first, will be the day of eligibility determination. Student eligibility will be re-evaluated after grades are verified for quarterly progress reports and report cards.

Eligibility for Other School Sponsored Events
Eligibility requirements in this section are guided by Thompson Board of Education policies and the best interests of the students. The activities guided by this policy include, but are not limited to:

- Voluntary athletic activities including all student managers, scorekeepers, statisticians, etc.
- Voluntary organizations and clubs
- Kids Night Out (KNO)
- Dances
- Any other special activity associated with the school.

To be eligible for these activities, students must:

- Not be failing more than one academic subject
- Have at least one grade of 70% or better
- Have maintained appropriate behavioral expectations
- Not have excessive absences from school.

Scholastic failures cannot be made up for eligibility purposes until the next report card, except the credits earned during the summer which are accepted by the Thompson Board of Education will be utilized in determining eligibility.

Athletics
Listed below are the athletic teams that presently exist at the middle school. All students are encouraged to participate in these sports, as well as, in other activities of the school. A mandatory pre-season meeting is held each season (fall, winter, spring) with the administration, coaches, parents and players. This meeting will address the policies, procedures, and expectations of the student athletes. In addition, tryout information will be presented by each of the coaches. Tryouts for the teams will be announced via morning announcements. Not being aware of the times in not a justifiable reason for missing the tryouts.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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Boys' Cross Country | Boys' Basketball | Boys' Track
---|---|---
Girls' Cross Country | Girls' Basketball | Girls' Track
Boys' Soccer | Cheerleading | Baseball
Girls' Soccer | | Softball

Please refer to the section entitled “Eligibility Policy” for the minimum standards that must be met in order to take part in the above-mentioned activities.

Spectators, as well as the athletes, must remember that at all athletic events, regardless of the site of the activity, they represent our school and must adhere to all of the school’s rules and regulations. While cheering for our teams is encouraged; taunting, belittling, or ridiculing our opponents is not acceptable and will not be tolerated. Individuals who demonstrate this unsportsmanlike conduct will be removed from the event.

**CIAC: Connecticut Interscholastic Athletic Conference**

The love of sports is so deeply rooted in our national consciousness that the values of millions of people, participants and spectators, are directly conveyed by organized sports at all levels of competition. This places significant responsibility on those who influence sports-school administrators, coaches, athletes, officials—to assure that athletic competition helps build character and ethics of participants and spectators and to promote the value of education-based athletics. The CIAC Sportsmanship Committee believes that athletic excellence and sportsmanship are achieved through respect, honor and fair play. To that end, the committee had developed the following set of standards for sportsmanship for all Connecticut schools with the expectation that all schools will promote and implement these standards at their events. The effective implementation of these standards and the promotion of good sportsmanship is everyone’s responsibility!

**Sportsmanship Standards**

- Be positive and courteous
- Lead by example
- Maintain self-control
- Display ethical behavior
- Know, understand, appreciate, and observe the rules of the game
- Display modesty in winning and graciousness in defeat
- Show respect for all

**Eastern Connecticut Conference Athletes**

- Demonstrate respect for your opponents, their fans, and the game officials
- Accept the responsibility and privilege the student-athlete has in representing your school
- Work for the good of your team at all times
- Win and lose graciously
- Refrain from the use of illegal substances to gain an unfair advantage
- Abide by the rules of the game

**Parents/Fans**

- Help develop a community reputation for good sportsmanship
- Show respect for all players, coaches, game officials and visiting team spectators
- Be a positive role model for other spectators and your child
- Cheer for your team and not against your opponent
Activities

All school rules apply during after school activities.

Field Trips

Field trips are scheduled by teachers as a method of enhancing the curriculum for a particular course. While on field trips, students are responsible for adhering to all school rules and Board of Education Policy and Regulations. This includes full school attendance on the day of a field trip. When a trip is scheduled as a partial day trip, students are expected to arrive at school for the start of the student day. This will ensure that proper attendance is taken. In addition, students are expected to be prepared for all classes they are required to attend on the day of a field trip.

It is expected that other students will not interfere with students or chaperones attending a school-sponsored field trip. “Interfere,” in this case, means that no student will be allowed to knowingly go to a place where a field trip is in progress and communicate, mingle, etc., with students in attendance on such a field trip. Violation of this handbook regulation will result in disciplinary action, including suspension, dependent on the degree of interference caused.

Students who have academic/behavioral difficulty in other classes may be denied permission to attend a field trip. This is at the discretion of the administration and the teacher in charge of the field trip.

Students who are unable to attend a field trip will be expected to be in attendance and participate in all regularly scheduled academic activities.

Field Trip Permission forms are required for all students going on field trips.

Fundraising

All fundraising programs must be approved in advance by the administration. If approved, the student must document the fundraising date with the main office. The administration will make every effort to ensure that no more than two fundraisers run concurrently. Fundraising activities that advisors anticipate will have more than $5000.00 in revenue must have Board of Education approval.

National Junior Honor Society

Students’ academic records are reviewed to determine scholastic eligibility for the National Junior Honor Society. Students must have a 3.2 grade point average (87) to be eligible.

A seventh-grade student’s GPA will be determined at the end of the third marking period. Each of the three marking period grades will be averaged together.

Eighth-grade students’ averages will be computed averaging the final seventh-grade average and each of the three Grade 8 marking period averages. The averages of these will determine eligibility.

Students who are scholastically eligible are notified of their eligibility and are invited to apply for membership to the National Junior Honor Society. They are to obtain an Application/Student Activity Information Form from the advisor and hand it in by the determined deadline.

The application/Student Activity Information Form is reviewed by the NJHS faculty council. The NJHS faculty council will consist of several representatives from the faculty. The NJHS faculty council will assess each eligible student’s application outlining their leadership, service, character and citizenship. Candidates receiving a majority vote of the faculty council will be inducted into the National Junior Honor Society.
PART VII: LEGAL NOTICES

NON-DISCRIMINATION COMPLIANCE STATEMENT

Enforcement of Title VI, VII, IX and Section 504 and applicable CT State Statutes

It is the policy of the Thompson Board of Education not to discriminate against otherwise qualified individuals in any of its educational programs, activities, or employment practices on the basis of race, sex, national origin, ancestry, color, religion, disability, age, sexual orientation, gender identity or expression, genetic information, marital status, protected veteran status or on any other basis prohibited by law.

Thompson Public Schools are required to honor the above statutes in all school activities and throughout the physical plant. Should a student or employee believe that he/she has been discriminated against in violation of law or Board policy, she/he may file a complaint by contacting the appropriate coordinator listed below.

<table>
<thead>
<tr>
<th>Staff/Student/Student</th>
<th>Employer/Employee</th>
<th>Section 504 Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IX Coordinator</td>
<td>Complaints Sexual Harassment</td>
<td>Mr. Christopher Jones</td>
</tr>
<tr>
<td>Melinda Smith</td>
<td>Thompson Public Schools</td>
<td>Thompson Public Schools</td>
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<tr>
<td>Thompson Public Schools Superintendent</td>
<td>Superintendent</td>
<td>Director of Pupil Services</td>
</tr>
<tr>
<td>(860) 923-9581</td>
<td>(860) 923-9581</td>
<td>(860) 923-9581</td>
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</tbody>
</table>

For all other complaints of discrimination, contact Ms. Melinda Smith, Superintendent of Thompson Public Schools, 785 Riverside Drive, North Grosvenordale, CT, 06255, (860) 923-9581.

HAZARDOUS MATERIAL IN SCHOOLS-PEST MANAGEMENT/PESTICIDE APPLICATION

General Provisions:

It is the policy of the Thompson Board of Education to implement an integrated pest management plan to reduce the amounts of pesticides applied in any building, or the grounds of any Thompson public school, by using all available pest control techniques including judicious use of pesticides, when warranted, to maintain a pest population at or below an acceptable level, while decreasing the use of pesticides.

The decision to apply pesticide in any building or the grounds of any Thompson public school is dependent on results of periodic monitoring for pest populations to determine if a pest problem exists that exceeds acceptable threshold levels.

No application of a pesticide shall be made in any building, or the grounds of any Thompson public school during regular school hours or during planned activities at any school except as provided by Connecticut statute or regulation.

Parents or guardians of children in any school and/or staff members in any school may register for prior notice of pesticide application at their school. Each school shall maintain a registry of persons requesting such notice and shall provide notice to registered individuals in accordance with applicable Connecticut statutory and regulatory provisions.

The Superintendent may direct that an emergency application of a lawn care pesticide be made without prior notice to parents or guardians of children in any school and/or staff members in the event of a threat to human health, subject to applicable Connecticut statutory and regulatory provisions.

The Superintendent may direct that an emergency application of a pesticide be made during regular school hours or during planned activities at school without prior notice to parents or guardians of children and/or staff members in any school in the event of an immediate threat to human health, subject to applicable Connecticut statutory and regulatory provisions.
There shall be no application of any lawn care pesticide on the grounds of any school with students in grade eight (8) or lower, except on an emergency basis, subject to applicable Connecticut statutory and regulatory provisions.

Definitions:

1. Pesticide: means a fungicide used on plants, an insecticide, an herbicide or a rodenticide, but does not mean a sanitizer, disinfectant, antimicrobial agent or a pesticide bait. 44

2. Lawn Care Pesticide: means a pesticide registered by the United States Environmental Protection Agency and labeled pursuant to the federal Insecticide, Fungicide and Rodenticide Act for use in lawn, garden, and ornamental sites or areas.

3. Integrated Pest Management: means use of all available pest control techniques including the judicious use of pesticides, when warranted, to maintain a pest population at or below an acceptable level, while decreasing the use of pesticides.

4. Restricted Use Pesticide: means any pesticide or pesticide use classified as restricted by the administrator of the United States Environmental Protection Agency or by the Connecticut Commissioner of Environmental Protection.

Integrated Pest Management Plan:

1. The district’s integrated pest management plan shall be consistent with the model pest control management plan developed by the Connecticut Commissioner of Environmental Protection pursuant to Section 22a-66l of the Connecticut General Statutes.

Notice of Pesticide Application:

1. Parents or guardians of children in any school and/or staff members in any school may register for prior notice of pesticide application at their school.

2. Each school shall maintain a registry of persons requesting such notice.

3. Parents or guardians of children in any school and/or staff members in any school who register for prior notice of pesticide application at their school shall be provided notice of each scheduled pesticide application at their school on or before the day that any application of pesticide is to take place.

4. The notice shall include the following information:
   a. The name of the active ingredient of the pesticide being applied,
   b. The location of the application on school property,
   c. The date of the application,
   d. The name of the school administrator, or designee, who may be contacted for further information.

Emergency Pesticide Application:

1. In the event of a threat to human health, the Superintendent may direct that an emergency application of a lawn care pesticide be made without prior notice to parents or guardians of children in any school and/or staff members.
2. In the event of an immediate threat to human health, the Superintendent may direct that an emergency application of a pesticide be made, during regular school hours or during planned activities at school, without prior notice to parents or guardians of children in any school and/or staff members. Such an application may only be made if (1) it is necessary to make the application during such period, and (2) such emergency application does not involve a restricted use pesticide.

3. In the event of such an emergency application, no child may enter the area of such application until it is safe to do so according to the provisions on the pesticide label.

4. In the event of such emergency application, the provision set forth below regarding authorized pesticide applicators shall not apply if the Superintendent determines that it is impractical to obtain the services of any such applicator, provided that the application does not involve a restricted use pesticide.

Record of Pesticide Application:

1. A copy of the record of each pesticide application at a school shall be maintained at the school for a period of five (5) years, which record shall include the information required by Section 22a-66a of the Connecticut General Statutes, as it may be amended from time to time.

Authorized Pesticide Applicator:

1. No person, other than a pesticide applicator with supervisory certification under Section 22a-54 of the Connecticut General Statutes or a pesticide applicator with operational certification under Section 22a-54 under the direct supervision of a supervisory pesticide applicator, may apply pesticide within any building or on the grounds of any school within the district.

Prohibition on Use of Lawn Care Pesticides at District Schools with Students through Grade 8:

There shall be no application of any lawn care pesticide on the grounds of any school with students in grade eight (8) or lower, except on an emergency basis, subject to applicable Connecticut statutory and regulatory provisions and the conditions set forth above.

Legal References:

Connecticut General Statutes:
§10-231a, §10-231b, §10-231d, §19a-79a, §22a-47, §22a-54, §22a-66a, §22a-66l


Date Adopted: 10/12/99

Policy approved by Policy Committee: April 15, 2013 (Refer to Board of Education Policy ECF - “Hazardous Material.”)

ASBESTOS NOTIFICATION

The Thompson Board of Education, 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 Thompson
Board of Education. 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 a reasonable period of time after a request from a member of the public is received.

NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973 Section 504 of the Rehabilitation Act of 1973 (commonly referred to as “Section 504”) is a nondiscrimination statute enacted by the United States Congress. Section 504 prohibits discrimination on the basis of disability. Under Section 504, the school district also has specific responsibilities to identify, evaluate and provide an educational placement for students who are determined to have a physical or mental impairment that substantially limits a major life activity. The school 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 imposed on nondisabled students/parents).

A student is covered under Section 504 if it is determined that he/she suffers from 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 and 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 be disabled and be covered by Section 504 even if he/she does not qualify for, or receive, special education services under the IDEA.

The purpose of this notice is to provide parents/guardians and students 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 Thompson School 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 his/her 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, 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. If your child is eligible for services under Section 504, for your child to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school, extracurricular 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 nondisabled 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 an impartial due process hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school 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.

15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504 Coordinator for this district is:

Mr. Christopher Jones
785 Riverside Drive
North Grosvenordale, Connecticut, 06255
Phone: 860-923-9581 Fax: 860-923-9638
cjones@thompsonpublicschools.org

For additional assistance regarding your rights under Section 504, you may contact:

Boston Regional Office
Office for Civil Rights
U.S. Department of Education
8th Floor 5 Post Office Square, Suite 900
Boston, MA 02109-3921
Telephone: (617) 289-0111

Connecticut State Department of Education
Bureau of Special Education and Pupil Services
TITLE I NOTICES

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

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

PSYCHOTROPIC DRUG USE

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

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS

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

SEXUAL ABUSE PREVENTION AND EDUCATION PROGRAM Students in grades K-12 will be involved in a prevention-oriented child sexual abuse program which teaches students age-appropriate techniques to recognize child sexual abuse and how to report it. Parents/guardians may permit their child to opt out of the awareness program or any part of it by notifying the school in writing of such a request.

SAFE SCHOOL CLIMATE PLAN The Board is committed to creating and maintaining a physically, emotionally, and an intellectually safe educational environment free from bullying, teen dating violence, harassment, and discrimination. In order 48 to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and teen dating violence and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and teen dating violence.

Bullying behavior and teen dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district’s commitment to addressing bullying behavior and teen dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.

I. Prohibition Against Bullying, Teen Dating Violence, and Retaliation
A. The Board expressly prohibits any form of bullying behavior and teen dating violence on school grounds; at a school-sponsored or school-related activity, function or program whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

B. The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school.

C. The Board further prohibits any form of teen dating violence outside of the school setting if such violence substantially disrupts the educational process;

D. In addition to prohibiting student acts that constitute bullying, the Board also prohibits discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying.

E. Students who engage in bullying behavior or teen dating violence in violation of Board Policy and the Safe School Climate Plan shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

II. Definition of Bullying

A. “Bullying” means the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:
   1. causes physical or emotional harm to such student or damage to such student’s property;
   2. places such a student in reasonable fear of harm to himself or herself, or of damage to his or her property;
   3. creates a hostile environment at school for such student;
   4. infringes on the rights of such student at school; or
   5. substantially disrupts the education process or the orderly operation of a school. B. Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

III. Other Definitions

A. "Cyberbullying" 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 electronic communications.

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

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

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

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

F. "Prevention and intervention strategy" may include, but is not limited to, (1) implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education, (2) school rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts, (3) adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur, (4) inclusion of grade-appropriate bullying education and prevention curricula in kindergarten through high school, (5) individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees, (6) school-wide training related to safe school climate, (7) student peer training, education and support, and (8) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.

G. "School climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

H. "School employee" means (1) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (2) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

I. "School-Sponsored Activity" shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized or authorized by the Board of Education.

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

IV. Leadership and Administrative Responsibilities

A. Safe School Climate Coordinator

The Superintendent shall appoint, from existing school district staff, a District Safe School Climate Coordinator ("Coordinator"). The Coordinator shall:
1. be responsible for implementing the district’s Safe School Climate Plan ("Plan");
2. collaborate with Safe School Climate Specialists, the Board, and the Superintendent to prevent, identify and respond to bullying in district schools;
3. provide data and information, in collaboration with the Superintendent, to the Department of Education regarding bullying;
4. meet with Safe School Climate Specialists at least twice during the school year to discuss issues relating to bullying the school district and to make recommendations concerning amendments to the district’s Plan.

B. Safe School Climate Specialist
The Principal of each school (or principal’s designee) shall serve as the Safe School Climate Specialist. The Safe School Climate Specialist shall investigate or supervise the investigation of reported acts of bullying and act as the primary school official responsible for preventing, identifying and responding to reports of bullying in the school.

V. Development and Review of Safe School Climate Plan

A. The Principal of each school shall establish a committee or designate at least one existing committee (“Committee”) in the school to be responsible for developing and fostering a safe school climate and addressing issues relating to bullying in the school. Such committee shall include at least one parent/guardian of a student enrolled in the school, as appointed by the school principal.

B. The Committee shall: 1) receive copies of completed reports following bullying investigations; 2) identify and address patterns of bullying among students in the school; 3) implement the provisions of the school security and safety plan, if applicable, regarding the collection, evaluation and reporting of information relating to instances of disturbing or threatening behavior that may not meet the definition of bullying; 4) review and amend school policies relating to bullying; 5) review and make recommendations to the Coordinator regarding the Safe School Climate Plan based on issues and experiences specific to the school; 6) educate students, school employees and parents/guardians on issues relating to bullying; 7) collaborate with the Coordinator in the collection of data regarding bullying; and 8) perform any other duties as determined by the Principal that are related to the prevention, identification, and response to school bullying.

C. Any parent/guardian serving as a member of the Committee shall not participate in any activities which may compromise the confidentiality of any student, including, but not limited to receiving copies of investigation reports, or identifying or addressing patterns of bullying among students in the school.

D. The Board of Education shall approve the Safe School Climate Plan developed pursuant to Board policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board’s and each individual school in the school district’s web site and ensure that the Safe School Climate Plan is included in the school district’s publication of the rules, procedures, and standards of conduct for schools and in all student handbooks.

VI. Procedures for Reporting and Investigating Complaints of Bullying

A. Students and parents (or guardians of students) may file written reports of bullying. Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports may be filed with any building administrator and/or the Safe School Climate Specialist (i.e. building principal), and all reports shall be forwarded to the Safe School Climate Specialist for review and actions consistent with this Plan.

B. Students may make anonymous reports of bullying to any school employee. Students may also request anonymity when making a report, even if the student’s identity is known to the school employee. In cases where a student requests anonymity, the Safe School Climate Specialist or his/her designee shall meet with the student (if the student’s identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely on the basis of an anonymous report.
C. School employees who witness acts of bullying or receive reports of bullying shall orally notify the Safe School Climate Specialist or another school administrator if the Safe School Climate Specialist is unavailable, not later than one (1) school day after such school employee witnesses or receives a report of bullying. The school employee shall then file a written report not later than two (2) school days after making such an oral report.

D. The Safe School Climate Specialist shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. The Safe School Climate Specialist shall also be responsible for promptly notifying the parents or guardians of the student alleged to have committed an act or acts of bullying, and the parents or guardians of the student against whom such alleged act or acts were directed, that an investigation has commenced. In order to allow the district to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student’s name in connection with the investigation process, unless the student and/or parent has requested anonymity.

E. In investigating reports of bullying, the Safe School Climate Specialist or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Safe School Climate Specialist will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

VII. Responding to Verified Acts of Bullying

A. Following investigation, if acts of bullying are verified, the Safe School Climate Specialist or designee shall notify the parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight hours after the investigation is completed. This notification shall include a description of the school’s response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian’s own child, may not be disclosed except as provided by law.

B. In any instance in which bullying is verified, the Safe School Climate Specialist or designee shall invite the parents or guardians of the student against whom such act was directed to a meeting to communicate the measures being taken by the school to ensure the safety of the student/victim and policies and procedures in place to prevent further acts of bullying. The Safe School Climate Specialist or designee shall also invite the parents or guardians of a student who commits any verified act of bullying to a meeting, separate and distinct from the previously described meeting, to discuss specific interventions undertaken by the school to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section VII.A.

C. If bullying is verified; the Safe School Climate Specialist or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.

D. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline and other appropriate remedial actions as determined by the Safe School Climate Specialist or designee, and may also incorporate a student safety support plan, as appropriate.

E. Notice to Law Enforcement If the Principal of a school (or his/her designee) reasonably believes that any act of bullying constitutes a criminal offense, he/she shall notify appropriate law enforcement. The notice shall be
consistent with the Board’s obligations under state and federal law and Board policy regarding the disclosure of personally identifiable student information. In making this determination, the Principal or his/her designee may consult with the school resource officer, if any, and other individuals the principal or designee deems appropriate.

F. If a bullying complaint raises a concern about discrimination or harassment on the basis of a legally protected classifications (such as race, religion, color, national origin, sex, sexual orientation, age, disability or gender identity or expression), the Safe School Climate Specialist or designee shall also coordinate any bullying investigation with other appropriate personnel within the district as appropriate (e.g. Title IX Coordinator, Section 504 Coordinator etc.), so as to ensure that any such bullying investigation complies with the requirements of such policies regarding nondiscrimination.

VIII. Teen Dating Violence

A. The school strictly prohibits and takes very seriously any instances of, teen dating violence, as defined above. The school recognizes that teen dating violence may take many different forms and may also be considered bullying and/or sexual harassment.

B. Students and parents (or guardians of students) may bring verbal or written complaints regarding teen dating violence to any building administrator. The building administrator shall review and address the complaint, which may include referral of the complaint to the Safe School Climate Specialist and/or Title IX Coordinator.

C. Prevention and intervention strategies concerning teen dating violence shall be implemented in accordance with Section X below. Discipline, up to and including expulsion, may be imposed against the perpetrator of teen dating violence, whether such conduct occurs on or off campus, in accordance with Board policy and consistent with federal and state law.

IX. Documentation and Maintenance of Log

A. Each school shall maintain written reports of bullying, along with supporting documentation received and/or created as a result of bullying investigations, consistent with the Board’s obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner, and shall not be disclosed to third parties without written prior written consent of a parent, guardian or eligible student, except as permitted under Board policy and state and federal law.

B. The Principal of each school shall maintain a list of the number of verified acts of bullying in the school and this list shall be available for public inspection upon request. Consistent with district obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the school community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, the name of the school and/or grade level and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that school year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in each school and shall not set out the particulars of each verified act, including, but not limited to any personally identifiable student information, which is confidential information by law.

C. The Principal of each school shall report the number of verified acts of bullying in the school annually to the Department of Education in such manner as prescribed by the Commissioner of Education.

X. Other Prevention and Intervention Strategies
A. Bullying behavior and teen dating violence can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the victim and other students. Accordingly, there is no one prescribed a response to verified acts of bullying or to teen dating violence. While conduct that rises to the level of "bullying" or "teen dating violence," as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying or teen dating violence, whether and to what extent to impose disciplinary action (e.g., detention, in-school suspension, suspension or expulsion) is a matter for the professional discretion of the building principal (or responsible program administrator or his/her designee). No disciplinary action may be taken solely on the basis of an anonymous complaint of bullying. As discussed below, schools may also consider an appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the responsible administrator.

C. The following sets forth possible interventions which may also be utilized to enforce the Board's prohibition against bullying and teen dating violence:

i. Non-disciplinary interventions When verified acts of bullying are identified early and/or when verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and the nature of the behavior. If a complaint arises out of the conflict between students or groups of students, peer or other forms of mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern. When an act or acts of teen dating violence are identified, the students involved may be counseled as to the seriousness of the conduct, the prohibition of teen dating violence, and their duty to avoid any such conduct. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and the nature of the behavior.

ii. Disciplinary interventions When acts of bullying are verified or teen dating violence occurs, and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints of bullying, however, shall not be the basis for disciplinary action. In-school suspension and suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation, in accordance with the Board’s Student Discipline policy. Expulsion may be imposed only after a hearing before the Board of Education, a committee of the Board or an impartial hearing officer designated by the Board of Education in accordance with the Board’s Student Discipline policy. This consequence shall normally be reserved for serious incidents of bullying and teen dating violence, and/or when past interventions have not been successful in eliminating bullying behavior.

iii. Interventions for bullied students and victims of teen dating violence The building principal (or another responsible program administrator) or his/her designee shall intervene in order to address incidents of bullying or teen dating violence against a single individual. Intervention strategies for a bullied student or victim of teen dating violence may include the following:
a. Referral to a school counselor, psychologist or other appropriate social or mental health service;
b. Increased supervision and monitoring of student to observe and intervene in bullying situations or instances of teen dating violence;
c. Encouragement of student to seek help when victimized or witnessing victimization;
d. Peer mediation or other forms of mediation, where appropriate;
e. Student Safety Support plan;
f. Restitution and/or restorative interventions; and
g. Periodic follow-up by the Safe School Climate Specialist and/or Title IX Coordinator with the bullied student or victim of teen dating violence.

iv. General Prevention and Intervention Strategies

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other district actions may ameliorate potential problems with bullying in school or at school-sponsored activities. Additional district actions may also ameliorate potential problems with teen dating violence. While no specific action is required, and school needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for administrators, teachers and other professional employees in each school. Such prevention and intervention strategies may include, but are not limited to:

a. School rules prohibiting bullying, teen dating violence, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;
b. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying or teen dating violence are likely to occur;
c. The inclusion of grade-appropriate bullying and teen dating violence education and prevention curricula in kindergarten through high school, which may include instruction regarding building safe and positive school communities including developing healthy relationships and preventing dating violence as deemed appropriate for older students;
d. Individual interventions with the perpetrator, parents and school employees, and interventions with the bullied student, parents and school employees;
e. School-wide training related to safe school climate, which training may include Title IX/Sexual harassment training, Section 504/ADA Training, cultural diversity/multicultural education or other training in federal and state civil rights legislation or other topics relevant to safe school climate;
f. Student peer training, education and support; and
g. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, training, and individual interventions;
h. Implementation of positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying and teen dating violence, including any such program identified by the Department of Education;
i. Respectful responses to bullying and teen dating violence concerns raised by students, parents or staff;

j. Planned professional development programs addressing prevention and intervention strategies, which training may include school violence prevention, conflict resolution, and prevention of bullying and teen dating violence, with a focus on evidence based practices concerning same;

k. Use of peers to help ameliorate the plight of victims and include them in group activities;

l. Avoidance of sex-role stereotyping;

m. Continuing awareness and involvement on the part of school employees and parents with regards to prevention and intervention strategies;

n. Modeling by teachers of positive, respectful, and supportive behavior toward students;

o. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others;

p. Employing classroom strategies that instruct students on how to work together in a collaborative and supportive atmosphere;

q. A culturally competent school-based curriculum focusing on social-emotional learning, self-awareness, and self-regulation.

D. In addition to prevention and intervention strategies, administrators, teachers, and other professional employees may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially-appropriate behavior. Administrators, teachers and other professional employees should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of “bullying.”

E. Funding for the school-based bullying intervention and school climate improvement strategy may originate from public, private, federal or philanthropic sources.

XI. Annual Notice and Training

A. Students and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.

B. The Board shall provide for the inclusion of language in student codes of conduct concerning bullying.

C. At the beginning of each school year, each school shall provide all school employees with a written or electronic copy of the school district’s safe school climate plan and require that all school employees annually complete training on the identification, prevention and response to bullying as required by law.

D. After July 1, 2014, any person appointed by the district to serve as district safe school climate coordinator shall complete mental health and first aid training offered by the Commissioner of Mental Health and Addiction Services.

XII. School Climate Assessments

Biennially, the Board shall require each school in the district to complete an assessment using the school climate assessment instruments, including surveys, approved and disseminated by the Connecticut State Department of
Education. The Board shall collect the school climate assessments for each school in the district and submit such assessments to the Connecticut State Department of Education.

Legal References:

Conn. Gen. Stat. § 10-222d
Conn. Gen. Stat. §§ 10-233a through 10-233f
Connecticut State Department of Education Circular Letter C-8,
Series 2008-2009 (March 16, 2009)
Public Act 14-232, “An Act Concerning The Review And Approval Of Safe School Climate Plans By The Department Of Education And A Student Safety Hotline Feasibility Study”
Public Act 14-234, “An Act Concerning Domestic Violence And Sexual Assault”

CHILD ABUSE, NEGLECT, AND SEXUAL ASSAULT

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

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

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

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

COMPUTER AGREEMENT

The District utilizes computer technology to broaden instruction and to prepare students for a computerized society. Use of these resources is restricted to students working under a teacher’s supervision and for approved purposes only. Students and parents will be asked to sign a user agreement regarding appropriate use of these resources. Violations of this agreement may result in withdrawal of privileges and other disciplinary action.

Students and parents should be aware that e-mail communications, using district computers, are not private and may be monitored by staff. The District will not be liable for information posted by students on social media websites, such as Facebook, Instagram, Snapchat, YouTube, etc., when the student is not engaged in District activities and not using District equipment.
The District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such material.

Federal law requires the district to place filtering devices on school computers to block entry to visual depictions that are obscene, pornographic, harmful or inappropriate for students as defined in the Children’s Internet Protection Act and as determined by the Superintendent or his/her designee.

The Board of Education is committed to aiding students and staff in creating a 21st Century learning environment. Therefore, students (plus staff) will be permitted to access the District’s wireless network with their personal devices during the school day. With teacher approval, students may use their own devices to access the Internet and collaborate with other students.

Students and parents/guardians participating in the Bring Your Own Device/Technology program must adhere to the Student Code of Conduct, as well as all applicable Board policies, particularly the Computer Acceptable Use policy.

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

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)
Federal legislation requires schools selected to participate in this national testing program to notify parents of children who will be taking the test of their right to exclude their child. Parents also have the right to inspect all NAEP data, questions, and assessment instruments.

ON-CAMPUS RECRUITMENT Students at the middle and high school level will be informed of the availability of (1) vocational, technical and technological education and training of technical high schools and (2) agricultural sciences and technology education at regional agricultural science and technology education centers. Full access for the recruitment of students by technical high schools, regional agricultural science, and technology education center, magnet schools, charter schools will be provided. Military recruiters and institutions of higher learning shall have access to secondary school students’ names, addresses and telephone listings unless the student’s parent/guardians submit a written request that such information not is released without their prior written consent.

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

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

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

Parents of a minor or of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student’s records. “School
officials with legitimate educational interests” include any employee such as an administrator, teacher, support staff, Board of Education member, attorney, agents, or facilities with which the district contracts for the placement of students with disabilities, as well as their attorneys and consultants, who are:

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

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

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

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

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

Certain information about district students is considered directory information and will be released to anyone who follows procedures for requesting it unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within ten school days after the issuance of this handbook. Directory information includes a student’s name, address, telephone number, date and place of birth, major field of study, grade levels, photograph, e-mail address, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.
Military recruiters or institutions of higher learning shall have access to secondary school students’ names, addresses and telephone listings unless a parent/guardian or secondary student aged 18 or over requests in writing that such information not be released.

The District will release to the Parent Teacher Association the names, addresses, telephone number and grade levels of students (unless the District is informed by September 15 of the school year that designation of such directory information has been refused as to a particular student) provided such information is to be used by the PTA for its own school activities or school business.

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

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the Requirements of FERPA. Complaints may be addressed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

The district’s HIPPA Privacy Officer is Melinda Smith, Superintendent of Thompson Public Schools.

(Refer to Board of Education Policy – “Student Records.”)

TRANSCRIPTS

A transcript is the official school report of a student’s dates of attendance, courses taken, and grades and credits received. Transcripts are most often requested by colleges, employers, and receiving high schools when a student moves out of town. Copies of transcripts may be requested by contacting the school counselor’s office. A release of records form must be signed before records will be sent. Release forms may be signed by a student 18 years or older, by a parent, or a legal guardian.

Official records are stamped with the school seal and are delivered by mail only.

Transcripts that are hand carried are identified as “Student Copy” and are not considered official records.

Request for records requires a 48-hour notice.

(Refer to Board of Education Policy – “Student Records.”)