

**STUDENT GUIDE AND PLANNING BOOK  
2011-2012**

**100 Battistoni Drive  
Winsted, Connecticut 06098  
379-8525  
www.nwr7.com**

**Cover Designed By  
Sadie Bagnall, Class of 2013**

**This School Agenda belongs to:**

**Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

## PREFACE

Dear Student,

Welcome to the 2011-2012 school year! The faculty and staff of Northwestern Regional High School are looking forward to making this a successful school year for all of our students. Education is a team effort and we are looking forward to working closely with all of our students and parents in partnership to assure a quality educational experience for the families and students of Northwestern.

The purpose of this handbook is to provide information needed by students and their parents or legal guardians and to serve as a resource for some of the basic information that you or your child will need during the school year.

The Student Handbook is designed to be aligned with Board policy. Please be aware that this document is updated annually, while policy adoption and revision is an ongoing process. Therefore, any changes in policy that affect student handbook provisions will be made available to students and parents through newsletters and other communications. These changes will generally supersede provisions found in this handbook that have been made obsolete by newly adopted policy.

Your high school years provide you with the wonderful opportunity to discover unique talents and gifts. Northwestern Regional High School offers a variety of clubs, organizations, and teams that can enable you to explore new things and learn more about yourself. There are outstanding athletic teams, musical programs, drama and academic groups that will allow you to develop friendships that may last a lifetime.

Take a chance by getting involved and trying something new! High School is unlike any other time in your life. Study hard, challenge yourself, set high goals for yourself and have fun! We are very fortunate to have a great school with great students and teachers. Make the time you spend in high school some of the most important and productive of your life.

Please know that the faculty, staff and administration are very excited and looking forward to working with you and helping you along your journey. We want to be a part of your success. Let's work together to make our school the best it can be. Along with the faculty and staff, I wish you an exciting and successful school year.

Sincerely,



Kenneth L. Chichester  
Principal

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## **PART I - SCHOOL ORGANIZATION**

### **ADMINISTRATION**

Dr. Judith A. Palmer, Superintendent  
Director of Finance & Operations, Roger Newbury  
Northwestern Regional High School Principal, Kenneth Chichester  
House I Housemaster and Director of Student Activities  
Claudia Mossman, grades 9-12 (A-K)  
House II Housemaster  
Jeffrey Dudek, grades 9-12(L-Z)  
Athletic Director, Fred Williams

### **GUIDANCE**

Director, Bruce Van Valen  
High School counselors:  
Amy Dressel  
Jennifer Graby  
Trina McHugh

### **HEALTH OFFICE**

Nurse, Margaret Barra, RN

### **MEDIA**

Supervisor, Theresa Padua  
Technicians, Maureen Linkovich, Mary Fairchild

### **STUDENT SERVICES**

Psychological Consultant, Rosalind Leibowitz, Quentin Rueckert  
Social Worker, Lindsey Williams, Speech Pathologist, Faige Friedland

### **CONTACT NUMBERS**

Main Office 379-8525  
House I 379-7027  
House II 379-7132  
Athletics 738-6983  
Registrar 379-8525 Ex. 2506

## **NORTHWESTERN REGIONAL HIGH SCHOOL CORE VALUES AND BELIEFS**

Northwestern Regional High School fosters academic and personal excellence in every student. In partnership with families and communities, we create a safe learning environment dedicated to developing the skills of lifelong learning. Our dynamic and challenging educational program prepares individuals to respect diversity and become responsible citizens in a rapidly evolving global environment.

### We value academic excellence

We believe in:

- High academic expectations for all students
- Commitment to lifelong learning
- Innovative and independent thinking

### We value the pursuit of personal excellence in all aspects of our lives

We believe in:

- Acting responsibly with the interests of others in mind
- Allowing student choice in the learning process
- Giving students the opportunity to demonstrate their learning in a variety of ways

### We value global awareness

We believe in:

- Taking an active role in a global society
- Demonstrating respect for diversity

### We value partnership with families and communities

We believe in:

- Community involvement
- Social responsibility
- Open communication between the school and family

## **ACADEMIC, SOCIAL AND CIVIC EXPECTATIONS**

Through acquiring the knowledge embedded in our school's rigorous curriculum, students will:

### **Academic Expectations**

- Demonstrate critical thinking in reading, writing, and problem-solving
- Demonstrate creativity, innovation, and adaptability
- Demonstrate effective communication skills

### **Civic Expectations**

- Demonstrate an understanding of global awareness
- Demonstrate effective interpersonal and collaborative skills

### **Social Expectations**

- Demonstrate effective interpersonal and collaborative skills

# NORTHWESTERN’S SCHOOL-WIDE LEARNING EXPECTATIONS

Northwestern’s school-wide 21<sup>st</sup> century learning expectations are defined by the following analytic rubrics that identify targeted levels of achievement. Students will be assessed on Northwestern’s school-wide learning expectations a number of times each semester so that they understand how well they are achieving the school-wide learning expectations.

## Northwestern Regional High School Reading Rubric

*Demonstrate critical thinking in reading, writing, and problem-solving*

Criteria	Advanced	Goal	Proficient	Basic	Below basic	Suggestions
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Demonstrates exemplary understanding of the passage as a whole including text details and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates an understanding of the passage as a whole including most text details and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates adequate understanding of the passage, but may lack understanding of text details or concepts.</li> </ul>	<ul style="list-style-type: none"> <li>Limited and/or inaccurate understanding of text.</li> </ul>	<ul style="list-style-type: none"> <li>Does not demonstrate understanding of text.</li> </ul>	
<b>Interpretation and analysis</b>	<ul style="list-style-type: none"> <li>Makes and supports insightful and logical predictions and inferences based on text(s).</li> <li>Makes insightful connections within and across text(s).</li> </ul>	<ul style="list-style-type: none"> <li>Makes and supports logical predictions and inferences.</li> <li>Makes connections within and across text(s).</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally makes and supports logical predictions and inferences.</li> <li>Makes some connections within and across text(s).</li> </ul>	<ul style="list-style-type: none"> <li>Makes limited or inaccurate predictions and inferences with or without support.</li> <li>Makes limited or inaccurate connection within and across text(s).</li> </ul>	<ul style="list-style-type: none"> <li>Does not make any predictions or inferences.</li> <li>Does not make connections.</li> </ul>	
<b>Critical thinking (through author/text interpretation)</b>	<ul style="list-style-type: none"> <li>Demonstrates thoughtful and insightful reflection based on analysis, synthesis, and evaluation of the text</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates thorough reflection based on analysis, synthesis, and evaluation of the text</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates adequate reflection on the text based on some analysis, synthesis, and/or evaluation of the text</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little evidence of higher order thinking but attempts to analyze, synthesize, and/or evaluate the text</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates no evidence of higher order thinking</li> </ul>	

## Northwestern Regional High School Creativity Rubric

*...demonstrate creativity, innovation, and adaptability*

Creativity	Consistently explores or contributes ideas and expands on the original idea in innovative ways.	Often explores or contributes ideas and can develop an idea beyond the beginning stage.	Sometimes explores or contributes ideas but has some difficulty developing an idea beyond the beginning stage.	Rarely explores or contributes ideas or develops ideas beyond the beginning stage.	Does not explore, contribute, or develop an idea.
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## Northwestern Regional High School Global Awareness Rubric

*...demonstrate an understanding of global awareness*

Criteria	Advanced	Goal	Proficient	Basic	Below Basic
Understanding of the impact of culture on political/global relationships	Demonstrates an exemplary understanding of how culture can impact economic and political decisions	Demonstrates a solid understanding of how culture can impact economic and political decisions	Demonstrates an adequate understanding of how culture can impact economic and political decisions	Demonstrates a limited understanding of the relationship between culture and economic and/or political decisions	Demonstrates no understanding of the relationship between culture and decisions
Awareness of individual role in the global society	Takes into account multiple cultural perspectives when examining global decisions  Demonstrates awareness of how his/her actions and the actions of his/her community exert influence	Takes into account other cultural perspectives when examining global decisions  Demonstrates recognition of his/her individual role in a global society	Takes into account at least one additional perspective when examining global decisions  Demonstrates an adequate understanding of the individual role within a global society, but may not personally apply it to his/her actions	Takes into account a limited perspective when examining global decisions  Demonstrates a limited or growing understanding of the individual role within a global society	Does not take into account multiple cultural perspectives  Demonstrates no evidence of recognizing his/her role within a global society
Understanding of long-term changes and recurring patterns in world history	Seeks exemplary understanding of how his/her personal actions affect global impact  Applies an exemplary understanding of content-specific history to enhance current understanding of community, government, culture, and conflict within the global world	Seeks a solid understanding of how his/her personal actions affect global impact  Applies a solid understanding of content-specific history to enhance current understanding of community, government and conflict within the global world	Applies an adequate understanding of content-specific history to enhance current understanding of community, government, or conflict within the global world  Demonstrates an adequate understanding of how history relates to recurring political, economic, or social trends	Applies a limited understanding of content-specific history and connects it to current understanding of community, government, or conflict within the global world  Demonstrates a limited understanding of how history relates to recurring political, economic, or social trends	Does not seek to understand his/her role  Applies no understanding of content-specific history or its connection to current understanding of community, government, or conflict within the global world  Demonstrates no understanding of how history relates to recurring political, economic, or social trends

## Northwestern Regional High School Collaboration Rubric

...demonstrate effective interpersonal and collaborative skills

Criterion	Advanced	Goal	Proficient	Basic	Below Basic
Attendance and Punctuality	Rarely absent or tardy. Consistently meet academic deadlines.	Few absences or tardies that do not interfere with academic performance. Most academic deadlines are met.	Student absences or tardies interfere with academic performance. Some academic deadlines are met.	Student absences or tardies interfere with academic performance. Few academic deadlines are met.	Student absences or tardies prohibit academic deadlines are met.
Persistence	Always works diligently and shows strong perseverance when work is difficult. Never gives up.	Works hard most of the time and shows perseverance in difficult situations.	Sometimes shows perseverance in difficult situations, but sometimes gives up.	Rarely shows perseverance in difficult situations, and frequently gives up.	Does not persevere in difficult situations. Apathetic to outcome.
Takes Responsibility/ Their Own Learning	Always prepared with homework and appropriate class materials for that day. Preparation enhances learning for self and others.	Usually prepared with homework and the appropriate classroom materials for that day. Preparation makes it possible to participate in class and to learn.	Occasionally prepared with homework and appropriate classroom materials for that day. Lack of preparation interferes with ability to participate in class and to learn.	Rarely prepared with homework and the appropriate classroom materials for that day. Lack of preparation makes it difficult to participate in class and to learn.	Never prepared with homework and the appropriate classroom materials for that day. Lack of preparation makes it impossible to participate in class and to learn.
Managing Time On Task	Always thinks before acting, sets clear goals. Establishes an organized multi-step plan. Always understands the directions before proceeding.	Usually thinks before acting, and sets good goals. Organizes a plan, and usually understands directions before proceeding.	Occasionally begins before directions are clear and an organized plan is thought out.	Rarely has an organized plan. Acts impulsively. Begins without understanding directions.	Never has an organized plan. Acts impulsively. Ignores directions.
Etiquette	Always displays appropriate learning behavior. Is always focused and never engages in distracting behavior. Always shows strong self-control and respect for others.	Consistently displays appropriate learning behavior in class. Consistently focused and rarely engages in distracting behavior. Consistently shows self-control and respect for others.	Inconsistent focus in class, and occasionally engages in distracting behavior. Has occasional loss of self-control and respect for others.	Rarely focused in class. Frequently engages in distracting behavior. Has difficulty maintaining self-control and showing respect for others.	Never focused in class. Always engages in distracting behavior. Regularly has difficulty maintaining self-control and showing respect for others.
Interaction with Others/ Critique	Always actively listens. Always supports other members. Always suggests ways of improving through critical analysis and feedback.	Often actively listens. Often supports other members. Often suggests ways of improving through critical analysis and feedback.	Sometimes actively listens. Sometimes supports other members. Sometimes suggests ways of improving through critical analysis and feedback.	Rarely actively listens. Rarely supports other members. Rarely suggests ways of improving through critical analysis and feedback.	Total lack of listening and/or off task. No willingness to support group members and/or is disrespectful.

**Northwestern Regional High School Writing Rubric**  
*...demonstrate critical thinking in reading, writing, and problem-solving*

Criteria	Advanced	Goal	Proficient	Basic	Below basic	Suggestions
<b>Content</b>	<ul style="list-style-type: none"> <li>Supplies all discipline-specific and task requirements.</li> <li>Uses extensive, relevant and accurate information to support the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Fulfills all discipline-specific and task requirements.</li> <li>Uses sufficient, relevant and accurate information to support the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to fulfill all discipline-specific and task requirements, but one element may be inaccurate or incomplete.</li> <li>Uses some relevant and accurate information to support the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to fulfill some discipline-specific and task requirements, but more than one element may be inaccurate or incomplete.</li> <li>Uses little relevant or accurate information to support the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Does not fulfill discipline-specific and task requirements.</li> <li>Does not use relevant and accurate information to support the topic.</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>Structures ideas in a cohesive, meaningful logical order.</li> <li>Always incorporates transitions to create coherence.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively structures ideas in a logical order.</li> <li>Often incorporates transitions to create coherence.</li> </ul>	<ul style="list-style-type: none"> <li>Structures ideas in a logical order.</li> <li>Sometimes incorporates transitions to create coherence.</li> </ul>	<ul style="list-style-type: none"> <li>Ineffectively structures ideas.</li> <li>Rarely incorporates transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Does not structure ideas.</li> <li>Does not incorporate transitions.</li> </ul>	
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>No errors in grammar, sentence structure, spelling, and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Minor errors in grammar, sentence structure, spelling, and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Errors in grammar, sentence structure, spelling, and punctuation that do not interfere with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Errors in grammar, sentence structure, spelling, and punctuation may interfere with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Errors in grammar, sentence structure, spelling, and punctuation severely interfere with understanding.</li> </ul>	
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>Analyzes and evaluates topic and presents evidence to support ideas.</li> <li>Consistently identifies, investigates and challenges multiple perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes topic and presents evidence to support ideas.</li> <li>Identifies, summarizes and investigates multiple perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Describes topic and presents some evidence to support ideas.</li> <li>Identifies a perspective and provides a general summary.</li> </ul>	<ul style="list-style-type: none"> <li>Presents little evidence to support ideas or misinterprets the topic.</li> <li>Demonstrates limited ability to identify a perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Provides no evidence to support perspective or ideas.</li> </ul>	
<b>Style:</b>	<ul style="list-style-type: none"> <li>Delivery of ideas is engaging to the intended audience through voice and tone.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively delivers ideas to intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>Adequately delivers ideas to intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>Inadequately delivers ideas to intended audience.</li> </ul>	<ul style="list-style-type: none"> <li>Fails to deliver ideas to intended audience.</li> </ul>	
<b>Creativity</b>	<ul style="list-style-type: none"> <li>Consistently explores or contributes ideas and expands on the original ideas in innovative ways.</li> </ul>	<ul style="list-style-type: none"> <li>Often explores or contributes ideas and can develop an idea beyond the beginning stage.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes explores or contributes ideas but has some difficulty developing an idea beyond the beginning stage.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely explores or develops ideas beyond the beginning stage.</li> </ul>	<ul style="list-style-type: none"> <li>Does not explore, contribute, or develop an idea.</li> </ul>	

**Northwestern Regional High School Problem Solving Rubric**  
*...demonstrate critical thinking in reading, writing, and problem-solving*

Criterion	Advanced	Goal	Proficient	Basic	Below Basic
Identify the Problem or Main Objective	Clearly defines the Problem and outlines and prioritizes necessary objectives.	Defines the Problem and outlines necessary objectives in an efficient manner.	Problem statement is ambiguous or lacks some necessary objectives.	Problem is not correctly defined and lacks necessary objectives.	Problem is not identified.
Apply Previous Knowledge	Effectively applies previous knowledge to the problem and integrates with new information to solve problem.	Effectively applies previous knowledge to the problem.	Identifies applicable previous knowledge.	Limited identification of applicable previous knowledge	Does not make connections to previous knowledge
Identify New Information	Effectively gathers new information to assist in finding solution from multiple sources and integrates it with problem solving strategies.	Effectively gathers new information to assist in finding a solution.	Gathers some new information to assist in finding a solution.	Limited use of new information to assist in finding a solution.	Demonstrates difficulty gathering new information to assist in finding a solution.
Plan	Identifies necessary steps to solve the problem and the data to be collected. Multiple approaches are considered and evaluated.	Identifies necessary steps to solve the problem and the pertinent data to be collected.	Identifies most of the steps critical to solve the problem and some of the data to be collected.	Limited identification of steps to solve the problem or limited data is collected.	Demonstrates difficulty in identifying steps needed to solve problem.
Analyze Data	Develops an analysis and synthesizes information from multiple perspectives.	Describes and analyzes data as relevant to the problem.	Develops adequate analysis and synthesis of information.	There is limited analysis and synthesis of information evident.	There is no evidence of analysis or synthesis of information.
Draw and Justify Conclusions	Draws reasonable conclusions from information or data and makes connections to the original problem, and can account for unexpected results.	Draws reasonable conclusions from information or data and makes connections to the original problem.	Draws some reasonable conclusions from information or data and makes some connections to the original problem.	Many draw unreasonable conclusions from information or data and makes few connections to the original problem.	Does not draw reasonable conclusions from information or data and makes little to no connections to the original problem.
Apply Solutions to Real World Situation(s)	Uses the solution to solve a real world problem or new situation identified by the student.	Effectively applies the solution to a real world problem or a new situation.	Ineffectively applies the solution to a real world problem or a new situation.	There is limited application of the solution to a real world problem or a new situation.	Does not apply the solution to a real world problem or a new situation.
Creativity	Consistently explores or contributes ideas and expands on the original idea in innovative ways.	Often explores or contributes ideas and can develop an idea beyond the beginning stage.	Sometimes explores or contributes ideas but has some difficulty developing an idea beyond the beginning stage.	Rarely explores or contributes ideas or develops ideas beyond the beginning stage.	Does not explore, contribute, or develop an idea.

## NORTHWESTERN REGIONAL HIGH SCHOOL BEHAVIORAL EXPECTATIONS

EXPECTATIONS	CLASSROOMS	HALLWAYS	CAFETERIA
<b>BE RESPECTFUL</b>	Use appropriate language  Be considerate of others  Embrace diversity  Interact appropriately	Interact respectfully  Respect school and personal property  Value learning time  <u>Keep Floors Clean</u>	Be mindful of others  Use respectful speech  Be courteous in line  <u>Keep Floors Clean</u>
<b>BE RESPONSIBLE</b>	Arrive to class prepared and on time  Be an active participant  Complete all assigned tasks on time  Keep a notebook and a planner	<u>Leave no trace</u>  Arrive to class on time  Follow pass procedures  Secure belongings	<u>Leave no trace</u>  Pay your way  Follow pass procedures
<b>BE PROUD</b>	Show Dignity and Honor  Respect yourself and others  Lead by Example	Show School Spirit  Be Sensitive  Help Others	Interact appropriately  Respect the personal space of others  Report spills  Help Others

## GRADUATION REQUIREMENTS

To graduate from Northwestern Regional High School a student must have earned a minimum of 21 credits and must have met the district's credit distribution requirements. In order to graduate students must also meet four performance standards:

Writing, Reading, Science and Mathematics as measured by the CAPT (Connecticut Academic Performance Test). Regulations regarding these requirements can be obtained from the guidance office or from the main office.

### Required subjects by credit and number of years:

English – 4 credits	4 years
Mathematics – 3 credits	3 years
Social Studies – 3 credits;	3 years 1.0 of which is in US History and .5 of which is in Civics
Science – 2 credits	2 years (one credit must be Biology)
Physical Education – 1 credit	4 years
Health – 1 credit	4 years
Arts or Vocational Education -	1 credit 1 year (includes Music, Art, Culinary, Tech. Ed.and Business Ed.)

Unless specifically stated in the Program of Studies credit may be earned only once in any given course.

**NOTE: A student must take a minimum of five (5) credits plus Physical Education and Health each year unless excused from this requirement by the principal. A senior must earn a minimum of four credits and pass English, Physical Education, and Health in his/her senior year to graduate.**

## **WEIGHTED CLASS RANK AND COURSE LEVELS**

Class standing is determined by a **weighted** grading system. Within the weighted class ranking system there are four levels of course difficulty.

Level 1: Advanced Placement, University of Connecticut, and Honors Courses.

Level 2: Courses which require demonstration of higher level thinking skills, courses which stress the ability to work independently, and courses which are the upper level of a sequence.

Level 3: Courses which present material at a grade-appropriate level and require student to utilize basic study habits, demonstrate organization, and complete assignments and other course requirements.

Level 4: Courses designed to reinforce basic skills including remedial courses and most special education courses.

A student will find the opportunity to take honors level courses in most departments. Level 3 and Level 2 courses are found in all academic and elective departments. Level 4 courses include special education and alternative education courses.

## **GPA WEIGHTING AND CLASS RANK**

The official student GPA is based on a weighted point system and is updated annually at the completion of the school year. Physical Education, Health, and pass/fail grades are not included. For a chart of the points awarded for grades by course level see below.

Course levels and grade weighting.

Point values will be assigned for the grades and levels according to this chart:

<b>Course Level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
A+	4.8	4.3	3.8	3.3
A	4.5	4.0	3.5	3.0
A-	4.2	3.7	3.2	2.7
B+	3.8	3.3	2.8	2.3
B	3.5	3.0	2.5	2.0
B-	3.2	2.7	2.2	1.7
C+	2.8	2.3	1.8	1.3
C	2.5	2.0	1.5	1.0
C-	2.2	1.7	1.2	0.7
D+	1.8	1.3	0.8	0.3
D	1.5	1.0	0.5	0.25
D-	1.2	0.7	0.2	0.1
F	0	0	0	0

Class Rank is a numerical position value attached to the weighted GPAs when they are ordered from greatest to smallest. The weighted GPA will be reported on the student's transcript. Class rank and GPAs are calculated at the end of each academic year.

Transfer students will be eligible for honors level weighting only in courses which are offered at honors level at Northwestern. To be eligible for class valedictorian/salutatorian, a transfer student must have entered Northwestern by the middle of their sophomore year. Valedictorian/salutatorian will be established based on class standing at the end of the first semester of the senior year.

Summer school courses will be recorded as pass/fail only and will not count toward class rank and GPA.

### **COURSE WITHDRAWALS AND GRADE ASSIGNMENT**

1. A student may withdraw from a semester course and/or a full-year course within 5 weeks/10 weeks respectively without penalty or sanction assuming he/she has parental permission to do so within the allotted period of time.
2. Course withdrawal after the 5/week/10 week period will result in a grade of W/F on the report card. Exceptions to this policy can only be made under exceptional conditions following a conference with the counselor and/or administrator.
3. Voluntary course changes requiring the addition of a course must be made in the first seven days of the course in question.
4. Students who withdraw from a course and subsequently fall below 5 ½ credits will be required to take a supervised study.
5. If the student and/or parent disagrees with the decision regarding the withdrawal and/or the subsequent grade assignment, an appeal may be made in writing to the building principal within 5 working days subsequent to receiving notice of said decision for assigned grade.

A+=97-100	B+=87-89	C+=77-79	D+=67-69	F=59 or below
A =93-96	B =83-86	C =73-76	D =63-66	INC=Incomplete
A-=90-92	B-=80-82	C-=70-72	D-=60-62	P=Pass60 or above
WF=Withdrawn-Failing WP=Withdrawn-Passing M=Medical Excuse				

### **HONOR ROLL**

The Honor roll is computed using an **unweighted** simple average. School policy allows students ten school days from the end of the marking period to complete missing course work which resulted in a grade of "I" (Incomplete). The Honor Roll is established at the end of this time period. Honor lists will be published on the school web site and in the local newspapers (at their discretion) for each of the four (4) marking periods. Honors will be determined by the grades given in those periods.

Quarterly average	83-89	=Honors
	90-92	=High Honors
	93-100	=Academic Excellence

In addition, all earned grades (with the exception of physical education/health) must be at least a "C" for a student to be considered for any honors. The physical education/health grade is not computed into the actual academic average, however, and students medically excused from gym are still eligible.

Courses taken through extended educational opportunities offered off campus may not be included in Honor roll computation even though they may contribute to the student's GPA.

### **PERKIN'S TEST**

The Carl D. Perkins Vocational and Technical Education Improvement Act (Perkins) was most recently reauthorized in August 2006. The purpose of Perkins is to provide individuals with the academic and technical skills needed to succeed in a knowledge- and skills-based economy. The Carl D. Perkins Act of 2006 requires a significant federal and state commitment to performance measurement and accountability. High schools receiving funding or support through this act are required to participate in the Connecticut Career and Technical Education (CTE) assessments which are conducted each Spring. Currently, Connecticut recognizes twenty areas of concentration in career and technical education.

## **SCHOOL OFFICES, SERVICES, AND RESOURCE AREAS**

### **COMPUTER LABS**

Students are encouraged to make use of the school's computer resources. The Media Center, House I and House II labs are equipped with computers for student use. The Business and Technology Education department located on Level I allows students to make use of their facility when classes are not in session. Special purpose equipment is available in the Science Department, the Music Department, in Art, Ag Ed and in Technology Education. The use of that equipment is managed by those teachers. These labs are also available to students after school.

### **LANGUAGE LAB**

The Language Lab is open to foreign language students who have been given permission by respective teachers to improve speaking and dialog skills. Check with your specific foreign language teacher for arrangements.

### **CAREER AND COLLEGE CENTER**

Located adjacent to Commons I, this center provides resources regarding careers and colleges: technical, two-year and four year.

### **GUIDANCE OFFICES**

Each student is assigned a guidance counselor for all four years of high school. Offices are located either inside the Housemaster's offices or across from the Rotunda. You are encouraged to meet with a counselor for assistance with your schedule, career or college planning or to discuss personal problems.

<b>Amy Dressel</b>	<b>Grade 10 A-H, Grade 11- A-G, Grade 12 A-I</b>	<b>379-7027 Ext. 2201</b>
<b>Jennifer Graby</b>	<b>9<sup>th</sup> Grade &amp; School to Career</b>	<b>379-7027 Ext. 2204</b>
<b>Trina McHugh</b>	<b>10 Me-Z, Grade 11 N-Z, Grade 12 O-Z</b>	<b>379-7132 Ext. 2251</b>
<b>Bruce Van Valen</b>	<b>Grade 10 J-Mc, Grade 11-H-M, Grade 12 J-N</b>	<b>379-8525 Ext. 2507</b>

## **HOUSEMASTER OFFICES**

Located at the entrance to each of the two high school houses, these two offices serve as a place to resolve school-related business or general concerns. The House secretaries will assist you either directly or else refer you to your Housemaster or other staff.

House I **Ext. 2200**, House II **Ext. 2250**

## **STUDENT ACTIVITIES**

Students are invited to obtain information regarding activities they are interested in., the student Senate, class offices, and student council, or to make suggestions for activities they are interested in at the office of the Director of Student Activities in House I.

Ext. 2200

## **MAIN OFFICE**

The Main Office is located on the left just inside the main doors to the school. The office houses the High School principal, secretary, and receptionist as well as Pupil Services personnel. All teacher and staff mailboxes are in the Main Office.

## **DEPARTMENT HEAD OFFICES**

Department Chairs are available to assist with matters specific to given curriculum areas. The Social Studies office is located in the main HS hallway; Mathematics and English offices are across from Senior Commons; the Science office adjoins the Chemistry Lab near Room 33; and the Career Arts and World Languages offices are on Level I.

## **REGISTRAR'S OFFICE**

The school registrar is located in the Guidance Suite, adjacent to the counselor's office. The registrar is responsible for maintaining the cumulative records of all Northwestern students. The registrar also provides an important service to senior students and parents in the implementation of our scholarship program and in forwarding transcripts and application materials to colleges, universities, and employers.

**Ext. 2506**

## **HEALTH OFFICE**

The Health Office is located in the hallway nearest to the Middle School, adjacent to the auditorium. The office is open daily from 7:30 to 3:00. A nurse is available to help you with: personal illness questions concerning health and safety, eating disorders, scheduled sports physicals, medical records, information about controlled substances and tobacco. **Ext. 2618**

**Connecticut state law very specifically regulates the administration of prescription and nonprescription medication during school hours. These regulations are sent to each family at the beginning of each school year. Please consult the school nurse with questions and concerns.**

## **NORTHWEST COMMUNITY BANK**

Northwest Community Bank at Northwestern Regional High School is located between the Media Center and the Gym. Bank services are available to all students, faculty, and staff at Northwestern. This branch of Northwest Community Bank is not open to the public. The Bank closes two weeks before mid-term and final exams and is closed on half days and snow days.

## **PUPIL SERVICES CENTER**

The psychologist, social worker, and chair of special education are located in the same suite occupied by the Main Office personnel. If you or a friend are in need of special assistance with personal problems, you will find the staff in pupil services able to provide information and assistance.

## **CAFETERIA**

The lunch menu is posted monthly on the school website, nwr7.com. The cafeteria offers hot and cold lunches and a variety of snacks during five different lunch periods each day. In addition, the cafeteria is open daily to high school students and faculty for breakfast. Students are expected to act appropriately in the cafeteria. **Every student is responsible for keeping the cafeteria clean and free of litter. You should do your part in helping us to provide a suitable eating environment for all. Students are expected to return trays and dishes to the proper place, dispose of paper goods and trash in the receptacles. Ext. 2607**

## **MEDIA CENTER**

The Media Center has many resources to assist in research, special projects, reading and studying. Students may use the Media Center during unassigned time providing they follow the established pass and sign-in/out systems. **Ext. 2601**

The library staff are available to help students locate materials for research and to teach students how to use the electronic data retrieval systems. The librarians also work with teachers to prepare students for special projects in many subject areas.

**The Media Center is open 7:15am until 3:15pm Monday through Friday.**

**NORTHWESTERN CONNECTICUT EDUCATION CONSORTIUM** sponsors a summer school program for all students in the area. The purpose of the program is to provide both remedial and skill building courses. We hope you will find the offering helpful in meeting your educational goals. If you have any questions, please visit our website: [www.nwr7.org](http://www.nwr7.org). **Ext. 3261**

## **AGRICULTURAL EDUCATION PROGRAM**

The agricultural education program is designed for any student who expresses an interest in any of the following areas: plant science, animal science, natural resources, forestry, mechanics, business management and leadership. The program is intended to prepare students for college as well as for employment immediately following high school. All courses in this program combine theory and hands-on experience to provide technical skill training and knowledge in a wide variety of careers. All courses can be linked together into a four (4) year sequence or can be taken independently. State regulations require all students to participate in a work experience program. This program should be related to agriculture and involves a time commitment outside of school hours. Students must also participate in certain local activities of the FFA which is a national student leadership organization. Any student interested in this program should contact his/her guidance counselor or the agricultural education staff for information. (Program offerings subject to approval by the State Board of Education.)

## **COMMONS AREAS**

Commons are located in both House I and House II for student use during non-class time. All students in Grades 10-12 are assigned here unless assigned to Upperclass Study for academic and behavioral reasons. Students in Grade 9 become eligible for Commons at the beginning of the second semester of Freshman year, if they are students in good standing.

**House I Commons is available after school for students that are waiting for rides home or for athletic activities to begin.**

## **HALLWAYS**

Northwestern Regional High School has a proud tradition of striving for excellence in its academic and co-curricular programs. This pride needs to be reflected in the respect that we show for one another, and the respect we demonstrate for the building. Please show your pride in being a member of the Northwestern student body by doing your part to maintain a litter free hallway that reflects the pride we feel in our outstanding school.

## **PART II - SCHOOL INVOLVEMENT**

Involvement in the life of the school, outside of the classroom, is an important facet of personal growth. The activities, clubs, societies, and sports listed here have been developed in response to student interest. New opportunities are constantly emerging, so stay informed.

### **CLUBS, ACTIVITIES, SOCIETIES**

Art Club	GSA
Astronomy Club	Hiking Club
Chess Club	Math Team
Close Up Washington	Mentoring
Culinary	Mock Trial
Debate Club	National Honor Society
Drama Club	R.E.A.C.T
Envirothon Team	Red Army/Pep Club
FBLA	SADD
FFA(Ag Ed)	Student Council
Green Team	Student Senate
	Yearbook

### **CLASS DUES**

Each year, during the next four years, each student will pay \$20.00 for class dues. This money, in addition to class fund raisers, provides money for different needs during your next four years. All of your class dues must be paid up before you may purchase a junior Prom ticket. All class dues must be paid to be eligible to attend the senior Prom. The majority of your funds will go toward your senior year which includes the Prom senior day at High Meadow & bus transportation, cap & gowns, and usage fee for the senior common's ping pong table. **Please pay for your class dues with a check so that you are given a receipt.**

### **SPORTS**

<b>Fall</b>	<b>Winter</b>	<b>Spring</b>
Unified Soccer	Co-op Hockey	Golf
Cross Country	Unified	Track & Field
Boys' Soccer	Basketball	Baseball
Girls' Soccer	Swimming	Softball
Girls' Volleyball	Boys' Basketball	Boys' Tennis
Co-op Football	Girls' Basketball	Girls' Tennis
Field Hockey	Cheerleading	Unified Track/ Field
	Wrestling	
	Indoor Track	

## **PART III – STUDENT BEHAVIOR / RESPONSIBILITIES**

### **STUDENT CODE OF CONDUCT**

Good behavior and a commitment to learning are essential for success in high school. An atmosphere conducive for learning is achieved through mutual cooperation and respect demonstrated between students and faculty. Northwestern students have a well-deserved reputation for pride, good citizenship and academic achievement. We expect students to continue to meet these standards by complying with the rules and regulations developed for the benefit of all members of Northwestern Regional High School.

If a student does violate the school's behavioral standards, disciplinary sanctions will be applied according to the specifics of that situation, likely beginning with the minimum consequence appropriate for a first offense. Subsequent occurrences of the same sort of behaviors result in escalating penalties. The general disciplinary tools are loss of privileges, parent/administrator conferences, after school detentions, Saturday detention, ADP, in-school/out of school suspensions, and expulsion.

### **STUDENT ATTENDANCE**

Northwestern Regional School staff and administration consider timely and regular attendance as significant contributors to school success as well as important behaviors for success in the world of work. Students are encouraged to maintain a high standard of school attendance. The cooperation of parents/guardians is solicited in this effort.

Daily class attendance and punctuality are essential to the academic achievement of students attending Northwestern Regional High School. The following attendance policy and punctuality requirements are based upon legal requirements and legal authority pursuant to Connecticut General Statutes 10-199 through 10-202 and 10-221. They are also founded on four educational principles:

- Absence from school or from a specific class has a direct and negative effect on student learning.
- Excessive absences, habitual tardiness, and class cutting reflect apathy, lack of dedication or responsibility, and have no place in a school dedicated to excellence.
- The student has an obligation to be an active participant in the educational process that occurs in the classroom.
- Excessive absences are a drain on the resources of the school, resources that can and should be diverted to educational services or activities that benefit all students.

Connecticut state law requires parents to ensure that their children attend school regularly during the hours and terms the public school is in session. It has been well demonstrated that regular attendance is a key factor in the success a student achieves in school. Thus, absence from school represents an educational loss to the student. Therefore, this policy is designed to minimize the student absenteeism while providing students an opportunity to make up school work missed due to absences that reasonably can be considered to be unavoidable.

All students, regardless of age, including those eighteen or older and not living with a parent or guardian, are obligated to comply with the school's attendance policy

## SCHOOL ABSENCE

When a student is absent from school, the parent or guardian is requested to call the House Office. If a phone call is not received, the House Secretary will attempt to contact the parent or guardian.

Students whose parents or guardians have not confirmed the absence by telephone are expected to present a written excuse to the House Secretary upon returning to school. A student eighteen years or older and not living with a parent or guardian must present a written excuse directly to the House Secretary upon returning to school. Any absence not so documented will be considered unexcused. **The Housemaster may require written documentation from the student's physician validating the dates of the illnesses.**

**Absences from school and or a class fall into one of two categories:**

**EXCUSED**: Absences from school and or a class due to illness, death in the family, religious observances, court appearances, college visitations, emergency medical or dental treatment that cannot be scheduled before or after the school day or other such unavoidable circumstances shall be classified as excused. **Such absences must be approved by the administration and the parent/guardian.**

**UNEXCUSED**: An unexcused absence from school does not meet the criteria established in the excused definition. Examples of such absences include, but are not limited to, **truancy from school, lateness to school, oversleeping, non-medical appointments and drivers failing to provide a ride.** Classes that are missed as a result of an unexcused absence are considered "cut".

**Absence Due to Vacations**: Parents are discouraged from scheduling vacations while school is in session. Such absences are disruptive to the educational process and may impact student learning as well as grades. In all cases, it is very important for parents/guardians to notify in writing the Housemaster, the student's teachers, guidance counselor, and house secretary prior to the scheduling of such a vacation. **All written work, tests, or quizzes must be made up within five school days after the student's return to school.**

**In all instances, the administration will determine if a student's absence is excused or unexcused.** For the purpose of this policy, the student who misses school or a class due to disciplinary sanctions, participation in athletics, field trips, or school-related activities is not charged with an absence.

## REFERRAL PROCEDURES

**When a student is absent from class the following procedure is followed:**

A class attendance report slip is submitted to the Housemaster by the teacher when a student is unaccounted for. The student is called to the Housemaster's office to explain his/her absence. If the absence is unexcused, the student is charged with a class cut. In addition, appropriate disciplinary action may be taken by the Housemaster. This may include lunch detention, after-school detention, Saturday detention, ADP, revocation of driving privileges, possible loss of credit and/or internal/external suspension. The first copy of the class attendance report slip will be mailed home to the parents or guardians. The second copy will be returned to the teacher, and the third will be filed in the Housemaster's office.

All students are expected to follow their class schedule at all times including attending homeroom. Any unexcused class absence, including an assigned study hall or commons, will be considered as a serious

offense and will result in disciplinary action. **The third unexcused absence in a full-year course and the second in a half-year course will result in loss of credit.** The student will be placed in a supervised study hall and the parent/guardian will be notified regarding their student's status.

If a student's schedule drops below 5-1/2 credits because of loss of credit, then he/she will be assigned to a study hall.

**After the sixth absence from school, a letter of concern will be sent to the parent/guardian by the Housemaster. A parent or guardian may be required to attend an Attendance Review meeting with the Housemaster and guidance counselor. One or more of the following interventions and/or consequences may be imposed by the Review Board:**

- a. Listing conditions for make-up work;
- b. Social probation (no participation in extra-curricular activities including athletics);
- c. Attendance probation (the attendance required for the remainder of the course would be specified in order to retain credit);
- d. Referral to the Child Study Team;
- e. Loss of credit for the course.

**After the tenth absence from school, credit may be suspended pending further corrective efforts, and a meeting with the parent or guardian.**

In an effort to help the student attend school on a regular basis and achieve academic success, an individual attendance contract will be created. At the end of each course, the Housemaster and Principal will review the student's compliance to the contract and determine whether to withhold or restore credit.

### **TARDY**

**Tardy to school:** Students who arrive at school any time after the beginning of the school day, which includes homeroom, will be considered tardy to school. These students must sign in at their House Office and will be recorded as tardy in the school attendance register. The Housemaster will determine if such lateness to school was excused or unexcused. Students who are tardy to school will receive a detention and may be subject to a class cut.

**Tardy to Class:** Teachers will record each lateness to class and homeroom, and will impose consequences as deemed appropriate. After the third unexcused lateness to class or homeroom the teacher will assign a detention and call home. A class attendance report will be sent to the Housemaster for each subsequent tardy. For each additional tardy a student will be assigned a detention.

**Truancy:** Truancy is defined as being absent from school without knowledge or permission from the parent or guardian. A student who is truant will be charged with an unexcused absence (cut) in every class and is subject to disciplinary action. Repeated truancy will prompt a school review that might include a home visit or referral to the RTI Team. A student who intentionally fails to report to homeroom or signs into school late is considered truant and is subject to the appropriate discipline.

### **EARLY DISMISSAL**

Students may leave school prior to the dismissal bell only if permission has been granted by the Principal or Housemaster. Requests for early dismissal must be communicated by note or phone call from the parent/guardian prior to 1:00pm. The House secretary will issue the Early Dismissal Slip. **Any student who leaves school grounds while school is in session without permission of the administration will be subject to disciplinary sanctions.**

## **HEALTH RELATED DISMISSALS FROM SCHOOL**

Students cannot dismiss themselves from school or make dismissal plans via cell phones or school phones. The student must go to the Health Office and meet with a school nurse who will contact a parent or guardian if needed. At that time the student's parent can make the decision as to who will pick up their child from school if they are unable to do so. It is very important that the Health Office has current working phone numbers in case a child becomes ill or injured during the school day. Emergency contacts listed are only contacted in a true emergency. If you are difficult to reach during the school day, and wish to make other dismissal arrangements please call the Health Office. (379-8525) Ext. 2618

**IMPORTANT: Students must be in attendance for at least 4 hours during the school day in order to attend or participate in any after school activity that day. This includes, but is not limited to, sporting events and practices, dances, and theatre events and rehearsals.**

## **SENIOR PRIVILEGE**

Seniors with parental permission may arrive late and/or leave early if an unassigned period (not including upperclass study hall) precedes the first class or follows the last class of the day. All sign-in procedures must be followed for each occurrence. Seniors need to be aware that any and all privileges are granted by the school because of our confidence in the ability of these students to behave with maturity and respect for the institution. **Flagrant or persistent violations of senior privileges may subject a student to loss of these privileges.** Senior privileges are awarded to those students who have a signed Senior Privilege Application form on file. Seniors are required to have a Senior Privilege Application form signed by a parent/guardian. Senior Privileges include the following:

1. Permission to arrive late and/or leave early from school during unassigned periods. Seniors with parental permission may arrive late and/or leave early if an unassigned period (not including upperclass study hall) precedes the first class or follows the last class of the day. All sign-in procedures must be followed for each occurrence. **ANY SENIOR WHO FREQUENTLY ARRIVES AT SCHOOL AFTER THE BEGINNING OF HOMEROOM AND HAS A FIRST PERIOD CLASS MAY LOSE THE PRIVILEGE OF LATE ARRIVAL, AND DRIVING PRIVILEGES.**
2. This privilege extends to only those full commons periods which meet at the very beginning or end of each school day. Seniors are not permitted to leave school during any other unassigned periods of the day without parental consent together with Housemaster approval. **Study hall is considered an assigned period.**
3. Use of the Senior Commons.
4. Use of the courtyard for lunch and commons weather permitting. Seniors must remain in either the courtyard or commons.
5. Cell phones may be used appropriately in the courtyard and senior commons.
6. To be eligible for graduation students must have taken care of all of their obligations such as returning all text books, athletic uniforms, paying all media center fines, paying their class dues, etc. In addition students must attend the rehearsals for graduation.

## **STUDENT DRESS**

Northwestern students are expected to demonstrate proper decorum in dress while in attendance during the school day and at school events. The expectations for appropriate dress reflect school standards and reflect our uniqueness as a school that serves students from early teens through young adulthood. Propriety, safety, and concern for the learning environment will govern what students may wear to school.

Examples of inappropriate dress include clothing that contains sexual connotations, profanity, promotes violence or the use of illegal drugs, alcohol, tobacco products, or firearms. **Also inappropriate for school are exposed undergarments, inappropriate tops and blouses, pajamas, chains, and outerwear such as hats, hoods and coats. Hats, including baseball type caps, bandannas and headbands are to be removed when entering the building and should be stored in the student's locker until the end of the school day. Parents may be contacted to bring appropriate attire for their student.**

### **STUDENT LOCKERS**

Student lockers are located along the main halls, in the rotunda area, and in the downstairs commons. Students should be aware that lockers are school property and are financially responsible for damage incurred by the student. School administrators, if given reasonable cause to suspect the presence of contraband, weapons, or stolen property have the authority by law to open the locker and search its contents.

### **USE OF INAPPROPRIATE LANGUAGE**

The use of swearing or profanity is inappropriate in the school setting. Mutual respect practiced by students and faculty requires that all parties monitor their words and actions to not be offensive to others. **Violations of this expectation will result in the minimum penalty of Saturday detention, ADP, and/or internal/external suspension.**

**Students who use profane language directed toward faculty or staff will be subject to immediate suspension of 3 to 10 days and may require a mandatory parent conference.**

### **ACADEMIC HONESTY**

Integrity is one of the most important character traits that an individual can strive to achieve. A person with integrity lives their life with personal honesty and independence.

Students at Northwestern Regional High School are expected to maintain the highest standards of academic conduct. Cheating harms the school and students in many ways:

- Honest students feel frustrated by the unfairness of cheating that goes undetected and therefore without consequences
- Cheaters cheat themselves of a real education in general and cheating denies the student the opportunity to learn how to learn.
- Most professions have codes of ethics for which students are practicing now. One needs to practice integrity now to demonstrate it later.

### **WHAT IS ACADEMIC CHEATING?**

Students are guilty of cheating whenever they present as their own work something they did not do or if they help someone else cheat. One form of cheating is plagiarism, copying another individual's work (words or ideas) without the proper citation. This can occur intentionally or unintentionally. **Plagiarism** takes several forms:

- "Using another writer's words without proper citation: If one uses another writer's words it is necessary to place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation."
- "Using another writer's ideas without proper citation: When one uses another writer's ideas one must indicate with foot notes or other acceptable methods which is acceptable".

- “Teachers want to know which ideas and judgments are original, and which were arrived at by consulting other sources.”
- “Citing your source, but reproducing the exact words of a printed source without quotation marks.” This makes it seem as if the material was paraphrased rather than quoted directly.
- Borrowing the structure of another author’s phrases or sentences without crediting the author from whom it came.

By doing their own work and not plagiarizing, students develop the opportunity to do their own thinking about the topics they are researching or writing about. In this way, they develop their own ability to think critically and creatively, in addition to developing their own perspective about the topics being researched.

**Be sure to follow your teacher’s instructions on the kind of documentation they expect for any assigned research project.**

Cheating may include situations other than plagiarism as described below:

- Copying answers from another student’s test.
- Copying someone else’s paper or homework
- Borrowing all or part of another student’s paper, or using someone else’s outline to write ones own paper.
- Using a paper found on the internet or having a friend write a paper for a student.

### **Group Work**

Students must be careful when doing group work not to cheat. Group work calls for a different kind of effort not less of it. The value of group work is that it allows students to learn how individuals within the group cooperate to achieve the group’s goals, requiring individuals within the group to have different tasks and roles. It is important that students follow the teacher’s instructions and expectations about individual responsibility when assigned group work.

The material presented above was adapted from: Washington University’s Committee on Academic Conduct.

([http:// depts.washington.edu/grading/issue1/honesty.htm](http://depts.washington.edu/grading/issue1/honesty.htm))

### **How to Avoid Plagiarism and Cheating**

Students may feel tempted to cheat when they are stressed when they have a large work load and have not allotted enough time in their schedule to complete it. The stress to complete school work is high usually when students haven’t organized their time effectively, are taking a demanding work load at school with a lot of difficult courses during a semester, are working a lot of hours at a job or have health or emotional difficulties that interfere with the school schedule.

Organize your time effectively. Plan enough time to get your school work done so that you are not rushed to complete it. Study more and don’t get behind in your work. Don’t work too many hours while in school. Deal with personal and health problems.

### **CONSEQUENCES FOR ACADEMIC CHEATING**

All cases involving academic misconduct will be brought to the attention of the Department Chair who will work with student’s Housemaster or Principal in handling the disposition of the case. In all cases involving academic misconduct, the student’s parents will be notified. The consequences for cheating may include; receiving no credit for any work in which the student cheated on, a zero for any test or quiz

in which the student has participated in cheating and a letter in the student's file describing the cheating incident that occurred.

### **ACCEPTABLE USE POLICY**

We are pleased to offer students of Northwestern Regional School access to the district computer network for school work, e-mail, and the Internet. To gain access to the school network, e-mail, and the Internet, all students must sign and return an Acceptable Use form to the **LIBRARY MEDIA SPECIALIST**. Access to school software will allow the students to use Microsoft Office Standard Edition and department specific applications. They will also be allowed limited space for storage of their school related files on the school file server. Access to the Internet will enable students to explore thousands of libraries and databases, and millions of websites. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, Northwestern Regional High School supports and respects each family's right to decide whether or not to apply for access.

### **District Network, Internet and E-Mail Rules**

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to use school software, conduct research and communicate with others. Access to network services is given to students who agree to act in a responsible manner. Parent permission is required for students to have access to our network. Access to our network is a privilege that should be taken seriously by students and parents. Individual users of the district computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with district standards and will honor the agreements they have signed. Beyond the clarification of such standards and installation of filtering software, the district is not responsible for restricting, monitoring or controlling the communications of individuals utilizing the network.

Network storage areas may be treated like school lockers. Network administrators may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should have no expectation of privacy when using or storing data on the District network.

Within reason, freedom of speech and access to information will be honored subject to the filtering software. During school, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility for such guidance as they exercise with information sources such as television, telephones, movies, radio and other potentially offensive media.

### **The following are not permitted:**

- Sending or displaying offensive messages or pictures
- Anonymous or pseudonymous electronic communications
- Using obscene language
- Harassing, insulting or participating in cyber-bullying

- Damaging computers, computer software, infrastructure, or computer networks and their components
- Changing computer or software settings or installation of software without the permission of the IT Department, such as gaming software
- Introducing any device, code or software which is intended to alter, damage or circumvent the network
- Attempting to bypass network security
- Violating copyright laws
- Using another's password and/or network account by another
- Trespassing in another's folders, work or files
- Intentionally wasting limited computer storage resources
- Employing the network for commercial purposes

**Violations of this policy may result in loss of access, or disciplinary action, up to and including suspension and/or expulsion.**

### **CELL PHONES AND INTERNET**

Understandingly that cell phones and electronic devices have become an essential part of our everyday lives. Northwestern seeks to foster responsible use of technology in our learning environment. Students may use their cell phone before and after school, and in the cafeteria during lunch. Students are not allowed to use cell phones or any recording devices to take pictures of students and staff members without their knowledge and consent. Students are also prohibited from posting pictures or video of students and staff members on the Internet. Laser pointers are not to be used by students at any time. **Teachers and administrators have the authority to confiscate any device from a student who is in violation of these regulations.** Students who repeatedly violate these regulations are also subject to further disciplinary sanctions, including after school detention, Saturday Detention, referral to ADP, loss of privileges, and suspensions. In addition, parents may be asked to come to the school to retrieve such devices. Please note the school is not responsible for the loss of any personal belongings.

### **FOOD AND BEVERAGES**

All food and beverages should be consumed in the cafeteria. Food purchased from the school **must** be consumed in the commons near the school store area. Students are, however, permitted to have bottled water in a see through container. Students arriving to school with purchased beverages (coffee, tea, hot chocolate, etc) must consume them in the cafeteria before homeroom. Students staying after school may consume food and beverages in the House I Commons. A vending machine is available after school hours. Proceeds from vending machine sales will be used to benefit the Warner Graduation Project. Energy drinks with caffeine are not allowed in school such as Monsters, Red Bull etc.

### **MIDDLE SCHOOL VISITATIONS**

High school students are not permitted to be in the Middle School without permission from the Middle School principal or a High School administrator.

### **SCHOOL DANCES**

Northwestern Regional High School sponsors four dances each year; Homecoming, Winter Ball, Jr. Prom, Sr. Prom. The following rules are in effect for Northwestern High School dances.

1. **An administrator has the authority to use a breathalyzer if there is reasonable suspicion that the student is under the influence of drugs or alcohol.**

2. All students are expected to conduct themselves appropriately at all times, including on the dance floor.
3. You may not bring refreshments of any type to a school dance.
4. You must arrive at the dance by 9:00 PM or have prior permission by a school administrator.
5. You may bring one guest to a high school dance, provided that guest is a high school student with student ID or a letter from the school, and the completed Northwestern Regional High School guest form approved by the administration. **All students must register their guest at the Director of Student Activities Office in House I prior to the dance.**
6. High school students may not attend Northwestern Middle School dances and Middle School students may not attend High School dances.
7. Once you leave the dance, you may not return.
8. You may not smoke at any time on school grounds.
9. Transportation following dances should be pre-arranged.
10. Appropriate dress is required at all school dances. Students may not wear street shoes on the gym floor.

## **SCHOOL TRANSPORTATION**

The rules of conduct described in this handbook also apply to student behavior while on school transportation. **The bus is viewed as an extension of the school's policies and regulations.** Respect and cooperation are the keys to successful use of bussing to and from school.

**Each school bus will post specific rules and regulations governing student behavior. Students who violate these rules may be denied bus privileges on a limited or permanent basis.**

Any parent or student with a concern about bus safety should immediately report this concern to any school administrator. **(See Bus Safety Concerns Procedure in School Policies Section.)**

A student who seeks to leave or get on their bus at any point other than the regular stop or who wants to use a bus other than the one assigned must have a **bus permit** issued by the House office. The permit request should be presented in writing, signed by a parent/guardian, and submitted to the house secretary before noon on the day of the desired change.

## **DETENTIONS**

**Teacher Assigned:** Northwestern Regional teachers may use detention as one tool to promote and improve responsible student behavior. Teachers will contact parents if they assign a student a detention to discuss the circumstances leading to the detention to discuss the circumstances leading to the detention and to confirm transportation. **After school detentions take precedence over any other student obligations, including sports, after-school activities, or jobs.**

### **Office assigned:**

Detention may also be assigned by school administrators for infractions of school rules. Saturday detentions or ADP may be used when the infraction warrants more than an after-school detention, but less than an out of school or in school suspension. Failure to serve an office detention will result in a Saturday detention or ADP.

### **Saturday Detention:**

**Students assigned Saturday detention serve their detention Saturday detention from 8:00 am to 11:00 pm. Students will not be admitted after 9:00; Students are expected to provide own**

transportation. Students are expected to do school work or quiet reading, and maintain appropriate behavior.

Failure to serve an assigned Saturday detention or an ADP may result in a suspension either (internal or external) from school. It should also be noted that any student assigned to Saturday detention, ADP, or who is on a suspension from school is prohibited from attending or participating in any school activity or event on the day or days of the Saturday detention or suspension.

### **ALTERNATIVE DISCIPLINARY PROGRAM**

Northwestern Regional High School has established a program called ADP which is an acronym for The Alternative Disciplinary Program. This program was initiated to reduce the amount of time a student is out of their academic program as a result of a suspension from school. ADP is used for lower tier “suspendable” offenses only. Serious behavioral transgressions or violations of school rules will result in internal or out-of-school suspensions. Students are expected to serve their ADP from 2:15pm until 5:15pm, and may be required to serve it on the same day the offense occurred. Parents are required to pick students up promptly at 5:15.

## **PART IV - GENERAL INFORMATION**

### **ASSEMBLIES, CLASS MEETINGS, PEP RALLIES**

Group activities such as assemblies, class meetings, and pep rallies are part of the educational experience at Northwestern. Students are expected to attend as directed and to behave appropriately in these events. Pep Rallies are an opportunity for all high school students and faculty to have some fun and enjoy celebrating our athletic teams. Each rally has a set of expectations for student behavior that are posted and made available through the Director of Student Activities.

### **SPECTATOR CONDUCT AT ATHLETIC EVENTS**

Good sportsmanship is very important to the Northwestern Regional community. Students are expected to behave in a courteous manner at all athletic events, regardless of time or place. Respect for spectators, cheerleaders, teams, officials, and supervisors is part of your role as a fan and as a representative of your school. The following rules should be paid particular attention:

- No noisemakers at indoor events.
- Obscene, suggestive, or derogatory cheers will not be tolerated.
- Verbally harassing an opposing team’s player
- “Booing” officials, or players is unacceptable.
- Spectators who violate these regulations may be asked to leave by the on site administrator.

### **ATTENDANCE AT EXTRACURRICULAR ACTIVITIES**

**A student who has been absent from school during the day is not eligible to attend or participate in any of that day’s extracurricular activities** unless there are extenuating circumstances as determined by an administrator. Students who violate this regulation will be asked to leave and are subject to disciplinary action including detention, ADP, and/or external or internal suspension.

### **STUDENT GUEST**

Students who wish to bring a guest to school during the school day must receive specific permission from the Housemaster and parents of the visitor and host in advance of the planned visit. Students must have in advance, their teachers’ approval of that visitor’s attendance in class. A guest must be a high

school student, and he/she may not miss a day of school in their “home” school to visit Northwestern. Forms for a school guest are available from your Housemaster. This form must be presented to a Main Office Secretary on the day your guest comes to Northwestern.

### **HOMEWORK REQUESTS**

The House office will honor homework requests for students who are absent from school for two or more consecutive days due to illness.

Requests should be made to the House secretary by 9:00 of the second day of absence.

### **WORKING PAPERS**

Working papers may be obtained in the Main Office on any school day and throughout the year. The State of Connecticut requires:

- 1) Written promise of a job from the employer describing exactly and specifically the nature of the job; hourly rate of pay, and hours of employment
- 2) Evidence of age such as a driver’s license or birth certificate.

### **STUDENT DRIVING AND CAMPUS PARKING REGULATIONS**

Student use of motor vehicles at Northwestern is a **privilege** granted by the school to grade 12 students. **Grade 11 students may receive permits as space becomes available.** Students are subject to the rules, regulations and administrative guidelines in the parking regulations agreement and must comply with all laws and licensure requirements.

**A parking permit must be obtained from the House I Housemaster before a student may park his vehicle on school grounds.** Senior parking permits are \$60 for the year. The parking permit **must** be displayed when that vehicle is parked on school grounds.

**Violation of any parking/driving regulations may result in temporary or permanent loss of this privilege. Other penalties, such as detention, ADP, suspension, and fines ranging from \$10-\$25 may also be imposed.**

1. The posted speed limit on school grounds is 15 mph.
2. Any behavior related to the unsafe operation of a motor vehicle by the driver or their passengers will result in the loss of driving privileges.
3. Student drivers may not operate their motor vehicle from 1:50-2:20 while school buses are on campus.
4. **Passing a standing school bus with red flashing stop lights is a significant violation of state law and will be dealt with most severely.**
5. Private automobiles are never to enter a line of school buses or attempt to pass a moving school bus.
6. Students must keep their cars immobile until buses have exited school grounds.
7. Students must park in the designated space and must display the parking permit on the car’s window.
8. Students are not to visit the parking lots during the school day unless granted specific permission by the Housemaster.
9. A student who uses his vehicle to leave school grounds without permission, or who exhibits a pattern of tardiness to school will lose this privilege.

**The administration has the right to search a student’s vehicle on school grounds if it has reasonable suspicion that a student may be in possession of contraband, including but not limited to drugs, weapons, and alcohol.**

## **POSTERS, NOTICES, ANNOUNCEMENTS**

Students should regularly check the various bulletin boards located throughout the school for important information. Students are not to post notices, announcements, brochures, and so forth, in any location within the school building unless specific permission has been granted by a Housemaster. **Posters, flyers, and notices may only be placed on bulletin boards and the windows at the end of the main hallway and outside the café.** Announcements are made daily during homeroom. Students are expected to be silent and attentive at this time. Any student wishing to make an announcement should submit that to the Main Office in writing and signed by the Housemaster.

## **ALERT NOW**

The Superintendent or the Superintendent's designee will use the Alert Now Communication Systems to notify students and parents of school cancelations, delayed openings, early dismissals and other major school events.

## **SEMESTER EXAMS**

All students are required to complete scheduled mid-year and final exams or participate in a culminating activity. Only the housemaster may excuse a students' absence or request to take an exam at another time.

## **ON-LINE GRADING/HOMEWORK**

Our school recently purchased Power School, a student information system that has many features and capabilities. Teachers now have the technology to post your grades and homework assignments on the Internet. Family passwords will be provided so that you and your parents can access your grades and homework assignments. Students are discouraged from sharing family passwords with other students.

## **ADD/DROP POLICY**

Students seeking to modify their course schedule should seek the advice and help of the school counselor. Students with parental permission may withdraw from a semester course within five weeks, or a full year course within ten weeks without penalty. Dropping a course after the grace period may result in a grade of WF and/or assignment to a study hall. **Students wishing to add a course must do so within the first seven days of that course.**

## **LOST AND FOUND**

All students are encouraged to keep all of their personal belongings in their school locker and to make sure it is locked. Students should not share their locker combination with other students. This also applies to students gym lockers. Students should take every opportunity to place cell phones and other electronic devices in a secured location once these items are missing or stolen it is very difficult to recover them. Please know that the school is not responsible for stolen that are left in an unsecured location.

## **SUMMER SCHOOL ELIGIBILITY AND CREDIT AWARDING**

Any student planning to attend summer school to receive credit for a failed course should meet with the guidance counselor prior to enrolling. A student should have received a grade average of at least 50, or be granted permission by a department head or an administrator.

Students that "cut" out of a class may not make-up the class during summer school without permission from administration. To receive credit, a student must successfully complete the summer course at Northwestern Regional School unless first obtaining written permission from the guidance counselor prior to enrolling in another summer school.

## **DAILY SCHEDULE**

Northwestern's schedule allows juniors and seniors to have access to approved and extended educational opportunities during the school day without missing any classes. Juniors and seniors that enroll in programs through Northwestern Connecticut Community College's College Academy, Torrington High School's ROTC, UCONN early college experience, the Hartford Magnet School for the Arts, our Banking program with Northwest Community Bank or any other school approved program will be allowed to apply for morning scheduling. Students wishing to participate in these programs are required to attend a minimum of four afternoons per week. This new schedule still has a seven period day with a seven day rotation. The daily bell schedule is as follows:

<b>Homeroom:</b>	<b>7:34 - 7:37</b>	<b>Period 4:</b>	<b>9:55 - 10:36</b>
<b>Period 1:</b>	<b>7:40 - 8:21</b>	<b>Period 5:</b>	<b>10:40 - 12:37 (HS lunches)</b>
<b>Period 2:</b>	<b>8:25 - 9:06</b>	<b>Period 6:</b>	<b>12:41 - 1:22</b>
<b>Period 3:</b>	<b>9:10 - 9:51</b>	<b>Period 7:</b>	<b>1:26 - 2:07</b>

## **LATE OPENING SCHEDULE (90 Min.)**

Homeroom:	9:04 - 9:07	Period 4	10:44 - 11:10
Period 1	9:11 - 9:38	Period 5	11:13 - 1:05
Period 2	9:42 - 10:09	Period 6	1:09 - 1:36
Period 3	10:13 - 10:40	Period 7	1:40 - 2:07

## **HALF DAY SCHEDULE**

Homeroom:	7:34 - 7:37	Period 4	9:20 - 9:51
Period 1	7:40 - 8:10	Period 5	9:54 - 10:57
Period 2	8:13 - 8:44	Period 6	11:00 - 11:30
Period 3	8:47 - 9:17	Period 7	11:33 - 12:05

## **EXTRA HELP SESSIONS**

The late bus leaves school at 3:15 and follows a modified route in each of the four communities. Students are encouraged to use the late bus as a time to meet with faculty for academic help. Teachers are also available for extra help sessions on most Mondays and Thursdays after school. Clubs also often meet during this time. Students staying after school must be with a teacher, club advisor, or coach.

## **ON CAMPUS RECRUITMENT**

Subject to the provisions of Subdivision (11) of Subsection (b) of Section 1-210 of the Connecticut General Statutes, The No Child Left Behind Act of 2001 and the National Defense Authorization Act of 2002 require that the high schools of the school district provide the same directory information and on-campus recruiting opportunities to representatives of the Armed Forces of the United States of America and State Armed Services as are offered to nonmilitary recruiters, recruiters from commercial concerns and recruiters representing institutions of higher education.

The Board shall also provide full access for the recruitment of students by regional vocational technical schools, regional vocational agriculture centers, inter-district magnet schools, trade schools, charter schools and inter-district student attendance programs.

Directory information or class lists of student names and/or addresses shall not be distributed without the knowledge of the parent or legal guardian of the student or by the student who has attained majority status.

Military recruiters or institutions of higher learning shall have access to secondary school student names, addresses, and telephone listings unless a secondary student or the parent of the student requests that such information not be released without prior written parental consent. The Board of Education shall notify parents of the option to make such a request and shall comply with any request received.

The school administrator may make the determination of when the recruitment meetings are to take place and reserves the right to deny such meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the Board of Education by filing a written request with the Superintendent of Schools.

### **Notice of Intent to Release**

(cf. 5125 – Student Records – Confidentiality)

Legal Reference: Connecticut general Statutes

1-210 Access to Public Records. Exempt records.

10-22b Boards of Education to establish written uniform policy re treatment of recruiters. (as amended by PA 98-252)

P.L. 107-110, No Child Left behind Act,” Title IX, Sec.9528

## **PART V - POLICIES AND REGULATIONS**

### **NORTHWESTERN REGIONAL DISTRICT NO. 7 BOARD OF EDUCATION POLICIES**

#### **NON-DISCRIMINATION**

#### **Policy # 2120**

The Regional #7 Board of Education agrees to the regulation that no person in the United States will be excluded from any participation in, denied the benefit of, or otherwise subjected to discrimination under any program, activity, or employment with the district on the grounds of race, color, age, religion, sex, national origin, or handicap. Any person who feels that he/she has suffered a violation of this non-discrimination policy is strongly encouraged to contact a compliance officer.

#### **REGIONAL #7 COMPLIANCE OFFICERS:**

- **SEXUAL HARASSMENT: Dr. Judith A. Palmer, 379-1084**
- **SECTION 504: Mr. Roger Newbury, 379-8525 (x2617)**
- **TITLE IX Mr. Kenneth Chichester, 379-8525 (x2103)**
- **TITLE IV Dr. Judith A. Palmer, 379-1084.**

All complaints will be promptly investigated according to Board policy and state/federal regulations. Complainants may further file their concerns with designated state and federal agencies.

#### **MEGAN’S LAW**

Public Act 98-111 provides for the mandatory registration by persons convicted of a broad range of sexual crimes against children and sexually violent crimes. The law also provides for a central registry

to be developed and maintained by the Department of Public Safety. **Additional information may be found by contacting your local police or the state police at (860) 824-2555.**

## **SEARCH AND SEIZURE**

## **Policy # 5145**

The administration of a school is required to retain control over student lockers and desks within a school. The chief administrative officer and his/her designee is authorized to search the locker or desk of any student if such officer has a reasonable belief that the locker may contain contraband, illicit objects, or stolen goods. A school administrator is also authorized to conduct a search of the person of any student when there is reasonable suspicion that such student is in the possession of contraband, illicit objects or stolen goods.

**The administration has the right to search a student's vehicle on school grounds if it has reasonable suspicion that a student may be in possession of contraband, including but not limited to drugs, weapons, and alcohol.**

## **ATHLETIC PHILOSOPHY**

The Regional School District No. 7 Board of Education believes that athletic programs play an important part in the overall development of students. These athletic programs provide a variety of positive experiences to aid in the development of favorable habits and attitudes in students, including teamwork, competition, and how to win and lose gracefully. Our athletic programs constantly strive for the development of well-rounded individuals.

The opportunity to participate in athletics is a privilege that carries with it responsibilities to the school, the activity, the student body, the community and to participants themselves. While all involved take great pride in our success, the Northwestern Regional community does not condone a "win at all costs" attitude. Athletic programs must be conducted in such a way as to justify them as educational activities benefiting all that participate. Everyone involved in school athletics including student-athletes, coaches and spectators, is asked to support Northwestern's belief in sportsmanship and integrity.

## **CIAC ELIGIBILITY**

Students must be passing four (4) classes to be eligible to participate in the athletic program. For fall sports, eligibility is determined by the previous year and grades of the student.

You **MAY NOT BE ELIGIBLE** to compete if:

- You are not taking at least four (4) units of work or the equivalent (rule I. A.);
- You have not passed at least four (4) units or the equivalent at the end of the last regular marking period (Rule I.B.); Eligibility for students is determined the day report cards are distributed to the students.
- You are (19) years of age before June 30 (Rule II.B);
- You have changed schools without a change of legal residence (Rule II.C);
- A student has eight consecutive semesters or four consecutive years from date of eligibility from the date of entry into grade 9
- You play or practice with an outside team in the same sport while a member of the school team after the first scheduled game in any season (Rule II.E). The exceptions being:
  1. Participation in parent-child tournaments and caddy tournaments.
  2. Swimming, tennis, gymnastics ... a pupil may participate but not compete with a non-CIAC team during the season not to exceed three (3) hours per week.
- You play under an assumed name on an outside team (Rule II.F);
- You receive personal economic gain for participation in any CIAC sport (Rule II.F)



# NCAA FRESHMAN-ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

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## KNOW THE RULES:

### Core Courses

- **NCAA Division I requires 16 core courses as of August 1, 2008.** This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.
- **NCAA Division II requires 14 core courses.** See the breakdown of core-course requirements below. Please note, Division II will require 16 core courses beginning August 1, 2013.

### Test Scores

- **Division I** has a sliding scale for test score and grade-point average. The sliding scale for those requirements is shown on page two of this sheet.
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, mathematics, reading and science.
- **All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.**

### Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- **Be sure** to look at your high school's list of NCAA-approved core courses on the Eligibility Center's Web site to make certain that courses being taken have been approved as core courses. The Web site is [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
- **Division I** grade-point-average requirements are listed on page two of this sheet.
- **The Division II** grade-point-average requirement is a minimum of 2.000.

<b>DIVISION I</b>	
<b>16 Core-Course Rule</b>	
<b><u>16 Core Courses:</u></b>	
4	years of English.
3	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
1	year of additional English, mathematics or natural/physical science.
2	years of social science.
4	years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

<b>DIVISION II</b>	
<b>14 Core-Course Rule</b>	
<b><u>14 Core Courses:</u></b>	
3	years of English.
2	years of mathematics (Algebra I or higher).
2	years of natural/physical science (1 year of lab if offered by high school).
2	years of additional English, mathematics or natural/physical science.
2	years of social science.
3	years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

**PLEASE NOTE:** Beginning August 1, 2013, students planning to attend an NCAA Division II institution will be required to complete 16 core courses.

**OTHER IMPORTANT INFORMATION**

- Division II has no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- 14 core courses are currently required for Division II. However, beginning 2013, students will be required to complete 16 core courses.
- 16 core courses are required for Division I.
- The SAT combined score is based on the verbal and math sections only. The writing section will not be used.
- SAT and ACT scores must be reported directly to the Eligibility Center from the testing agency. Scores on transcripts will not be used.
- Students enrolling at an NCAA Division I or II institution for the first time need to also complete the amateurism questionnaire through the Eligibility Center Web site. Students need to request final amateurism certification prior to enrollment.

For more information regarding the rules, please go to [www.NCAA.org](http://www.NCAA.org). Click on "Academics and Athletes" then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

Please call the NCAA Eligibility Center if you have questions:

Toll-free number: 877/262-1492.

NCAA Eligibility Center  
06/18/09 LK:cr

NCAA DIVISION I SLIDING SCALE CORE GRADE-POINT AVERAGE/ TEST-SCORE New Core GPA / Test Score Index		
Core GPA	SAT Verbal and Math ONLY	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

## NCAA APPROVED CORE COURSES

High School Course Information:

### English Course Weight Title

ENGLISH 1C	LITERATURE & COMP. AP
ENGLISH 2C	SHAKESPEARE SEMINAR/H
ENGLISH I/H	SHORT FICTION
ENGLISH II/HONORS	SHORT FICTION
ENGLISH IIIC	SPEECH
ENGLISH IIH	WRITING WORKSHOP/LIT
ENGLISH LANGUAGE	THROUGH WRITINGWORKSHOP/POETRY
INTRO TO THEATRE	SEMINAR
JOURNALISM	WRITING WORKSHOP/WORLD LIT

### Social Studies Course Weight Title

20 <sup>TH</sup> CENTURY WORLD	LATINAMERICAN STUDIES/
20 <sup>TH</sup> CENTURY WORLD	COLLEGE AM HIST./COL LAW JUSTICE
AMERICAN GOV'T/ POLITICS/AP	MODERN EUROPE/AP
ASIAN STUDIES	MODERN EUROPEAN HISTORY/AP
CIVICS/C	PSYCHOLOGY
CIVICS/HONORS	SOCIOLOGY
CONTEMPORARY ISSUES	US HISTORY/C
EARLY AMERICAN HISTORY	US HISTORY/H
ECONOMICS	WEST CIVILIZATION 1
FOUND. OF WESTERN WORLD	WEST CIVILIZATION 2
GLOBAL ISSUES	WESTERN CIV/H
	WESTERN CIVILIZATION

### Mathematics Course Weight Title

ALGEBRA 1	GEOMETRY
ALGEBRA 2	GEOMETRY/H
ALGEBRA 2/H	PRECALCULUS
ALGEBRA I/H	PRECALCULUS/H
CALCULUS II/AP	STATISTICS/COLLEGE
CALCULUS/AP	STATISTIC/H

### Natural/Physical Science Course Weight Title

BIOLOGY/C	HUMAN PHYSIOLOGY/HONORS
BIOLOGY/HONORS	INTEGRATED SCIENCE C
CHEMISTRY/C	INTEGRATED SCIENCE/H
CHEMISTRY/H	PHYSICS
EARTH SCIENCE	SEMINAR IN BIOTECHNOLOGY
HUMAN PHYSIOLOGY	UCONN/AP BIOLOGY

<b>Additional Core Courses</b>	<b>Course</b>	<b>Weight</b>	<b>Title</b>
ADV SPANISH 6/H			GERMAN 3
CHINESE I			ITALIAN 1
CHINESE III			ITALIAN 2
FRENCH 1			ITALIAN III
FRENCH 2			SPANISH I
FRENCH 3			SPANISH 2
FRENCH 4/H			SPANISH 3
FRENCH 5/H			SPANISH 3/H
GERMAN 1			SPANISH 4/H
GERMAN 2			SPANISH 5/H

### **BUS SAFETY**

**All complaints pertaining to transportation safety (non-student disciplinary issues) shall be referred to the Director of Operations, Mr. Roger Newbury (860) 379-8525.** Complaints will be investigated promptly and thoroughly according to BOE policy. If the complainant is not satisfied with the progress made or the decision of the Director, an appeal may be made to the Superintendent and Board of Education.

### **HEALTH**

#### **STATE MANDATED PHYSICAL EXAM (PUBLIC ACT 80-440)**

Grade 10 - All 10th grade students must have a complete physical on file or they cannot be allowed to enter grade 11.

Mandated assessments must be completed on the appropriate state form which is available at all schools.

All students transferring from other schools are required to comply with Connecticut State Law regarding physical assessments and immunization. They will not be allowed to enroll without proper documentation.

**Sports Physicals: Students who play on athletic teams must have a yearly sports physical.**

### **STATE MANDATED SCREENINGS**

Scoliosis - Students in grade 9 will be screened for scoliosis.

Please note: If your child is presently under treatment or Scoliosis, please inform the school nurse prior to the screening.

Vision - All 9th grade students will be tested.

### **ATTENDANCE**

#### **Policy #5113 (in part)**

The Northwestern Regional School attendance policy is predicated on the conviction that classroom attendance is an integral part of the student's course of study. In cases where the school has been unsuccessful in the effort to convince the students of the importance of regular attendance, penalties will be imposed. Credit earned in every course shall reflect the student's daily attendance as well as the fulfillment of other academic requirements.

In order to earn credit in any course, a student is obligated to:

(a) Fulfill the course requirements as may be established by the school, and (b) Not exceed the limit of allowable absences as established by the school.

## **RECORDS REVIEW**

## **Policy #2461**

The Board of Education of Regional School District No. 7 affirms the right to parents, legal guardians and students of majority age, to have access to their own educational records or to those of their children as wards in accordance with the provisions of P.L. 94-142 and P.L. 93-380, or their successors and instructs the Superintendent to have administrative regulations developed in conformity with all appropriate statutes and to make copies of such regulations available in the Superintendent's Office, the Principal's Office, the Registrar's Office, and each of the House Counselor's Offices.

## **NOTICE OF INTENT TO RELEASE DIRECTORY INFORMATION WITHOUT PRIOR CONSENT**

The following types of information contained in the education record of an enrolled student are hereby designated as directory information and may be disclosed by school officials without the prior consent of a parent or eligible student except as provided below:

- The student's name
- The student's address
- The student's telephone listing
- The student's electronic mail address
- The student's photograph
- The student's place and date of birth
- The student's dates of attendance
- The student's grade level
- The student's participation in officially recognized activities and sports
- The student's weight and height as a member of an athletic team
- Honors and awards received by the student

A parent or eligible student may refuse to allow Northwestern High School officials to designate any or all of the above listed types of information as directory information. Any such refusal must be made in writing to and received by the school registrar (Mary Lou Austin) no later than October 1.

## **SMOKING POLICY**

## **Policy #4600 (in part)**

Smoking, or other use of tobacco products by staff, students, and visitors is prohibited on school property.

Effective Jan 1, 1994 and reviewed semi-annually.

### **Administrative Regulations:**

Students who are observed or suspected of being in violation of this policy will be subject to discipline and fines as detailed below:

- A student has violated our no smoking/tobacco use policies if:
  - Student has smoke breath.
  - Student is in possession of a lit cigarette.
  - Student is observed throwing a lit cigarette.
  - Student is found in an area where active smoking is occurring
  - Student is found in possession of smoking paraphernalia (cigarettes, lighters, etc.).
- Student is found in lavatory stall with smoke rising above it.

- Student is found in presence of smoke when a staff member detected none prior to student entering the lavatory.

In addition, all of these issues may warrant a search of students in the area at the time.

**Discipline and fine:**

**First Offense:** \$60.00 Fine (or equal to the going rate for a ticket by law enforcement at the time of violation).

Parents informed of violation

Loss of common's privileges for five (5) school days

**Second Offense:** \$60.00 Fine (or equal to the going rate for a ticket by law enforcement at the time of violation).

1. Parents informed of violation.

2. One day out of school suspension.

3. Loss of commons privileges for 10 school days.

**Third Offense:** \$60.00 Fine (or equal to the going rate for a ticket by law enforcement at the time of violation).

Parents informed of violation.

Loss of common privileges for (20) school days.

Three day out-of-school suspension.

**Fourth or Subsequent Offense:** \$60.00 Fine (or equal to the going rate for a ticket by law enforcement at the time of violation).

Parents informed of violation.

Loss of all privileges for 10 weeks.

Ten day out-of-school suspension.

Mandated hearing with the Superintendent to discuss possible hearing with the Board of Education in consideration of expulsion from school up to 180 days.

Any smoker/tobacco user will be encouraged to participate in a smoking cessation program, the cost of which may be reimbursed up to \$100. Such reimbursement is contingent upon the student's successful completion of the program as certified by the program director.

A student who has violated the school no smoking policy may have his/her fine eliminated if he/she successfully completes a smoke ending program within 90 calendar days of the smoking offense and provided that no additional violations occur from the time of the initial date of the violation.

All fines must be paid before a student will be allowed to participate in the junior or senior prom, senior picnic, graduation, or other significant class event. Any money collected in fines will be deposited in a Student Activity Account and be used to support the smoke ending initiative, to purchase anti-smoking materials and to purchase cessation programs.

**Possession of all smoking products, including cigarettes, chewing tobacco, lighters, and so forth, is prohibited on school grounds and will result in penalties as listed above.**

**SEXUAL HARASSMENT**

**Policy #4700**

It is the policy of the Board of Education to maintain a learning and working environment that is free from sexual harassment. The Board of Education prohibits any form of sexual harassment.

It shall be a violation of this policy for any student, employee, individual under contract or volunteer subject to the control of the Board to harass a student, employee, individual under contract or volunteer through conduct or communication of a sexual nature as defined by this policy.

Sexual harassment is defined as unwelcome conduct of a sexual nature whether verbal or physical, including but not limited to:

- insulting or degrading sexual remarks or conduct;
- threats or suggestions that an individual's submission to or rejection of unwelcome conduct will in any way:
  
- influence a decision regarding that person's employment or education
- interfere in any way with that person's employment or educational performance.
- create an intimidating, hostile or offensive work or educational environment.

Sexual harassment by a student, employee, individual under contract or volunteer will result in disciplinary action up to and including dismissal or expulsion.

**The Superintendent is the district's sexual harassment compliance officer.** Any person who believes he or she has been the victim of sexual harassment by a student, employee, individual under contract or volunteer of the Board of Education is encouraged to promptly **report such complaint to The Superintendent at (860) 379-1084. Complainants may also contact school principal, at 379-8525** All complaints will be investigated promptly and corrective action will be taken when allegations are verified. No reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

#### **USE OF ALCOHOL DETECTION DEVICES**

#### **Policy #5141**

The Regional School District No. 7 Board of Education is committed to promoting a safe and substance-free school including school sponsored activities and events both on and off school grounds. The Regional School District No. 7 BOE adopts this policy for all students enrolled in our school and their underage guests who attend school-sponsored events.

- No alcoholic or intoxicating beverages of any kind are permitted on school grounds including in any building, bus or at any event or activity authorized by the Board of Education at any time.
- The consumption of alcoholic or intoxicating beverages immediately prior to or during any school sponsored event or activity on or off school grounds is strictly prohibited by the Board of Education and is grounds for disciplinary action.

Therefore, in order to promote a safe environment for our students and their underage guests at school sponsored and/or Board authorized activities and events, the school administration is authorized to employ the use of both "passive" and/or active alcohol detection devices.

If the Principal and/or other administrator, designee or any law enforcement officer has reasonable suspicion that a student has been consuming or is under the influence of alcohol, then the trained administrator may employ the use of an alcohol detection device.

#### **Definition of Reasonable Suspicion**

Reasonable suspicion shall include, but not be limited to, any of the following;

1. Observed use or possession of alcohol;
2. The odor of alcohol on the breath, or in a container smelling of alcohol;
3. Slurred speech, unsteady gait, lack of coordination, bloodshot or glazed eyes or;
4. Marked change in personal behavior not attributable to other factors; or
5. Behavior that is risky, aggressive or disruptive;
6. Information from a reliable informant.

### **Prior Notification**

It is the responsibility of the school administration to provide prior notice of the use of alcohol detection devices to the attendees of Board of Education authorized events. Prior notice will include, but is not limited to, notification in the student/parent-guardian handbook, notification at school-wide assemblies, notification on event specific advertisements and/or tickets, and notification on guest permission forms.

### **Refusal to Screen**

Students and/or their underage guest who refuse to submit to alcohol detection screening where reasonable suspicion has been determined at all on or off ground school sponsored events where prior notice has been given will not be permitted to attend the Board of Education authorized activity. Parents/Guardians of these students will be contacted and informed of their refusal to screen and appropriate disciplinary action will be initiated.

### **Students Testing Positive**

Students and/or their underage guests who test positive for consumption of alcoholic and/or intoxicating beverages will be subject to disciplinary action consistent with district policies and regulations. Their parents will be called to pick the student up from the school-sponsored event.

### **Breathalyzers During the School Day**

Trained school personnel may ask that a student submit to a breathalyzer test during the school day if, after careful evaluation, there is reasonable suspicion that a student has been consuming or may be under the influence of alcohol while in attendance at school.

The breathalyzer test will be administered as noted above. If the student tests positive, their parents will be called and the student will face disciplinary consequences consistent with district policies and procedures. (Policy #5114 – Student Suspension and Expulsion).

### **General Screening**

The Board of Education acknowledges that unusual circumstances, e.g., evidence of increased use of drugs and/or alcohol, may require that at certain student events, all students submit to passive breathalyzer screening prior to admittance to the event.

### **DRUG AND ALCOHOL**

#### **Policy #5144 (in part)**

No student in the Regional School District No. 7 school system shall have in his or her possession while in school or on school grounds, any controlled drug or alcohol. Controlled drugs shall include any amphetamine-type, barbiturate-type, cannabis-type, cocaine-type, hallucinogenic-type, morphine-type drug or other stimulant and depressant drugs, or any other drug which may be classified as a controlled drug by State Law. The police will be notified if a student is found to be in possession of controlled drugs or alcohol.

**BULLYING, INCLUDING CYBERBULLYING**

**Policy 5131 (in part)**

The Board of Education promotes a secure and student friendly school climate, conducive to teaching and learning, that is free from threat, harassment and any type of bullying behavior. Therefore it shall be the policy of the Board that bullying of a student by another student is prohibited.

The District’s computer network and the Internet, whether accessed on campus or off campus, during or after school hours, may not be used for the purpose of harassment. All forms of harassment over the Internet, commonly referred to as cyber-bullying, are unacceptable and viewed as a violation of this policy and the District’s acceptable computer use policy and procedures. Bullying is defined as any overt acts by a student or groups of students directed against another student with the intent to ridicule, harass, humiliate or intimidate the other student while on school grounds, at a school-sponsored activity, or on a school bus, which acts are committed more than once against any student during the school year. Bullying which occurs outside of the school setting may be addressed by school officials if it has a direct and negative impact on a student’s academic performance or safety in school.

Examples of bullying include, but are not limited to:

Physical violence and attacks

Verbal taunts, name-calling and put-downs including ethnically-based verbal abuse or gender-based put downs

Threats and intimidation

Extortion or stealing money and possessions

Such conduct is disruptive of the educational process and, therefore, bullying is not acceptable behavior in this district and is prohibited. Students who engage in any act of bullying while at school, at any school function, or in connection to or with any district sponsored activity or event are subject to appropriate disciplinary action up to and including suspension, expulsion and/or referral to law enforcement officials.

**SUSPENSION / EXPULSION**

**Policy #5131 (in part)**

The Board of Education has authorized the superintendent, the principal and their designees, to suspend, exclude, remove or recommend that the Board expel students who violate the specific standards of conduct while on school grounds or during a school activity off school grounds, provided such suspension, exclusion, removal or expulsion is either in the educational interests of the student involved or in the interests of the school community itself and that such suspension, exclusion, removal or expulsion is an attempt to deal with problems of student conduct in a constructive and positive manner.

The following breaches of conduct on school grounds, school transportation, or at any school sponsored activity may lead to consideration of suspension or expulsion, and notification of law enforcement authorities:

- A. Causes or attempts to cause damage to school property or steals or attempts to steal school property; or,
- B. Causes or attempts to cause damage to private property or steals or attempts to steal private property; or,
- C. Causes or attempts to cause physical injury to another person except in self-defense; or causes or attempts to cause injury other than physical to another person; or,
- D. Possesses, uses, transmits, or is under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind; or,

- E. Knowingly is in the presence of those who are in possession of, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind; or,
- F. Possesses or transmits any firearms, knife, explosive, or other dangerous object or,
- G. Uses or copies the academic work of another and presents it as his/her own without proper attribution; or,
- H. Defies the valid authority of supervisors, teachers, or administrators; or,
- I. Behaves in a fashion which clearly endangers the safety of himself, or others, or prevents the orderly continuance of the school's provision of educational opportunities; or,
- J. Endangers persons or property or is seriously disruptive of the educational process, or which conduct violates any Board policy.

**OUT OF SCHOOL MISCONDUCT**

**Policy #5114**

Students are subject to discipline, up to and including suspension and expulsion, for misconduct that is seriously disruptive of the educational process or is a violation of a publicized policy of the Board of Education, even if such misconduct occurs off school property and during non-school time. Expulsion is required if a student possesses a “firearm” under federal law in violation of Connecticut General Statutes 29-35 (which sets out the permit requirement for carrying a firearm and if a student possessed and used a “firearm” or a deadly weapon, dangerous instrument, or martial arts weapon off campus in the commission of a crime. Expulsion is also mandatory whenever a student is found to have engaged in the sale or distribution of drugs, whether that conduct occurred on school property, or at a school sponsored activity, or off of school property.

CGS Section 53a-c, 53-206, 29-35)

**PARENT RIGHTS (SECTION 504)**

**Policy #3511 (in part)**

It is the policy of Regional School District No. 7 to comply with all aspects of the Section 504 regulations of the Rehabilitation Act of 1973. Section 504 prevents discrimination on the basis of handicap in programs and activities operated by the school system.

No otherwise qualified individual with handicaps shall, solely by reason of her or his handicap, as defined in Section 706(8) of the Rehabilitation Act, be denied the benefits of, or be subjected to discrimination under any program or activity conducted by Regional School District No. 7.

The District has a responsibility to follow the procedural requirements of Section 504 to afford each student a free, appropriate education, which includes procedures for preplacement evaluation, placement procedures and procedural safeguards. Additionally, Section 504 addresses placement in the LRE for both academic and nonacademic settings. The District also recognizes that there may be some impaired students who are not eligible for Special Education services under IDEA but who are still defined as handicapped and eligible for services and protection from discrimination under the Section 504 definitions and regulations.

In order to ensure that Regional School District No. 7 does not discriminate in providing equal access to programs and services on the basis of handicap, the following definitions, requirements and procedures are provided.

**TITLE I PARENTAL INVOLVEMENT**

**Policy #6172.4 (in part)**

The Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is

viewed as a cooperative effort among the parents, school and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s schooling.

Pursuant to federal law, the District will develop jointly with, agree on with and distribute to parents of children participating in the Title I program a written parent involvement policy.

At the required annual meeting of Title I parents, parents will have opportunities to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities shall be presented to fulfill the requirements necessary to address the requirements of parental involvement.

In addition to the required annual meeting, if appropriate, additional meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the District level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the Title I staff an explanation of the reasons supporting each child’s selection for the program, a set of objectives to be addressed, and a description of services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their child’s progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

### **TITLE I PARENT INVOLVEMENT**

Each school in the District receiving Title I funds shall jointly develop with parents of children served in the program a “School-Parent Compact” outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting State standards.

The “School-Parent Compact” shall:

1. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State’s academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child’s education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

Note: Districts with more than one school participating in a Title I program may wish to consider the establishment of a district wide parent advisory council.

(cf. 1110.1 – Parent Involvement)

(cf. 6161.3 – Comparability of Services)

Legal Reference:

Improving America’s Schools Act, P.L. No. 103-382, Sec. 1112  
Local Educational Agency Plans.  
Improving America’s School Act (IASA), P.L. 103-382  
P.L. 107-110, “No Child Left Behind Act of 2001,” Title I –  
Improving the Academic Achievement of the Disadvantaged,  
Sec. 1118

## **FIRE DRILL PROTOCOL Students**

## **Policy #6114.1 (b)**

1. When the fire alarm sounds, all students should stop what they are doing; stand; form in line and walk out the proper exit in an orderly fashion.
2. Any student not in the classroom should immediately join the nearest line of students and pass with that line. The student then becomes the responsibility of the teacher who is in charge of that line.
3. No student is to go back into the building until the outside bell is rung signaling that it is safe to return
4. Students are not to run, shove or monitor exit doors.
5. Silence must be maintained so that students may hear the teacher’s directions.
6. Students and teachers should stay as low as possible to avoid the inhalation of smoke.

## **ASBESTOS MANAGEMENT PLAN**

In compliance with federal and state laws, Northwestern has an Asbestos Management Plan developed in consultation with an accredited inspector. We do have asbestos in a few isolated areas, including non-friable type in vinyl tiles, but no health risks are present.

A management plan is available in the Media Center for your review. **Mr. Roger Newbury (379-8525, ext 2617) is the district’s contact person for issues related to asbestos management.**

## **PESTICIDE APPLICATION**

## **Policy #3524.1**

The intent of this policy is to ensure that students, employees and parents/guardians receive adequate notice, in conformity with applicable statutes, prior to pesticide application in school buildings and on school grounds. Further, the District will only employ certified pesticide applicators for any non-emergency pesticide use in school buildings or on school grounds.

The application of lawn care pesticides on the grounds of schools with students in grade eight or lower must be according to an integrated pest management plan (IPM). Such application is prohibited starting July 1, 2009 except in emergencies. An emergency application may be made to eliminate a human health threat in any school with students through grade eight as determined by the Superintendent of Schools.

**NORTHWESTERN  
REGIONAL  
HIGH SCHOOL**