



2023-2024
PORTLAND HIGH SCHOOL
Student/Parent Handbook

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Portland, CT 06480



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<https://www.portlandctschools.org/high-school>



***Portland High School is Accredited by
The New England Association of Schools and Colleges***

The New England Association of Schools and Colleges is the oldest educational accrediting association in the United States. Private and non-profit, the Association accredits public elementary, middle level, and high schools as well as independent schools, colleges, international schools, and technical and career institutions.

The Committee on Public Secondary Schools, one of the three committees within the Commission on Public Schools, accredits approximately 625 high schools, middle/high schools, and PreK-12 schools in New England. The Committee is composed of 26 volunteer member school building and central office administrators as well as volunteer teacher and public member representatives.

The work of the Committee focuses on helping schools assess the extent to which they meet the Standards for Accreditation which have been established by the member schools. Schools are required to undergo a comprehensive self-study every ten years through which they determine the extent to which they meet the Standards for Accreditation and identify strengths and areas in need of improvement.

Portland High School STUDENT/PARENT HANDBOOK

The purpose of the Student/Parent Handbook is to give students and their parents/guardians an understanding of the general rules and guidelines for attending and receiving an education in our school.

This handbook should be considered as a subset of the Portland Board of Education Policy Manual which contains those policies relating to students in addition to other information related to the daily operation of the school. In case of a conflict between a Board policy and the provisions of this handbook, the Board Policy most recently adopted by the Board will prevail. The Portland Board of Education policies can be found on the district website www.portlandctschoools.org, under the Board of Education link.

Portland High School has presented itself as a staple of the community within the small town nestled on the Connecticut River. For generations, families have attended the Portland School District and have created memories and engaged in activities that will last a lifetime. Within this district, the high school program has stood as an important element to so many students, parents, and community members for many years. From an established Project Lead the Way program, a fully-equipped television studio, Advanced Placement and Early College Experience offerings to a full array of extra and co-curricular activities, students are afforded a range of experiences at Portland High School.



Portland Public Schools do not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, gender identity or expression, age or disability in providing education services. Mrs. Dawn Davis has been designated to coordinate compliance with the nondiscrimination requirements of Title IX of the Education Amendments of 1972, as amended. Mrs. Dawn Davis has been designated to coordinate compliance with the nondiscrimination requirements of Section 504 of the Rehabilitation Act of 1973, as amended.

Portland Public Schools do not discriminate on the basis of disability by denying access to the benefits of district services, programs, or activities. To request information about the applicability of Title II of the Americans with Disabilities Act (ADA), interested persons should contact Mrs. Dawn Davis, ddavis@portlandct.us.

FACULTY AND STAFF

High School

Ms. Kathryn M. Lawson, Principal
Mr. Frank Cardona, Assistant Principal/Athletic Director

Art

Michelle Ignatowicz

Business / Computer

Anna Terry

English

John Bourque
Robert Jones
Beth McCormick
Kaylee Smith

Family & Consumer Sciences

Chandra Lawrence

School Counseling

Sarah Burzin
Lynda Henry
Karen Risley

Library / Media

Elisha Millerd
Melissa Thompson

Mathematics

Donald Brechlin
Krista Larson
Isha Murphy
Briana Visone

Medical Staff

David Opuszynski, RN

Music

Kristin Novak
Sam Tucker

Physical Education

Dave Kraszewski
Cindy Laverty

Psychologist

Lisa Kuczynski

Science

Wayne Kukucka
Peggy Plteo
Caitlin Tenney

Central Office

Dr. Charles Britton, Superintendent of Schools
Eric Martin, Director of Curriculum, Instruction, Technology
Dawn Davis, Director of Student Services

Social Studies

Sarah Fogle
Michael Kenney
Ryan Ott
Michelle Stotler

Special Education

Patricia Dougherty
Paul Hanusch
Kate Brown
Carolyn Kemp
David Caruk

Social Worker

Emily Beard
Kate Bohannon
Sara Paoletta

Support Staff

Angela Borrelli
Diane Joseffy
Tara Phelps
Dave Pierson
Rehena Ruffino

Technology Education

Dylan Bernard
Tyler Richards

World Language

Joanne Choquette
Kristen Kalogeros

Technology Support

Kurt Hatem
Iden Reuber
Holly Russo
Brenda Guibord

Custodial Staff

Maribel Ramirez
Christopher Moccio
Russell Woodward

Office Staff

Kim Fiorino
Tricia Theobald

School Safety and Security Specialist

Joe Briganti

Portland Public Schools Vision of the Graduate

The mission of the Portland Public Schools is to ensure that all students graduate with the skills, dispositions, and content knowledge necessary to achieve personal excellence and contribute to the betterment of our town, state, nation, and global community. The Portland Public Schools' Vision of the Graduate is symbolically grounded in three historic entities that make Portland unique – the Arrigoni Bridge, the Portland Brownstone Quarry, and the Connecticut River Shipbuilders.



Community : Bridge Builders - The Portland Public Schools Vision of the Graduate draws inspiration from the Arrigoni Bridge, which was constructed in 1938 and spans the Connecticut River, connecting Portland to Middletown and places beyond. Portland Public School graduates are Bridge Builders who forge meaningful connections with others through skilled collaboration, effective communication, empathy and open-mindedness, and civic engagement.

Inquiry : Creative, Critical, & Strategic Thinkers - The Portland Public Schools Vision of the Graduate reflects the proud legacy of the Portland Brownstone Quarry. From 1690 to 1938, skilled workers excavated and shaped the Quarry's signature brownstone that was used across our country to construct famous and lasting landmark buildings. Like the workmen and workwomen of Brownstone Quarry, Portland's graduates are creative, critical, and strategic thinkers. Graduates pursue innovative solutions to complex problems via media and technology literacy, numerical fluency, and scientific accuracy.

Agency : Independent & Empowered Citizens - From 1821 to 1844, the S. Gildersleeve and Sons Company produced 135 vessels on the Connecticut River in Portland, Connecticut. Portland's Gildersleeve Shipbuilders were renowned for their sturdy craftsmanship, entrepreneurship, civic mindedness, philanthropy, and ingenuity which benefit our community to this day. Like these inspiring craftspeople, Portland's graduates are independent and empowered citizens. They maintain lofty personal expectations while demonstrating a growth mindset and commitment to wellbeing rooted in and a clear conception of self-worth.

Community : Bridge Builders

- Skilled collaboration
- Effective communication
- Empathy & open-mindedness

- Civic engagement

Inquiry : Creative, Critical, & Strategic Thinkers

- Innovative problem solving

- Media & technology literacy

- Numerical fluency

- Scientific accuracy

Agency : Independent &



Portland Public Schools

Equity and Inclusion Coalition

DISTRICT EQUITY STATEMENT

Definition:

In Portland Public Schools, equity is a fundamental right of all members within our community to be heard, to be seen, to feel valued, and to have fair access and opportunity to achieve social, academic, and personal success.

Core Beliefs:

1. Portland Public Schools (PPS) is a diverse learning community made up of individuals with unique identities and experiences that are both known and unknown. These identities and experiences bring value and strength to our community.
2. Unconscious bias leads us to unfairly judge others without thinking. Over time, these judgments can create inequities and contribute to systems of advantage and disadvantage.
3. By working together, we can identify, understand, and overcome biases within Portland Public Schools (PPS).
4. We have a shared responsibility to advance equity in Portland Public Schools and to create a stronger community in which all members can accomplish their best.

Commitments:

In order to advance equity across Portland Public Schools, we will...

- Use student data to find successes and inequities within our school community and to set goals for improvement.
- Preserve and strengthen our schools, classrooms, and programs as safe and shared community spaces where diversity is protected and celebrated.
- Empower each member of our school community with the knowledge, courage, and opportunity needed to bring about positive change.

PORTLAND HIGH SCHOOL HONOR CODE

In accordance with Portland High School's Vision of the Graduate, students at Portland High School will demonstrate Honesty, Respect, Responsibility, and Trust in order to achieve their fullest potential in the areas of academic excellence and personal character.

RESPONSIBILITIES

- Students will... Exercise academic honesty in all aspects of their work.
Prepare sufficiently for all types of assessments.
Seek extra help from teachers.
Avoid engaging in cheating, plagiarizing, and lying.
Report any violation of the Honor Code to the course teacher/administration.
- Teachers will... Develop, model, and sustain ethical practices within the classroom.
Monitor student behavior closely during all assessments.
Report violations to counselors and administrators.
Confer with those who violate the Honor Code.
Contact the student's parent or guardian regarding a violation.
Record a failing grade for the assignment.

ACADEMIC SUPPORT

Academic support at Portland Secondary School offers a variety of support services including scientifically researched based interventions in the areas of reading, mathematics and study skills to students as part of the tiered intervention structure.

Students benefit from the accessibility and fluidity of interventions. Some students may be assigned to receive support during flex, while others may only spend a limited time to receive needed tutorial support or organizational strategies. Small group settings allow for personalized support and skill remediation.

A program summary, with all of the major topics, themes, and skills presented during the year is reviewed during our annual Open House events in September. Should you need more specific information, you are encouraged to contact the teacher with your questions.

Support Programs

There are a number of student support programs offered to provide individual or small group help to students. These small group settings allow for personalized support and skill remediation.

These include:

- Extra Reading/Math Support – Small group and intervention for more intensive language arts and mathematics support
- Speech/Language – For children with identified speech/language deficits.
- Occupational or Physical Therapy – For children with identified neurological, orthopedic or other developmental disabilities.
- School Psychologist/Social Worker – For students experiencing school adjustment issues or students with emotional needs.

Special Education Services & Individuals with Disabilities Act (IDEA) (BOE Policies 6159, 6171.2, 61871.3)

For students in need of Special Education programs, a planning and placement team (PPT) is designed to provide communication and decision-making at the school level concerning the effective use of available resources. The team is also responsible for follow-up and periodic review of all students presently in Special Education and special services programs.

Any child identified as possibly needing special education and/or related services must be referred to a special education Planning & Placement Team for evaluation (PPT). The PPT will determine whether special education services are required. Parents must give their consent before any evaluation can be done or any services can begin. An Individualized Education Plan, based upon the diagnostic findings of the evaluation study will be developed by the PPT, with parental involvement. Parents will be informed regarding the use of scientific, research-based interventions. Parents have the right to have the school paraprofessional assigned to their child, if any, attend and participate in PPT meetings. Parents, as required by law,

will be provided information at PPT meetings about their right to have advisors and paraprofessionals attend PPT meetings.

A student with an individualized education program (IEP) has certain rights under both federal and state laws. The *Transition Bill of Rights* for parents of students receiving special education will help parents and students understand a student's rights related to getting an education and other important issues regarding the transition to life after high school. School districts will provide this document annually at a planning and placement team (PPT) meeting to all parents, guardians, and surrogate parents of students who are receiving special education services in Grades K-6, as well as to students who are 18 years of age or older.

Students, parents, guardians, and surrogate parents are important members of the PPT. Parents, guardians, surrogate parents, and students 18 years of age or older have the right to receive a copy of *Procedural Safeguards in Special Education* which explains the rights and responsibilities in the federal law called the Individuals with Disabilities Education Act (IDEA). These procedural safeguards are provided at least annually at a PPT meeting by each school district. This publication describes a student's right to a free and appropriate public education (FAPE) in the least restrictive environment (LRE) through specialized instruction and related services in a student's IEP.

Scientific Research-Based Interventions Program (SRBI)

Scientific Research-Based Interventions Program (SRBI) emphasizes successful instruction for all students through high-quality core general education practices, as well as through differentiated interventions for students experiencing learning, social-emotional or behavioral difficulties. Core general educational practices include comprehensive curricula in key academic areas, effective instructional strategies, creation and maintenance of a positive and safe school climate, and a comprehensive system of social-emotional learning and behavioral supports. Student interventions that are used are scientific and research-based as much as possible. The focus of SRBI involves instruction and interventions in general education at the onset of concern about a student's performance. Parents are notified at the onset of the SRBI process and are encouraged to participate throughout the entire process.

Key School Elements of SRBI

1. School-wide SRBI Team (Principal, Social Worker, Classroom Regular Ed Teacher, and as needed, Reading Specialist, Math Specialist, Math Tutor, Special Ed Teacher, Occupational Therapist, Physical Therapist and Speech Pathologist) will systematically meet to assess, plan interventions and monitor student performance to support student success.
2. Use of core general education curricula that are comprehensive in addressing a range of essential competencies in each academic domain, culturally relevant and research-based to the extent that research exists to inform their selection or development.
3. A school-wide comprehensive system of social-emotional learning and behavioral supports.
4. Differentiation of instruction for all learners, including students performing above and below grade-level expectations and English language learners (ELLs).
5. Universal common assessments of all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early.
6. Early intervention for students experiencing academic, social-emotional and/or behavioral difficulties to prevent the development of more serious educational issues later on.
7. Educational decision making (academic and social/behavioral) driven by data involving students' growth and performance relative to peers; data are carefully and collaboratively analyzed by teams of educators (e.g., data teams, early intervention teams), with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of interventions.
8. A continuum of support that is part of the general education system, with increasing intensity and/or individualization across multiple tiers of intervention.
9. A systemic school-wide approach to core educational practices in which teachers within a grade use the same common formative assessments for all students (academic and social/behavioral), address the same curricular and social-emotional competencies, and share the same behavioral expectations; assessments curricular and social-emotional competencies and behavioral expectations are also well-coordinated across all grades.

ADMISSION / PLACEMENT (BOE Policy 5111, BOE Policy 5122)

Each building principal will have the responsibility and the authority for assignment of each student to his or her class and, therefore, his or her teacher with the best interests of the child in mind. Principals will not take requests to place children with particular teachers. The parent(s) is/are encouraged to consult with their principal or designee in the spring prior to classroom assignments concerning the child's learning style, specialties and difficulties, and particular needs, personal or educational. The parent(s) is/are also encouraged to discuss with the building principal the child's progress in the fall once classes are underway. However, the Principal will make the final determination in placing all children.

Children who apply for initial admission to the district's schools by transfer from nonpublic schools or from schools outside the district will be placed at the grade they would have reached elsewhere pending observation and evaluation by

classroom teachers, guidance personnel, and the school principal. After such observations and evaluations have been completed, the principal will determine the final grade placement of the children. Children who have attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if they cannot acquire a sufficient number of credits for graduation by age twenty-one.

Students transferring from a school accredited by a state department of education will enroll at the grade level and with the course credits indicated by the records of the previous school. Students transferring from a school that is non-accredited or from a Home School will be accepted for enrollment at the grade level in which the student was enrolled, but the level of mastery and the quality of their previous class work must be validated against Portland Public School's performance standards and benchmarks. A student transferring from an accredited school must meet all graduation requirements set forth by the Portland Board of Education to receive a Portland High School diploma.

ADVANCED PLACEMENT/ UCONN COURSES

The Portland Board of Education provides high school level courses for which an advanced placement (AP) examination is available through the College Board. The following are offerings at Portland High School:

AP Calculus AB, AP Chemistry, AP Computer Science, AP Music Theory, AP Psychology, UCONN Physics, AP/UCONN English Literature, AP/UCONN Spanish, UCONN French. AP American Government and Politics, AP English Language, AP Statistics.

AGES OF ATTENDANCE (BOE Policy 5112)

In accordance with Connecticut state law (General Statute 10-186), the Board of Education shall provide education for all persons five years of age or older, having attained age five on or before the first day January of any school year and under the age of twenty-one years of age who is not a graduate of a high school or vocational school except, as provided in the Connecticut state law (Statutes 10-233c and 10-233d). Additionally, according to Connecticut state law (Statute 10-76d (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The district shall provide the parent or person with information on the educational opportunities available in the school system.

Advanced Courses or Programs, Eligibility Criteria for Enrollment (BOE Policy 6141.51)

The Board of Education (Board) believes in the basic principle that academic rigor and the opportunity to accelerate learning are powerful motivators for students to meet intellectual challenges and excel in the academic environment. The Board supports advanced courses and programs that promote academic acceleration. All students at the high school level will be provided an opportunity to participate in a rigorous and academically challenging curriculum.

The Board encourages students to pursue rigorous, challenging academic coursework such as, but not limited to, honors classes, dual enrollment, dual credit, advanced placement classes, International Baccalaureate courses, and the Cambridge International Program.

The Board, to encourage student participation in advanced courses or programs, will communicate information about advanced courses or programs to students and parents; offer district-wide counseling to students about the benefits of advanced level courses and programs; and annually report on District progress toward increasing students' readiness and participation for advanced courses or programs.

The benefits of advanced coursework opportunities are not limited to one particular model.

Definitions

An "**advanced course or program**" is defined as an honors class, advanced placement class, International Baccalaureate program, Cambridge International Program, dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board of Education in grades 9-12, inclusive.

"**Prior academic performance**" means the course or courses that a student has taken, the grades received for each course, and a student's grade point average.

Procedures/Criteria/Guiding Principles

The Board is aware that minority students are chronically underrepresented in advanced level high school courses and programs of similar rigor. Low awareness of advanced courses and programs, insufficient preparation, and fear of social isolation prevent low-income and minority students from enrolling in such courses or programs. Further, other barriers to participation include the failure to identify students with potential, insufficient motivation and incentives on behalf of teachers and/or students, and funding.

An emphasis on equity must include a focus on increasing student's access to rigorous learning opportunities to assist all students to be prepared for success after high school. The following District and school-level principles will contribute to fostering greater equity in student participation in advanced courses or programs:

1. Provide a course sequence and foundation-building in earlier grades, ensuring high expectations for all students, that makes later advanced coursework a viable option;
2. Create multiple access points to advanced courses and programs, allowing students to access these programs at various points of their high-school experience;
3. Use only enrollment access criteria that are educationally necessary;
4. Use multiple methods by which a student may satisfy eligibility criteria for enrollment, including but not limited to:
 - a. Recommendations from teachers, administrators, school counselors, or other school personnel;
 - b. Criteria not exclusively based on a student's prior academic performance;
 - c. Use of a student's prior academic performance must rely on evidence-based indicators of how a student will perform in an advanced course or program;
 - d. GPA improvement over time;
 - e. Scoring near benchmark on local assessments;
 - f. Student interests and persistence.
5. Offer a robust set of student supports, which can include tutoring, access to technology, and support from school counselors, that help all students succeed in advanced courses or programs; and
6. Publish and disseminate materials that encourage all students to participate in advanced courses and programs and making these materials available in multiple languages.

In order to access advanced courses or programs students need to complete sufficiently difficult coursework at the middle school level. This equitable course enrollment policy is based on rigorous learning opportunities for all students in elementary and middle grades.

High school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge and have permission from the course instructor to participate will be allowed to enroll in advanced courses or programs offered by the District. The student must request the course or program through the guidance counselor.

District administrators and guidance counselors shall advise students and parents/guardians of the opportunity to participate in advanced courses or programs as defined in this policy. When students' success plans are prepared and revised, the academic component shall include appropriate preparatory courses and advanced course and program participation. Teachers shall also encourage students to take challenging courses.

The Board seeks an equitable course enrollment policy that limits prerequisites and entrance requirements to those that are directly related to a student's potential for success. Therefore, multiple measures must be used to identify students for advanced coursework so that no single measure excludes their participation.

Advanced courses or programs must comply with applicable District policies and state standards and this policy must be in accordance with SDE promulgated guidance.

The Superintendent or his/her designee shall ensure the development and/or identification of program stipulations, eligibility criteria, student attendance and discipline standards/expectations and criteria for continuation in advanced courses or programs, and shall ensure the development and/or identification of procedures for students encountering difficulty and/or wishing to drop advanced courses.

Evaluation

The Board will review annually data on student participation in advanced courses or programs, the data shall be disaggregated by gender, ethnicity, and free/reduced lunch participation. Such data will be used during the planning process for course and program offerings in the upcoming school year.

(cf. 6141.4 - Independent Study)

(cf. [6141.5](#) - Advanced College Placement)

(cf. [6172.1](#) - Gifted and Talented Students)

(cf. [6141.52](#) - Challenging Curriculum Policy)

(cf. 6141.7 - Honors Programs)

(cf. 6172.6 - Virtual/Online Courses)

Legal Reference: Connecticut General Statutes

P.A. 21-199 Section 3

[10-221r](#) Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation Policy

**AIDS CURRICULUM
(BOE Policy 6142)**

It is the policy of the Board of Education to provide during the school day, planned, ongoing, systematic instruction on Acquired Immune Deficiencies Syndrome (AIDS). Parents who wish to have their child excused from such instruction shall communicate this request to the principal.

**ALCOHOL USE, DRUGS, AND TOBACCO
(INCLUDING PERFORMANCE ENHANCING SUBSTANCES)
(BOE POLICY 5131.6)**

Pursuant to the goal of the Board of Education (Board) to maintain a drug, tobacco and alcohol-free school district, schools shall take positive action through education, counseling, parental involvement, and medical and police referral in handling incidents in the schools involving possession, sale, and/or use of behavior affecting substances. These substances shall include but not be limited to alcohol and controlled substances as defined in the Penal Code of the State of Connecticut. Alcohol, tobacco, stimulants, street drugs, including but not limited to marijuana, heroin and cocaine; anabolic steroids, hormones and analogues, diuretics and other performance enhancing substances; including supplements and Creatine, are addressed by this policy and accompanying administrative regulations. Possessing, using, or transmitting any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind, including such substances that contain chemicals which produce the same effect of illegal substances including but not limited to Spice and K2 and bath salts are addressed by this policy. Students who violate this policy will be subject to disciplinary action which includes, but is not limited to, suspension or expulsion, and/or a program recommended by the Student Support Team. Student athletes who violate this policy, participating in CIAC-controlled activities shall also be declared ineligible for such activities in accordance with CIAC policy and regulation. Any disciplinary actions imposed will ensure that similar violations will be treated consistently. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

**ANIMALS IN THE CLASSROOM
(BOE Policies 6163.3, 6163.32)**

Students must receive prior consent of the Principal before any animal is brought into the school. This Board of Education policy is to protect all the students in our school.

Service Animals in Schools

The Board of Education (Board) adopts this policy to ensure that individuals with disabilities are permitted to participate in and benefit from district programs, activities and services, and to ensure that the District does not discriminate on the basis of disability. Service animal means any guide dog, signal dog, or other animal individually trained to do work or perform tasks for the benefit of an individual with a disability. A "service animal" per 28 C.F.R. 35.104, for purposes of this policy is any dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, a physical, sensory, psychiatric, intellectual or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability or necessary to mitigate a disability. Federal regulation 28 C.F.R. 35.104 provides examples of types of work or tasks that would qualify. Service animals do not include any other species of animal, whether wild or domestic, trained or untrained, except that a miniature horse will be permitted for use as a service animal if reasonable modifications can be made after assessing the specific factors listed in 28 C.F.R. 35.136(i). Animals whose sole function is to provide emotional support, well-being, comfort, companionship, or therapeutic benefits, or to act as a crime deterrent, are not service animals for the purpose of this policy.

The Board shall permit individuals with disabilities to use service animals in District buildings; on District property; and on vehicles that are owned, leased or controlled by the School District, upon request and submission of required documentation. As well as School/District sponsored activity.

ARRIVAL AND DISMISSAL

Students may enter the building at 7:00 a.m. They should not arrive at school before this time. Upon entering the building, students may go to their lockers and then report to the cafeteria. Students may not report to their classrooms until 7:30am. All students are dismissed at 2:15 P.M. Walkers and students being picked up will exit via the front door or side doors. Bus students report directly to their assigned buses via the front door.

Late Openings

The Board of Education has approved planned late openings for teacher/staff professional learning. Please consult the 2022-2023 calendar for the dates. On these designated days, our school begins at 9:45 A.M.

**ASBESTOS CONTROL
(BOE Policy 3516.12)**

Legislation requires all school buildings to be reevaluated to determine if asbestos is present and if it poses a significant health hazard to the building's occupants. The District has on file plans showing the location of asbestos in each building

and measures undertaken to comply with regulations to maintain a safe school environment. Requests to review these plans may be made in the school office.

ATHLETICS GENERAL POLICY

At Portland High School all athletes participating in interscholastic athletics are expected to adhere to the STUDENT ATHLETIC CODE, Minimum Academic Performance Program and CIAC Eligibility Rules. The season is defined as the date officially designated by the CIAC as the beginning of the season for that sport. (Season begins on the first day of practice.)

Student athletes may not participate in any intramural or interscholastic activity unless the student athlete and his / her parent / guardian completes the concussion education plan and signs the informed consent form. The concussion education plan may consist of written materials, online training or videos, or in-person training.

Coaches' Authority

Coaches of each sport will publicize any specific rules and regulations they feel are proper for the conduct of students in their sport. In general, and depending on circumstances, coaches will discipline students for failure to follow this general policy and for failure to follow any specific team rules not included in this general policy.

Attendance

Required at all practices and games unless previously excused by the coach. Mandatory practices will not begin prior to 2:45 p.m. in order to permit athletes the opportunity to meet with teachers and attend extra- help sessions.

Physical Examinations

All students participating in interscholastic athletics are required to have an up to date physical examination.

Insurance

All students participating in interscholastic athletics are encouraged to purchase school insurance.

Accidents/Student Injury

Allowing an athlete to return following injury is determined by medical authority (trainer, medical professional or nurse) or by the head coach in their absence. Once an athlete is removed from play, a licensed practitioner must authorize their return. (B.O.E. Policy #5141.1) and (B.O.E. Policy #5141.7)

Alcohol and Drugs

Alcohol, drugs and tobacco products are detrimental to one's health. Those found using, selling, possessing alcohol, drugs, drug paraphernalia, or tobacco products will be suspended from the team for the remainder of the season. (B.O.E. Policy #5131.6)

Performance Enhancing Drugs Minimal Penalty

The CIAC expects member schools to monitor their student athletes to assure that they are free of performance enhancing substances and to report any violations in a timely manner.

A student-athlete who has been determined to have used, in or out-of -season, androgenic/anabolic steroids or other performance enhancing substances shall be declared ineligible for all CIAC-controlled activities for one hundred eighty (180) school days on each occurrence. The one hundred eighty (180) school day period of ineligibility commences on the day the CIAC Board of Control makes such a determination.

Guidelines For Athletic Spectators

1. All spectators are expected to conduct themselves in a proper manner. Those who fail to do so will be asked to leave.
2. If spectators leave the building, they will not be readmitted to the game.
3. Students will not be permitted to attend athletic contests on days they are absent from school.
4. All spectators must be seated during the game.
5. No food or drinks are allowed outside the cafeteria.
6. No radios are allowed in the gymnasium.
7. No loitering in the parking lots.
8. No loitering in the hallways.

Minimum Academic Performance Program (MAPP)

To participate in interscholastic sports, a student may not fail more than one unit of coursework during each eligibility period and must comply with the requirements of the MAPP program. Marking period grades (not semester grades) will be used in determining scholastic eligibility (except that final course grades shall be used at the end of the fourth marking period in determining eligibility for the fall sports). Students who failed courses at the end of the fourth quarter may have their eligibility restored if they receive a passing grade in a summer school program in accordance with school policy.

Additionally, all Rules of Eligibility for boys' and girls' high school athletics in Connecticut as adopted by The Connecticut Interscholastic Athletic Conference, Inc. (Article IX - CIAC By-Laws) not covered by the above stated policy shall be applicable to all participants in Portland High School interscholastic programs.

The faculty and administration of Portland High School have developed a Minimum Academic Performance Program (MAPP) for students participating in athletics.

The intent of this program is to ensure that students involved in interscholastic athletics continue to perform academically in a consistent manner in spite of the commitment these athletics might demand. We want students to understand academic effort and performance remain the first priority. Athletics should not negatively affect either their learning or their grades. We want to do everything we can to ensure that this does not happen. To that end, MAPP provides a system for reporting on student performance every two weeks.

All students participating in athletics will be listed on a database. The list will be distributed to teachers every two weeks. Teachers will note any students whose performance for the previous two weeks from the date of the list has slipped below a "70" average (NOTE: This is NOT the quarter grade just the work for the previous two weeks) AND / OR who is not exerting his/her best effort to maintain that average (i.e. missing work, poor test/ quiz performance, failure to attend extra help sessions, etc.). Those students and their coaches will be notified that they have received an academic warning (referred to as the first warning).

The student has the opportunity in the next two weeks to improve his/her academic performance and/or effort (e.g. attending extra help sessions, completing all work, effort shown on tests and quizzes). If after that two week period, the student has not sufficiently improved his/her academic effort or performance the teacher will issue a second warning. Any student who receives two consecutive warnings in the same subject (referred to as second warning) will be suspended from participating in all athletic activities (i.e. attending practices and/or games with the team) for the following two weeks.

The teacher may remove the student's second warning at any time during the two week period if the teacher provides written confirmation that a realistic effort at improvement has been made and that all assignments are current. This written confirmation must be submitted to the administration who will then notify the athletic director and the student's coach of the removal. However, no matter when the teacher removes the second warning, the student must serve a MINIMUM ONE WEEK (7 days) SUSPENSION before reinstatement on a team.

If a student receives a third consecutive warning in the same subject, he/she will be suspended from participating in all athletic activities for a MINIMUM OF TWO WEEKS (14 DAYS). This will continue if the student receives any more consecutive academic warnings.

Interscholastic Athletics

Portland High School is very proud of its competitive athletic teams. Students can exhibit their sense of school pride by supporting their teams and its members who represent this school in competition throughout the state of Connecticut.

The school encourages each and every student, parent, and faculty member to attend the various athletic events that take place this year. Nothing is more gratifying to students participating in athletic events than the encouragement of a large contingent of fans from their school and hometown.

All Portland High students are expected to treat visiting teams and fans in a courteous, respectful manner. Remember that your behavior at athletic events is a reflection upon yourself, your school, and your family. Membership on a team is a privilege earned through a combination of skill, effort, and attitude.

A program of interscholastic athletics is offered in baseball, basketball, cheerleading, cross country, golf, soccer, softball, tennis, track, football, wrestling, volleyball and unified sports. In order to participate in any sport a student must maintain an acceptable discipline record, and comply with the "General Policy on Athletics."

Portland High School is a member of the Shoreline Conference which consists of the following schools: Lyme-Old Lyme, Hale Ray, Coginchaug, Westbrook, North Branford, Old Saybrook, Valley Regional, Haddam-Killingworth, Morgan, East Hampton, and Cromwell.

ATTENDANCE (B.O.E. Policy 5113)

Connecticut state law requires parents to make sure that their children between the ages of 5 to 18 attend school regularly. Daily attendance is a key factor in student success, thus any absence from school is an educational loss to the student. These rules are designed to minimize student absenteeism while providing students the opportunity to make up school work missed due to a legitimate absence. 12 Absence means an excused absence, unexcused absence or an in-school suspension that is greater than or equal to one-half of a school day. A student is considered to be "in attendance" if present at his / her assigned school, or an activity sponsored by the school, such as a field trip, for at least half of the regular school day. A student serving an out-of-school suspension or an expulsion will always be considered absent. A child whose total number

of absences at any time during a school year is equal to or greater than 10% of the total number of days that the student has been enrolled at the school during the school year is considered a "chronically absent child." The child will be subject to review by the district and / or the school attendance team. A student must remain in school until age 18, unless graduation requirements are met or consent is given to withdraw from school.

Absence

Every attempt should be made to confine necessary appointments to after school, weekends and vacation periods. When a parent determines that an absence is necessary, parents are requested to contact the school between 7:00a.m. and 9:00a.m. on the day of the absence by telephoning the school. If it is not possible to telephone the school on the day of absence, the parent is requested to send a written excuse to the school on the date of the student's return. The student should submit the excuse directly to the office. Parents should contact the main office in order to take advantage of special services such as the collection of homework assignments for the student who must be out several days.

Excused Absence

A student's absence from school shall be considered "excused" if a written documentation of the reason for such absence has been submitted with ten (10) school days of the student's return to school and meets the following criteria: A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate written documentation to school officials. Such documentation includes a signed note from the student's parent / guardian, a signed note from a school official that spoke in person with the parent / guardian regarding the absence, or a note confirming the absence by the school nurse or by a licensed medical professional, as appropriate. Documentation should explain the nature of and the reason for the absence as well as the length of the absence. Separate documentation must be submitted for each incidence of absenteeism. B. Students receive an excused absence for the tenth absence and all absences thereafter, when they are absent from school for the following reasons:

- Student illness, verified by a licensed medical professional, regardless of the length of the absence.
- Student's observance of a religious holiday.
- Death in the student's family or other emergency beyond the control of the student's family.
- Court appearances which are mandated. (Documentation required)
- The lack of transportation that is normally provided by the district other than the one the student attends.
- Extraordinary educational opportunities pre-approved by District administration and in accordance with Connecticut State Department of Education Guidelines.
- Additional ten days for children of active service members.
- Two non-consecutive days may be taken for a student to attend to his/her emotional and psychological well-being.

The responsibility for makeup of work lies with the student, not the teacher. Unless a student has an extended illness, all makeup work will be completed within five days after the student returns to school.

Unexcused Absence

Unexcused absences are those which do not fall under any of the excused absences. Students who have unexcused absences may be denied makeup privileges. Absences which are the result of school or district disciplinary action are excluded from the definitions. Although the school will maintain records and keep parents informed within the limit of its capability, parents and students are expected to keep accurate attendance records and compare them to report cards issued quarterly. Parents are also encouraged to contact the teachers, school counselors and administrators to get help in verifying attendance and attendance records at any time during the year.

Release of Students from School/Early Dismissals

Parents are asked not to request early dismissals, except in emergencies. Efforts should be made to schedule medical and dental appointments after school hours or on vacations. Under no circumstances may a student leave the school or school grounds during school hours without permission from his / her parents or guardians and school administration. In the event it is necessary for a student to be dismissed early, a parent or guardian should send a written request to the office. Telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent or guardian. Children will be released only upon the request of the parent whom the court holds directly responsible for the child and who is identified as such in the school records, unless prior arrangements have been made with the school. If someone other than a parent / guardian picks up the student, the person appearing in the school office must provide proper identification and authorization from the parent or guardian.

Tardiness

Students who are not in their first period class by 7:45am. are considered tardy and must report directly to the office. A student discovered on school grounds who has not signed in at the office will also be considered tardy. A student who is repeatedly tardy may be considered truant. Students may be subject to disciplinary action including suspension if the principal determines that tardiness is excessive.

Truancy

A student age five to eighteen inclusive with four unexcused absences in one month or ten unexcused absences in a school year will be considered truant. Tests and academic work missed in class that day may be recorded as a zero grade. Parents

have the responsibility to assist school officials in remedying and preventing truancy. Information about truancy will also be posted in the annual strategic school profile reports.

Absences, Tardiness and Participation in School Activities

Students who are absent from school for more than half the school day will not be permitted to participate in interscholastic athletic contests, athletic practices, extracurricular activities, or other school sponsored activities on that day. Coaches and advisors will check daily attendance bulletins in compliance with this regulation. Students must remain in school for the entire day in order to participate in any activities. Exceptions to this policy will be made by the administration in cases where extenuating circumstances prevail.

Class Absences Due To Cutting

Daily class attendance is required of all students. All students are expected to follow their assigned schedules. If any student experiences problems attending to his or her schedule, the students should immediately make an appointment and discuss the difficulty with the classroom teacher, the school counselor, or an administrator. Students who become ill during the day may not leave school grounds or absent themselves from a class, rather they should report to the health office. All class absences will be considered as cuts unless there has been prior approval for the absence.

Vacations

School policy strongly encourages the scheduling of family vacations and trips during times which coincide with school vacations. Student absences for reasons of a family vacation trip that takes place when school is in session are considered "unexcused absences".

Teachers may be unable to provide work which will adequately make-up for all a student should have learned while in school. Likewise, it is discouraging for students to miss school and have to maintain progress and make up work upon return.

If a student is to miss school for 5 or more days on a family vacation, the parent is asked to write a note to the high school principal explaining the reasons why the vacation had to be scheduled during school time.

Make-up work will be possible under the usual make-up policies. However, assignments will not be given to students prior to the vacation period. Such work must be requested by the student after returning to school.

Connecticut state law requires parents to cause their children, ages five through eighteen inclusive, to attend school regularly during the hours and terms the public school is in session. Parents or persons having control of a child five years of age have the option of not sending the child to school until ages six or seven. Mandatory attendance terminates upon graduation or withdrawal with written parent/guardian consent at age seventeen. A student is considered to be "in attendance" if present at his/her assigned school, or an activity sponsored by the school (e.g., field trip), for at least half of the regular school day. A student who is serving an out-of-school suspension or expulsion should always be considered absent. A student not meeting the definition of "in attendance" shall be considered absent. Classroom learning experiences are the basis for public school education. Time lost from class is a lost instructional opportunity. The Board of Education requires that accurate records be kept of the attendance of each child, and students should not be absent from school without parental knowledge and consent.

AUTOMATED MESSAGING SYSTEMS

The Portland Public School system uses an automated messaging system which gives school administrators the ability to easily contact parents/guardians immediately of news that needs to be communicated. Administrators have the ability to send personally prerecorded messages (voice or email) to the entire school community, or they can tailor transmissions to smaller groups, when needed. The system allows the District to program contact information for each parent/guardian of a district student. Such communications are permitted without prior consent if limited to notice of emergency items, such as weather-related closures, issues of student safety and health, and threats of imminent danger.

BOARD OF EDUCATION

Board members are unpaid elected public officials with the responsibility for governance of the school district. In order to perform its duties in an open and public manner and in accordance with state law, the Portland Board of Education holds regular business meetings on the first and third Tuesday of the month at 7:00 PM. Board of Education agendas and minutes are posted on the district website www.portlandctschools.org. Parents, students and other community members are encouraged to attend. Meetings of the Board follow a planned and posted agenda. At a certain time in the agenda the Board chairperson will recognize individuals who want to make a statement, not more than 5 minutes in length, or to express a viewpoint. The Board's main purpose is policy setting designed to improve student learning. Board members are interested in the public's opinion on district issues, which can assist them in formulating policy which reflects community values and expectations.

BOARD OF EDUCATION POLICY

Board of Education policies are available on the district's website at www.portlandctschools.org. The policies are subject to modification by the Board at any time.

AUTOMOBILES & PARKING

Students wishing to drive to school can make a request to do so by filling out the "Student Automobile Agreement" found in the main office. All requests will be submitted to the Director of Security with proof of valid driver's license, registration and insurance card. Student automobiles will park in the designated "Student Parking Lot" only.

It is a privilege to drive and park on school grounds. Permission may be revoked by the school principal for any violations including that of our Student Code of Conduct.

BULLYING AND SCHOOL CLIMATE (BOE Policies 5131.911)

Bullying behavior by any student in the Portland Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and / or expulsion from school. "Bullying" means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- A. Causes physical or emotional harm to such student or damage to such student's property,
- B. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- C. Creates a hostile environment at school for such student,
- D. Infringes on the rights of such student at school, or
- E. Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or physical, mental, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics. *(The student against whom the activity is directed must be attending school in the same district as the students engaged in the activity.)*

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

- A. Creates a hostile environment at school for the victim,
- B. Infringes on the rights of the victim at school, or
- C. Substantially disrupts the education process or the orderly operation of a school.

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his / her rights of due process. Board policy and regulation #5131.911 set forth the prohibition and the related procedures in detail, and are available to students and their parents / guardians upon request and located on the district website www.portlandctschoools.org. The Annual Bullying Notice, Appendix A, is shared with parents/guardians for review and sign off on the district website under PARENT PORTAL - "Update Student Information."

BUS TRANSPORTATION AND CONDUCT (BOE Policies 5131.1 and 5131.11)

The safe and efficient operation of school buses requires the cooperation of parents and students. Routes are subject to change and pickup/drop off times are estimates. Therefore, parents and students should be at the stop 5 minutes before the scheduled arrival. Walkers are not permitted to ride buses, and bus students may not change assigned buses except in rare instances approved by the principal and the bus company. If you need to have your child take a different bus on certain consistent days throughout the year, you can fill out an "Alternate Bus Request" form, which will be considered by the bus company. This request form must be completed by mid-July for it to be approved for the first day of school. Bus transportation is provided by M & J Bus Company at (860) 342-2217. Riding to and from school on the bus is a privilege and each student is expected to respect the rights and safety of others on the bus. While the students are being transported, the bus driver is at all times in full charge of the bus and all students riding therein. All general rules of school conduct are applicable to bus transportation and any violation is subject to the normal disciplinary actions of the school as well as denial of bus privileges for a period of time. Three bus referrals for disciplinary reasons may result in suspension from riding the bus. Parents will be notified of bus referrals. Video cameras may be used on school buses in order to help assure a safe climate and maintain appropriate student behavior and enforce school rules and regulations.

Bicycles

Children may ride their bicycles to school, with parent's permission. While on school property they must "walk" their bikes. Children are advised to lock their bikes to one of the bike racks, since the school cannot be held financially responsible for bicycle damage or theft. State law requires anyone under the age of 16 to wear a helmet while riding a bicycle.

Skateboards and Rollerblade Use

Skateboards/rollerblades are prohibited on school property during school hours unless special permission is given by the building administrator for a specific activity. Use of skateboards/rollerblades on school property during non-school hours is at the user's risk.

CAPSTONE

The Capstone Experience is a culminating activity that provides a way for students to demonstrate the knowledge and skills they have acquired during their secondary years of education. It engages students in a project that focuses on an interest, career path, or academic pursuit that synthesizes classroom study and a real world perspective. High school students are asked to demonstrate their ability to apply knowledge and skills by planning, completing and presenting a final project. As part of the experience, students will demonstrate research, communication and technology skills including relevant 21st century skills.

The focus of the Portland High School Capstone Project is to allow students to investigate a specialized area of interest that is supported by an adult mentor. Each student will have the assistance of a faculty advisor/mentor to guide the student through the project, as well as an adult advisor who has specific knowledge of the area the student has chosen to explore. Students will select topics and complete their project during the spring of their junior year.

The Capstone Project is a graduation requirement. Evaluation of each student's project will be conducted by teams of evaluators made up of a member of the Capstone Committee and two other advisors and or mentors and will include a review of all written components, student self-assessments, and a rubric score based on the presentation to the Evaluating Committee.

CHALLENGING CURRICULUM POLICY (BOE Policy 6141.52)

The Board of Education (Board) believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The Board recognizes its responsibility to identify these students in grades 8 and 9, in compliance with Section 5 of P.A.21-199, and to provide them with appropriate instructional adaptations and services. Any student who is capable of and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so (in grades 8 and 9).

CHANNELS OF COMMUNICATION (BOE Policy 1312)

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

CHEATING / PLAGIARISM

Cheating may be defined as any act engaged in by one or more students with the intention of deceiving through dishonest means such as copying, use of a cheat sheet, use of wireless devices or the deliberate use of the ideas, writings, work product, etc. of another person. Any student providing his/her work to another student, doing the assigned work of another student or providing plagiarized material to another student is also guilty of cheating.

It is the school's responsibility to discourage and prevent cheating of any kind by providing the supervision and climate which will prevent such behavior. With this in mind, the following procedure will be followed for cheating on tests and quizzes and for other incidents including plagiarism in which a student cheats or aids another student to cheat on material required for the evaluation of his academic performance:

1. The student(s) will receive a failing grade for the material.
2. The teacher may notify the administration and the student's school counselor in writing. Referral to the counselor provides an opportunity to develop appropriate help for the students.
3. The teacher will notify the student's parents.
4. A student involved in more than one cheating incident will be subject to disciplinary actions up to and including suspension.

CHILD ABUSE (B.O.E. Policies 4118.16 & 5145.511)

It is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, non-accidental physical injury, imminent risk of serious harm or sexual assault of a student by a school employee. Specific procedures governing the reporting of abuse and neglect are in effect, and staff receive yearly training in their use. Reporting of child abuse, neglect and sexual assault by a school employee is a responsibility which is taken seriously. If there is any doubt about reporting suspected abuse, neglect or a sexual assault, a report will be made. The school will work with the parents and appropriate social agencies in all cases.

The Portland Board of Education has adopted a uniform child sexual abuse and/or sexual assault response policy and reporting procedure in connection with the implementation of its sexual assault and abuse prevention and awareness program. The Board shall annually distribute the mandated reporter policy electronically to all school employees. The Board shall annually distribute electronically, to all school employees, Board members, and parents and guardians of enrolled students, (1) guidelines on identifying and reporting child sexual abuse, starting in the 2022-23 school year, and (2) information on DCF's sexual abuse and assault awareness and prevention program.

COMPUTER RESOURCES AND ACCEPTABLE USE FOR INSTRUCTIONAL TECHNOLOGY (BOE Policy 6141.323)

The Portland Public School District is committed to using technology consistently, responsibly, and effectively for teaching, learning, collaboration, communication, and productivity. The Portland Board of Education provides a technological infrastructure which includes access to hardware, software and the Internet as a means of promoting educational excellence through accessibility, innovation, and communication. The term "technological infrastructure" encompasses all Portland Public School District hardware, software, data, computing devices, storage media, servers, printers, access to the Internet and other internal and external networks and peripherals.

It is the understanding that all who utilize the Portland Public School District's technological infrastructure will:

- Fully support the goals of the Portland Public School District in using technology consistently, responsibly, and effectively for teaching, learning, collaboration, communication, and productivity
- Uphold the Portland Public School District Student Responsible and Acceptable Use Guidelines for Instructional Technology
- Promote digital citizenship which ensures the safety and security of students, staff, facilities, and operations of the district
- Support the functionality of the district's infrastructure
- Access only the devices authorized by the district

The Portland Public School District provides staff and students access to the technological infrastructure to enhance and promote 21st Century learning necessary in today's world. As such, the Portland Public School District's Responsible and Acceptable Use Guidelines are written to promote positive and effective digital citizenship among students and staff. Digital citizenship represents technology literacy as well as the ability to develop successful, technologically fluent individuals coexisting safely, ethically and with civility in an increasingly digital world.

Positive and effective digital citizenship recognizes that information posted on the Internet is public and permanent and can have a long-term impact on an individual's life and career. Expectations for student conduct are equal to that of in-person interactions. Access to the Portland Public School District's technological infrastructure is a privilege, versus a right, and carries with it responsibilities for all involved. The online activities of minors are monitored by staff as well as system-wide technology protection measures. However, students must protect information and resources against theft, malicious damage, unauthorized access, tampering, and loss. Misuse of the Portland Public School District's technological infrastructure means violation of this agreement and the Portland Public School District's Responsible and Appropriate Use Policy and could result in disciplinary action. It is the view of the Portland Public School District that the education around digital citizenship and using appropriate behaviors with technology is a shared responsibility between students, school personnel and the parent or guardian of each student.

All students within the Portland Public School District agree to follow the outlined procedures and commit to the following Responsible Use Guidelines:

- I will use the Portland Public School network productively, safely, appropriately, and for school-related purposes. I will avoid using any technology resource either supplied by the district or myself in such a way that would disrupt the activities of other students and staff.
- I will responsibly use email and other means of technological communications (e.g. Twitter, blogs, wikis, podcasting, chat, instant-messaging, discussion boards, virtual learning environments, etc.) and represent myself in a responsible manner that provides for the well-being of others.
- I will give acknowledgement to others for their ideas and work.
- I will keep my personal information (including home/mobile phone number, mailing address, and user password) and that of others private.

- I will model digital citizenship through my usage and will immediately report inappropriate use of technology to my teacher or building principal.
- I understand that the Portland Public School administrators will use regulations and policies outlined in the Portland Public School District Responsible and Acceptable Use Policy to deem what conduct is inappropriate if such conduct is not specified in this agreement.
- I understand that the use of the Portland Public School District's technological infrastructure is a privilege and it is my responsibility to maintain the integrity of all equipment (e.g. devices, monitors, Internet accounts, cables, keyboards, printers, etc.)
- I understand that individuals involved with malicious use or misuse of the Portland Public School District's technological infrastructure which results in damage or loss of the property to the Portland Public Schools may be held liable.
- I understand and will abide by the above Responsible Use Guidelines. If I do not exercise digital citizenship and commit a violation, I understand that consequences of my actions could include suspension of computer privileges, disciplinary action, and/or referral to law enforcement. I understand that I can access the Portland Public School District Responsible and Acceptable Use Policy if I so choose.

Use of Personal Electronic Devices

Connection of any personal electronic device to any network on school grounds is subject to all regulations and guidelines in this document. Connection of student or staff personal laptops or devices to the Portland Public School District network must be equipped with up-to-date virus software, compatible network card and be configured properly.

Users are responsible for the safety and use of their privately owned technological devices. If a privately owned technology device is stolen, lost, or damaged, a report should be made to the building principal, who will investigate the loss in a manner consistent with procedures for stolen or damaged personal property. Students, staff and parents should be aware that the Portland Board of Education is not liable for any privately owned technological device that is stolen, lost, or damaged while at school or during a school-sponsored activity. For that reason, students are advised not to share or loan their privately owned technological devices with other students.

Any act using a privately owned technological device that harms the Portland School District's technological infrastructure or otherwise interferes with or compromises the integrity of Portland School District's technology resources will be considered vandalism and will be subject to discipline and/or appropriate criminal or civil action.

CONDUCT (BOE Policies 5131 & 5144)

Students are responsible for conducting themselves properly in a responsible manner appropriate to their age and level of maturity. We believe that the life skills of self-discipline, judgment, social interest, the ability to make good choices, and a sense of responsibility are essential in enabling students to learn and to act effectively in life. To that end, our discipline policy strives to be a teaching policy, where problem solving strategies and restorative practices are taught to show students that there are different ways to act in any circumstance. The goal is for the student to be responsible enough to choose the appropriate strategy and then be accountable for its consequences. Expected behaviors are posted in all classrooms and areas of the school to help students with their decision making.

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

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

Conduct off School Grounds

Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violative of a publicized policy of the Board. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and the Board of Education may consider, but such consideration shall not be limited to, the following factors: (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence, or the unlawful use of a weapon, as defined in section Conn. Gen. Stat. § 29-38, and whether any injuries occurred; and (4) whether the conduct involved the use of alcohol. In making a determination as to whether such conduct is seriously disruptive of the educational process, the Administration and/or the Board of Education may also consider whether such off-campus conduct involved the illegal use of drugs.

The district has authority over students during the regular school day and while going to and from school on district transportation. This jurisdiction includes any school-related activity, regardless of time or location, and any off campus school-related misconduct, regardless of time or location. Students who violate these rules will be subject to disciplinary action and shall be referred when appropriate to legal authorities for violation of the law.

Students at school or school-related activities are prohibited from:

1. Striking or assaulting a student, members of the school staff or other persons.
2. Theft.
3. The use of obscene or profane language or gestures, the possession and / or display of obscenity or pornographic images or the unauthorized or inappropriate possession and / display of images, pictures or photographs depicting nudity.
4. Violation of smoking, dress, transportation regulations, or other regulations and / or policies governing student conduct.
5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.
6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.
7. Refusal by a student to identify himself / herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.
8. Inappropriate displays of public affection of a sexual nature and / or sexual activity on school grounds or at a school-sponsored activity.
9. A walk-out from or sit-in within a classroom or school building or school grounds.
10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).
11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and / or use of any object or device that has been converted or modified for use as a weapon.
12. Possession of any ammunition for any weapon described above in paragraph 11.
13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
15. Unlawful possession, sale, distribution, use or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances.
16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants / propellants for aerosol canisters.
17. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco.
18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
19. Accumulation of offenses such as school and class tardiness or failure to attend detention.
20. Trespassing on school grounds while on out-of-school suspension or expulsion.
21. Making false bomb threats or other threats to the safety of students, staff members, and / or other persons.
22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and / or law enforcement authorities.
23. Throwing snowballs, rocks, stick and / or similar objects, except as specifically authorized by school staff.
24. Unauthorized and / or reckless and / or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.

26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.
27. Possession and / or use of a cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and / or administrative regulations regulating the use of such devices.
28. Possession and / or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his / her designee.
29. Unauthorized use of any school computer, computer system, computer software, internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.
30. Possession and / or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
31. Hazing.
32. Bullying, as defined by Board policy and regulation #5131.911 and #5131.914.
33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
34. Acting in any manner that creates a health and / or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.
35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means act of violence for purposes of later publication.
36. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
37. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.
38. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
39. Any action prohibited by any Federal or State law.
40. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and / or a danger to persons or property.

Suspension

The administration hopes that students will not put themselves in a situation which would result in suspension from school. Suspension from school is the least desirable but sometimes the only action that can be taken. Students and parents are advised to review Policy 5144, Student Discipline, is available on the district website www.portlandctschool.org. Parents will receive written notification and a telephone call in all cases of suspension.

Suspension and Participation in School Activities

Any student who has been assigned an in school or an out of school suspension will not be allowed to participate in and/or attend any school activities held on or off school campus. The exclusion from activities is for the duration of the suspension. Exclusion begins the day the suspension is assigned and ends at the start of the school day following the last day of suspension.

COUNSELING SERVICES

School counselors at Portland High School work with students, staff, families and members of the community as part of the educational program. Counselors address the academic, career, and personal/social developmental needs of all students through a Comprehensive School Counseling program and individual Student Success Plans.

DANCES

During the school year students will enjoy a number of dances sponsored by student body organizations or classes. Proceeds go to the club/ class arranging the event. Guests may be allowed at certain dances such as prom.

Dance regulations are:

1. All school rules, policies and procedures are in effect at all school dances.
2. High school dances will end at 9:00 p.m. Exceptions to this rule may be allowed by the administration for special dances such as the ball.
3. An invited guest is allowed only when he or she is accompanied by, and is the responsibility of, a student at the high school. Guests are expected to abide by the general rules governing social events at Portland High School. Some affairs may be limited to PHS students only. A completed outside guest permission form must be submitted to the high school office prior to the dance.

4. No guests will be permitted who are over the age of 20 and will be required to show proper identification prior to admittance.
5. Respectful and polite behavior is expected at all times.
6. Appropriate dress which conforms to the occasion is expected of all students.
7. Students who are absent on the day of a scheduled event at the high school may not attend the event without having secured prior approval from the principal or designee.
8. Any students who are in parked cars will be required to attend the school function or to leave the school grounds.
9. Students attending a school dance or event must enter the function within one hour from the starting time of the event. Late passes covering special circumstances can be obtained from the principal or designee.
10. Students attending a school dance or event who leave prior to the scheduled closing time, will not be readmitted to the activity.

DANGEROUS WEAPONS AND INSTRUMENTS (BOE POLICY 5144)

The Board of Education determines that possession and/or use of a weapon, or a facsimile of a weapon, by a student is detrimental to the welfare and safety of the students and school personnel within the district. Possession and/or use of any dangerous instrument or deadly weapon in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity is prohibited. Such weapons include but are not limited to any pistol, revolver, rifle, shotgun, air gun or spring gun; slingshot; bludgeon; brass knuckles or artificial knuckles of any kind; knives having a blade of greater than two inches, any knife the blades of which can be opened by a flick of a button or pressure on the handle, or any pocketknife where the blade is carried in a partially opened position; martial art weapons; destructive device; or facsimiles of firearms. The possession or use of any such weapon will require that the proceedings for the suspension and/or expulsion of the student involved will be initiated immediately by the principal. If the student is found to have possessed a firearm or other dangerous weapon as defined in C.G.S. 53a-3 in violation of 29-35 or 53-206, in or on the real property of a school or at any school activity as defined in C.G.S. 10-233a, he/she must be expelled for one calendar year. The Board of Education or hearing board may modify the period of expulsion on a case by case basis. All legal restrictions and requirements will be adhered to pertaining to special education students. The Board shall consider a student's conduct off school grounds that is seriously disruptive of the educational process or is in violation of publicized policies of the Board as grounds for expulsion.

ALCOHOL USE, DRUGS, and TOBACCO (including Performance Enhancing Substances) DISCIPLINARY ACTION (B.O.E. Policy 5131.6)

Students who violate this policy will be subject to disciplinary action which includes, but is not limited to, suspension or expulsion, and / or a program recommended by the Student Support Team. Student athletes who violate this policy, participating in CIAC-controlled activities shall also be declared ineligible for such activities in accordance with CIAC policy and regulation. Any disciplinary actions imposed will ensure that similar violations will be treated consistently. The Superintendent shall propose and the Board of Education shall approve procedures and regulations to ensure that any student violating this policy is subjected to disciplinary action, and that any disciplinary actions imposed for similar violations are treated consistently.

The following guidelines for reporting alleged violations are to be followed:

1. If an employee suspects student possession, use, abuse, distribution or sale of controlled substances, other illegal drugs, performance-enhancing drugs, alcohol, or tobacco / tobacco products the employee shall refer the matter to the Principal or his / her designee. The Principal or designee will notify the student's parent / guardian, recommend a specific assessment, as appropriate, and contact law enforcement personnel as appropriate.
2. If an employee obtains physical evidence of a controlled substance, other illegal drug, drug paraphernalia, performance-enhancing drugs, alcohol, tobacco products or tobacco paraphernalia from a student in school, on school grounds, on school provided transportation or at a school sponsored event, the employee shall turn the student and the controlled substance over to the school principal or designee. The Principal will notify the student's parent / guardian, recommend a specified assessment as appropriate, notify law enforcement personnel and shall surrender possession of the controlled substance to the proper authorities within the time period required by state law.

DISCIPLINE

Student Privileges

Student privileges which may be revoked for violation of school rules or policies may include any or all of the following:

1. Flex periods
2. Participation in extracurricular events including athletic teams and contests
3. Attendance at extracurricular events including athletic contests, participation in clubs or activities including school dances, pep rallies, assemblies, etc.

4. Driving Privilege
5. Participation in class activities and trips
6. Senior Privilege

Detention

Teachers are responsible for outlining classroom rules and procedures and will administer disciplinary action within reasonable limits when-ever these rules and procedures are abused. Teachers may assign detention for tardiness, disruptive behavior, and violation of other class rules. Students may report to their teacher in his/her classroom for the detention assigned.

After school detention scheduled by a teacher or administrator is to take precedence over any other student obligation including part-time jobs and athletics. The administration will assign detention for infractions of school rules.

Office Detention	30 Minutes
Tuesday, Thursday	2:15pm - 2:45pm
Assigned for minor infractions of school rules in common areas, study halls, tardiness, etc.	

Office Detention	90 Minutes
Tuesday, Thursday	2:15pm - 3:45pm
Assigned for reasons such as the following: <ul style="list-style-type: none"> • Class Cuts (including study hall) • Unexcused tardies to school • Removal from class for disruptive behavior • Referral for insubordination with a teacher (refusing to follow directives) • Failure to serve teacher assigned detention • Failure to serve 30 minute office detention • Other violations of school rules & regulations deemed significant by the administration 	

Saturday Detention	8:00am - 12:00pm
<ul style="list-style-type: none"> • Truancy • Leaving school grounds without permission • Smoking • Failure to attend assigned School Detention • Class cuts • Tardies to school • Inappropriate language • Any other violation of school policies in lieu of suspension 	
Arriving late: Prior to 8:15a.m. - Student admitted but scheduled for one additional School Detention (90 minutes)	
Arriving late: After 8:15a.m. - No Admittance - considered "Failure to Attend". Failure to attend Saturday detention will result in additional consequences and may include in-school suspension.	

DISTRIBUTION OF MATERIALS BY STUDENTS (BOE Policy 1140)

Printed materials may be distributed to parents by students as an inexpensive means of mass communications providing:

1. The materials relate to the school, community, local recreational or civic activities.
2. The materials do not relate to any religious belief or activity, or promote private gain, or political position.
3. The materials do not promote any political party or candidate.

Except for requests from parent-teacher organizations, board appointed citizens' ad hoc advisory committees, or other school-connected organizations, requests from groups or individuals to have students distribute materials to parents or other citizens of the community will be referred to the superintendent of schools for approval. On issues to be decided at referenda, information distributed by school personnel or Board of Education members, whether through students or otherwise, may only provide information on the time, date, and location of the referenda and may not advocate positions on the referenda questions.

DRESS / GROOMING (B.O.E. Policy 5132)

The community and general public often judge the quality of education by the behavior, appearance and activities of its student body. The responsibility of student dress and general appearance rests with the individual student and parent. However, the Board of Education requires students to attend school in appropriate dress that meets health and safety standards and does not interfere with the learning process or contradict the educational mission of the school. The Board requires students to wear appropriate protective gear in certain classes when necessary. The Board prohibits the wearing of attire bearing any expression or insignias which are obscene or libelous, or which advocate racial or religious prejudice, or which display alcohol, sexual or drug content. The Board prohibits the wearing of various items that interfere with the safe and healthy environment of the school. The Board prohibits the wearing of various items that interfere with the educational process.

Any exception to the above must be with specific written prior approval of the school principal or Superintendent of Schools. The Board directs consistent implementation of the above dress codes throughout all its District buildings that house children throughout their academic career. The administration shall have the authority to require a student to change his/her attire should it be deemed inappropriate according to the above guidelines.

The intent of this policy is to encourage all concerned to dress, groom, and conduct themselves in keeping with an atmosphere which reflects a sensitivity to and respect for self and others and the overall functions of the school.

Physical Education Classes

Students must dress appropriately for P.E. classes. Proper attire consists of a T-shirt, sneakers, socks, and gym shorts.

Sneakers must have light-colored soles or be labeled "non-marking" by the manufacturer in order to protect the gym floor. If students cannot participate in the physical education program, a physician's note, in advance, will be required to excuse them.

EMERGENCY CLOSING OF SCHOOL

In the event that school is postponed or canceled for weather or emergencies, announcements will be made over local radio and television stations. The District also utilizes an automated messaging system "School Messenger" to communicate closings and delays.

Late Opening of School

The Board of Education has approved planned late openings for teacher/staff professional learning. Please consult the 2022-2023 calendar for the dates. On these designated days, (as well as our unscheduled days due to weather conditions) the High School begins at 9:45 A.M.

EQUAL OPPORTUNITY/NON-DISCRIMINATION (BOE Policies 5145 & 5145.4)

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

EXEMPTION FROM INSTRUCTION (BOE Policy 6144.1)

A student will be exempted from instruction on Acquired Immune Deficiency Syndrome (AIDS), Bilingual Education, or Family Life and Sex Education upon receipt of a written request for such exemption from his/her parent or guardian. In addition, a student will be excused from participating in, or observing animal dissections as part of classroom instruction upon a written request from the student's parent or guardian. The student must complete an alternate assignment determined by the school.

EXTRACURRICULAR ACTIVITIES

Clubs and activities are sponsored in order to give students further opportunities to explore and develop their interests and abilities. Clubs and activities may be organized when warranted. Extra-curricular participation is a privilege for students and not a right. The prerequisites are listed below.

1. When participating in or attending school sponsored extracurricular events, to behave as a representative of the district and hold himself/herself to the highest standards of conduct, demeanor and sportsmanship and accept responsibility for his/her actions.
2. To be in regular attendance at school and in classes.
3. To contribute to an orderly, learning centered environment and to show due respect for other persons and for property.

4. To adhere to all behavioral expectations as listed under student discipline and refrain from any school prohibited conduct.

GYMNASIUM ACTIVITIES

The following guidelines are established for conduct while attending activities in the gymnasium:

1. No food, gum, candy, drinks, etc. will be allowed in the gym.
2. Once students leave the gymnasium, they will not be allowed to re-enter.
3. Students are expected to remain in the bleachers and not run around the gym.
4. **Good behavior and good sportsmanship are absolutely essential.** No booing, taunting, or yelling derogatory comments will be allowed.
5. Students are not allowed in the corridors. Lavatories may be used with permission from a staff member or site supervisor.
6. Students not adhering to these guidelines will be asked to leave.

FIELD TRIPS

(B.O.E. Policy 6153)

Educational trips are considered a vital part of the curriculum. All field trips are considered school activities and are subject to all the policies of the Portland Board of Education and the rules and regulations established within the high school.

In the event of illness or a disciplinary problem with a student on the trip, the parent of the student assumes full responsibility. If called by the advisor, it is the responsibility of the parent to come and get the student. The parent's signature on the "Trip Permit" is an acceptance on the parent's part to comply in full with this regulation.

Students are responsible for all work missed and must secure assignments in advance. Students not in good academic standing may be denied this privilege. Students must receive approval from each teacher a week ahead of time.

FINANCIAL OBLIGATIONS

(BOE Policy 6161.21)

Students who have a financial obligation to a school (i.e. lost book fees) may not be permitted to participate in extracurricular activities until their obligation has been cleared. Students who have overdue library obligations for a period of more than one marking quarter are prohibited from taking out additional library materials.

FIRST AID/EMERGENCY MEDICAL CARE

(BOE Policy 5141.27)

Use of Automatic External Defibrillators (AEDs)

In order to assist individuals who may experience cardiac arrest on school property, the Portland Board of Education has acquired external defibrillators for use in school buildings. It is the policy of the Board of Education to support the use of these automatic external defibrillators by trained personnel on school property. The Superintendent or School District Head Nurse shall be responsible for developing administrative regulations in furtherance of the Automatic External Defibrillator (AED) policy, in conformity with the provisions of applicable statutes and regulations.

FOOD AND BEVERAGE

STUDENTS WITH SPECIAL HEALTH CARE NEEDS

(BOE POLICY 5141.25)

Food and beverage must be consumed in the cafeteria. Student possession of food or beverage containers, other than water, in classrooms, other common areas, and hallways is prohibited. The Portland Public Schools has adopted protocols and procedures to provide a safer school environment for students with life threatening food allergies and glycogen storage disease. While the school district cannot guarantee the elimination of all allergens from the school environment, adoption of the following procedures will help to reduce the possibility of a child's exposure to known allergens. *Please see BOE Policy 5141.25 (Policy/Regulation/Appendix) or details regarding this very important topic.*

School Breakfast and Lunch Program

(BOE Policy 3542.31)

The Sodexo-Marriott Company provides the breakfast and lunch programs for the Portland Schools. Breakfast is available each morning for \$1.50. This includes both hot items such as waffles, cold items and juice or milk. A hot lunch, including a half-pint of milk, may be purchased each day for \$3.25 (grades 7-12). For those students who bring their lunch from home, milk (\$0.60) or juice may be purchased. Children can also purchase a variety of snacks ranging in cost from \$.50-1.00 each.

Your child may qualify for either free meals or reduced price meals. The reduced price is 30 cents for breakfast and 40 cents for lunch. An application for the federally subsidized free or reduced lunch program can be found on the district website www.portlandctschools.org under the PARENT portal link. If you have any questions about the lunch program, you can contact the lunch program director at Portland High School at (860) 262-7330.

Pay for School Meals Online

Portland's Food Service is excited to offer MySchoolBucks®! This online payment service provides a quick and easy way to add money to your child's school meal account using a credit/debit card or electronic check.

MySchoolBucks provides:

- Convenience – Available 24/7 on the web or with the Mobile App for your iPhone, Android or Windows phone.
- Efficiency – Make payments for your children, even if they attend different schools. Eliminate the need to take money to school.
- Control – Set low balance alerts, view account activity, recurring/automatic payments & more.

Enrollment is easy!

1. Go to www.MySchoolBucks.com and register for a free account.
2. You will receive a confirmation email with a link to activate your account.
3. Add your children using the school name and either their birthdate or student ID.
4. Make a payment to your account with your credit/debit card or electronic check. *A program fee of \$1.95 will apply. You will have the opportunity to review any fees and cancel if you choose, before you are charged.*

Charging in the Cafeteria (BOE Policy 3542.43)

The District strongly discourages meal charging, but understands that an occasional emergency may exist. Therefore, the BOE has approved a system to allow a student to charge a meal.

1. All charges must be paid within 10 days.
 - a. Students may charge regular meals up to \$25.00
 - b. After \$25.00, the student will be offered an alternate meal.
2. Additionally, parents will receive a weekly email notification when their child's balance reaches \$5.00.
3. Parents of students who amass a balance of \$25 will be contacted by the school administrator.

GANG ACTIVITY (BOE Policy 5131.9)

The Board of Education strongly believes that a safe and orderly environment is essential for effective teaching and learning to occur within the school setting. To ensure a safe and orderly school environment, the Board prohibits gang activity on school property, at school-sponsored or school-related activities, while traveling to or from school or school activities, or on school vehicles. Connecticut Statute (29-7n) defines "gang" to mean a group of juveniles or youth who, acting in concert with each other, or with adults, engage in illegal activities. In addition, the Board defines "gang" as a group that identifies itself through the use of a name, unique appearance, or language, including hand signs, the claiming of geographical territory, or the espousing of a distinctive belief system that frequently results in criminal activity. By this policy, the Board prohibits gangs and gang activities at school activities and on school premises. Incidents involving initiations, hazing, intimidation and/or related activities which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students are prohibited.

No student on or about District property or at any District activity:

1. Shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign, or other things which are evidence of membership or affiliation in any gang;
2. Shall commit any act or omission, or use any speech, either verbal or nonverbal (gestures, handshakes, etc.) showing membership or affiliation in a gang;
3. Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including, but not limited to:
 - a. Soliciting others for membership in any gang;
 - b. Requesting any person to pay protection or otherwise intimidating or threatening any person;
 - c. Committing any other illegal act or other violation of school district policies;
 - d. Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans;
 - e. Inciting other students to act with physical violence upon any other person.

Students violating this policy may be subject to disciplinary action, including suspension and/or recommendation for expulsion.

GRADING AND REPORT CARDS (BOE Policies 5121, 5124, 6146, 6146.11)

The Board of Education believes that good communication between parent and teacher is important in the educational process. With this in mind, the Board of Education believes that the reporting contacts between parent and teacher should be

varied and frequent. All forms and methods of communications, such as parent-teacher conferences, mail, email, telephone, and school visitation by parents will be utilized. The progress report should reflect the educational growth of the student in relation to the student's ability, attitudes, interests, conduct or citizenship, and achievement.

The school year is divided into academic terms and report cards are issued at the end of each term. Of course, teachers may notify parents at any time of the year regarding a student's progress. Formal parent/teacher conferences are held in November and March of every school year. However, a conference may be requested by either a teacher or a parent at any time. Teachers are available at any time during the year to discuss a child's academic or social progress. They maintain a sampling of the student's work throughout the year, and these items can often be the best indicators of the progress made during the year. Although we have designed a detailed progress report card, a phone call to or conference with your child's teacher is usually very informative.

We encourage regular communications with any of your child's teachers to monitor his/her progress. If you have a concern with your child and his/her teacher, discuss it first with the teacher. If this does not produce a mutually agreed upon plan toward resolving the situation, the parent may contact the principal.

In the office we maintain a cumulative folder containing school records for each child. In this folder are report cards, standardized test results, and other documents that can be informative for the student's future educators. This folder is passed from one school to the next as your child is promoted.

Cumulative Grade Reporting: Current grade averages are reported for students throughout the duration of the course (semester or full year). This practice is in line with higher education and will allow students more opportunities to improve their grades over time. Missing or late assignments will now have a limited (5 school day) window of acceptance unless extenuating circumstances are approved by the teacher or administration. Teachers will also update student progress weekly, with larger assignments graded within a two week window.

Grades will be formally reported four times a year for sports eligibility and the college application process, but will not "reset" after each quarter. Families will always be able to know in real time the actual current average in any course.

Grade Weighting/Class Ranking

Parents/Guardians shall be advised as to whether a grade in an honors class, advanced placement class, International Baccalaureate program, Cambridge International program, dual enrollment, dual credit, or early college is or is not given added weight for purposes of calculating grade point average and determining class rank. The grading system developed by the administration, subject to Board approval, shall reflect this. A Senior's class rank is determined at the end of the junior year, and again at the end of Term 3 of senior year.

Parents/Guardians and students shall be notified annually of the BOard's position via the parent/student handbook and/or the high school website.

Graduation Requirements

25 credits are required for graduation. The following courses are required for all students and must be successfully completed as part of the credits required for graduation:

Humanities 9 credits

- English 4
- Global Studies 1
- US History 1
- Civics 1
- Art 1
- Humanities Electives 1

STEM 9 credits

- Math 3
- NGSS Science 3
- CTE 1.5
- STEM Elective 1.5

World Language 2

PE 1

Health 1

Electives 2

Capstone 1

Total: 25 credits

Early Graduation Requirements

Families considering early graduation need to meet with both the counselor and administration prior to the student's junior year.

Program Regulations - Minimum Course Load

1. All students in grades 9-11 must be enrolled in at least 7 credits.
2. Seniors must be enrolled in at least 6.0 credits in addition to physical education and may not have more than two periods of study hall per semester without administrative approval.
3. Non-classroom based learning experiences such as online classes, independent study, and guided learning may count towards one minimum course load requirement per academic year without administrative approval.
4. Students are encouraged to choose courses that will challenge them.
5. Schedule changes can be made prior to the start of a semester. A moratorium of 5 school days will be in place at the start of each semester where no changes will be allowed.

Dropping A Course

Parent, teacher and counselor permission must be given before a student can drop a course. If a course is dropped prior to the quarter-point of a course - the first five weeks for semester courses and the first 10 weeks for full year courses - a "W" (withdrawal) is indicated on the transcript. No class may be dropped if it leaves a student enrolled with fewer than 6.5 credits. Cases where a student is requesting to drop a course after the quarter- point of a course will be reviewed individually and must be granted permission by the counselor. In these cases, a "WP" (withdraw pass) or a "WF" (withdraw fail) will be indicated on the transcript and no credit will be granted.

Adding A Course

Courses may not be added after the first five weeks for a semester course and the first 10 weeks for a full-year course.

Independent Study

Independent Study takes place in all curricular areas. Independent study is an arrangement between the teacher and student in a specific course which gives the individual student the opportunity to meet course objectives as well as develop his or her own particular interest in the subject area. This may consist of work done outside the confines of the class. Students interested in this type of opportunity should consult the appropriate teacher and department coordinator. Independent study programs are available for the student who wishes to pursue an educational program not available in any regular course offering. Such requests should be initiated by the student. A written plan should then be developed and submitted to the department coordinator, school counselor and principal for final approval. A commitment from the teacher, and a written plan should be finalized by the start of the semester in which the work will be done. Such programs may be taken on either a pass/fail or letter grade basis with the decision to be made prior to final approval of the program.

Audit

To audit a class, the decision must be made within the first two weeks of a course. No credit is earned, and "Audit" will show on the transcript.

College Courses

Credit for courses taken at a community college, four-year college or university will be granted only with the prior consent of a counselor and administrator.

Grade Scales

Unweighted Grades			Weighted Grades		
A+	100.00	4.3300	A+	100.00	4.766
A	96.00	4.0000	A	96.00	4.400
A-	92.00	3.6660	A-	92.00	4.032
B+	89.00	3.3330	B+	89.00	3.666
B	86.00	3.0000	B	86.00	3.300
B-	82.00	2.6660	B-	82.00	2.932
C+	79.00	2.3330	C+	79.00	2.563
C	76.00	2.0000	C	76.00	2.200
C-	72.00	1.6660	C-	72.00	1.832
D+	69.00	1.3330	D+	69.00	1.466
D	66.00	1.0000	D	66.00	1.100
D-	62.00	0.6660	D-	62.00	0.7333
F	59.00	0.0000	F	59.00	0.0000

Grade Point Average

-Term GPA-direct average of grade point values earned in each class for each term.

-Renaissance GPA-a direct average of either Term 1 or Term 2 GPA (first semester), or Term 3 and Term 4 GPA (second semester). Renaissance GPA is calculated at the end of each semester.

-Cumulative GPA-an average of the grade point value times the credit awarded to each class over the course of your entire high school career. Cumulative GPA is recalculated at the end of each term.

-Valedictorian and Salutatorian are determined by the cumulative GPA on the Term 3 report card, and are announced at the yearly Awards Night in May.

Weighted Classes

Weight has a .10 value and is given to the following classes: AP Calculus AB, AP Chemistry, AP Computer Science, AP Music Theory, AP Psychology, UCONN Physics, AP English Language, AP Government and Politics, AP/UCONN English 12, AP/UCONN Spanish, AP Stats, Honors English 9, American Studies / English 10, Honors U.S. History I & II, Honors Global Studies I & II, Advanced Algebra II, Advanced Geometry, Pre-Calculus, Advanced Chemistry, Anatomy and Physiology, Spanish IV, Digital Electronics, Computer Integrated Manufacturing, Engineering Design and Development.

Statewide Proficiency/Mastery Examinations (BOE Policy 6146.2) -

Annually, unless exempted according to federal and/or state criteria, each student, in grades three through eight inclusive shall take a mastery examination (measuring whether or not a student has mastered essential grade level skills in reading, writing and mathematics). Students enrolled in grade eleven shall annually take a nationally recognized college readiness assessment approved by the State Board of Education that measures essential and grade appropriate skills in reading, writing and mathematics. Students in grades five, eight, and ten shall annually take a statewide mastery examination in science. The State Board of Education shall approve the provision and administration of all mastery examinations. All examinations shall take place during the regular school day.

Special education students shall participate in mastery testing except in the rare case when their Planning and Placement Team determines that participation would be inappropriate and recommends the use of an alternative assessment as specified by the State Board of Education. Students with significant cognitive disabilities in grades 3 through 8 and 11 shall be assessed in English/language arts and mathematics with the Connecticut Alternate Assessment. Students with significant cognitive disabilities shall be assessed with the CMT/CAPT Skills Checklist in grades five, eight and ten.

The mastery examination test is one of the measures to be used to determine if students have met the identified standards.

GREEN CLEANING PROGRAM (BOE Policy 3542.2)

Cleaning chemicals can negatively impact indoor air quality and cause harm to the occupants of a school building. Therefore, the purpose of this policy is to encourage and promote the principles of green cleaning throughout the Portland Public Schools, in compliance with applicable statutes. The Board of Education encourages and supports efforts to implement green cleaning in all District schools. For additional information, please contact Paul Bengston, Director of Buildings and Grounds at 860-342-3428.

HARASSMENT STATEMENT (BOE Policy 5145.4)

Every child has the right to feel safe, valued and comfortable in school. No one else's behavior should ever make children feel afraid or embarrassed because of their race, color, religion, national origin, sex, sexual orientation, gender identity or

expression, or any disability they may have. The District prohibits harassment of any kind. Students are expected to treat other students and district employees with courtesy and respect; to avoid any behaviors known to be offensive; and to stop those behaviors when asked or told to stop. Parents are urged to reinforce with their child(ren) that if he/she is harassed or sees harassment happening to someone else that he/she should report the behavior to a teacher or the principal. To maintain a productive and positive learning environment, the Board of Education will make every attempt to halt any harassment of which they become aware by calling attention to this policy or by direct disciplinary action, if necessary.

HEALTH SERVICES (BOE Policies 5141-5141.7)

Before starting school state law requires all students to have full records of immunizations. CT State Statute #10-191 requires that all students in grades K, 6, and 10 have a physical examination with the required immunizations or documentation authorizing exemption of the immunizations. Parents are encouraged to have the physical examination done by the family physician.

A registered nurse (and/or LPN) is on call during the school day in case of serious illness or injury and to administer medication. Medication is administered in school only after the proper form has been filled out by the prescribing physicians. These forms are available in the nurse's office.

Administering Medication (BOE Policy 5141.21)

Students who have a legitimate need to bring prescription drugs to school are required to register this information in the nurse's office. This is an extensive policy recently revised by the Board of Education and all parents, guardians and caregivers are advised to read it carefully.

Applying Sunscreen *Public Act No. 19-60: An Act Allowing Students to Apply Sunscreen Prior to Engaging In Outdoor Activities*, amended Section 10-212a of the Connecticut General Statutes to allow any student who is six years of age or older to possess and self-apply an over-the-counter sunscreen product while in school prior to engaging in any outdoor activity, with only a written authorization signed by the student's parent or guardian. For students who are younger than six years of age all three of the following requirements pursuant to Section 10-212a-4 of the Regulations of Connecticut State Agencies for self-administration of medication continue to apply:

1. an authorized prescriber provides a written medication order including the recommendation for self-administration;
2. a parent or guardian provides written authorization for self-administration of medications; and
3. the school nurse has assessed the student's competency for self-administration in the school setting and deemed it to be safe and appropriate.

Students with Special Health Care Needs (BOE Policy 5141.25)

The Portland Public Schools recognize that food allergies and glycogen storage disease may be life-threatening. For this reason, the district is committed to developing strategies and practices to minimize the risk of accidental exposure to life-threatening food allergens and to ensure prompt and effective medical response should a child suffer an allergic reaction while at school. Individualized health care plans (IHCP) shall be implemented for each student determined to have a life threatening food allergy. The district is committed to appropriately managing and supporting students with food allergies and glycogen storage disease. The district further recognizes the importance of collaborating with parents and appropriate medical staff in developing such practices and encourages strategies to enable the student to become increasingly proactive in the care and management of his/her food allergy and/or glycogen storage disease, as developmentally appropriate. Please see BOE Policy 5141.25 (Policy/Regulation/Appendix) for details regarding this very important topic.

BOE Policy 5141.25 Appendix 1 Students with Special Health Care Needs

Food Safety Guidelines

Products containing nut or nut products shall not be used in any class for instructional purpose.

All surfaces must be cleaned with appropriate cleaners after the consumption or handling of food (meals, snacks, treats).

Universal Practices (adults):

- Food containers must be closed in all common areas. Locations include lockers, library, hallways, auditorium, main offices, and gym.
- Food should be consumed in the Staff Room or in classrooms (see below for more information about Allergy Classrooms) if necessary.
- Coffee or creamer with nut flavoring cannot be consumed in the class of a nut allergy or in any common area.

- Food that contains the child's known allergen or has been manufactured in a facility with known allergens cannot be brought into or consumed in any Nut-Free classroom. The "[Safe Snack Guide](#)" is highly recommended in selecting snacks (This is a live document and should not be printed. Only snacks with an "8" or a checkmark are approved.)
- Hands should be washed with soap and water after consuming any food containing known allergens of students in the school- hand Sanitizer does not remove nut oil.
- All adults will participate in the anaphylaxis presentation by the nurse.
- All adults will be offered the opportunity to be trained in use of the epipen.
- A list of students with medical alerts will be provided to teachers by the nurse.
- A list of medical alerts and these guidelines will be provided by the teacher to any adults substituting in their classroom.
- These guidelines will be provided by the office staff to any adults substituting in the building.
- Epipens will be placed around the school with administration instructions, names of students with allergies and information about the signs of anaphylaxis.
- Food cannot be consumed on the bus.

Universal Practices (students):

- Food will not be used in celebrations, for example birthdays, unless it is provided by Sodexo.
- Food can only be opened and/or consumed in the cafeteria or in classrooms during snack time.
- If a classroom is used for an after-school activity and snacks are consumed, the activity must not take place in a "Nut-Free" classroom.
- Food cannot be consumed on the bus.

Allergy Classrooms Practices (students):

- These are in addition to the universal practices listed above.
- Any food provided in an Allergy Classroom must be cleared by a nurse if not provided by food service.
- Food consumed in the classroom must not contain the child's known allergen. This also includes food that has been manufactured in a facility with known allergens. "[Safe Snack Guide](#)" is highly recommended to assist families in selecting snacks. Only snacks with an "8" or a check mark are approved.

Allergy Classrooms Practices (adults):

- These are in addition to the universal practices listed above.
- Food consumed in the classroom when students are present must not contain known allergens for any child that will be in the room at any point during the day. Using the "[Safe Snack Guide](#)" is highly recommended.
- If food is consumed when students are not present, it must be consumed at the teacher's desk and the desk must be cleaned using district-provided cleaning materials.

**Portland School District Concussion Management
(BOE Policy 5141.7)**

A concussion is a traumatic brain injury. Concussion occurs when normal brain functioning is disrupted by a blow or jolt to the head. Recovery from concussions will vary. Avoiding re-injury and overexertion until fully recovered are the cornerstones of proper concussion management. While Portland staff will exercise reasonable care to protect students, head injuries may still occur. Physical education teachers, coaches, nurses, and other appropriate staff will receive training to recognize the signs, symptoms, and behaviors consistent with a concussion. Any student exhibiting those signs, symptoms or behaviors while participating in a school-sponsored class, extracurricular activity, or interscholastic athletic activity shall be removed from the game or activity and be evaluated as soon as possible by an appropriate health care professional. The professional will recommend evaluation by MD or medical facility depending on severity of symptoms. The coach, school nurse, or appropriate school representative will notify the student's parents or guardians and recommend appropriate monitoring to parents or guardians.

**HOMELESS STUDENTS (McKinney-Vento Act)
(BOE Policy 5118.1)**

Homeless students, as defined by federal and state legislation, will have all programs, services, and transportation that other students enjoy and may continue to attend the school of origin. The local liaison for homeless children is the Director of Student Services.

HOMEWORK (BOE POLICY 6154)

General Statement

We believe that there is a positive correlation between student performance and the assignment of homework. Homework should be viewed as an extension of the classroom. Therefore, assignments should consist primarily of practice and review lessons already taught or of simple introductions to materials about to be covered.

Research indicates that at the high school level there is a positive correlation between student performance and the assignment of homework. Homework should be viewed as an extension of the classroom. Therefore, assignments should consist primarily of practice and review lessons already taught or of simple introductions to materials about to be covered.

Homework shall be required in all courses taught at Portland High School with the major emphasis in homework being placed in the major academic subject areas. In order to minimize the potential for "over-assignment" on a given day, teachers will attempt to adhere to the following guidelines.

1. The major academic departments (English, Mathematics, Science, Social Studies, World Language) shall assign approximately 75 to 120 minutes of homework per week.
2. All other departments shall assign homework as needed with no minimum time requirement.
3. All daily homework assignments shall be designed to be approximately 20 to 30 minutes in length.
4. When teachers determine a need to assign homework anticipated to be more than 30 minutes in length, they shall attempt to avoid conflicts with major assignments scheduled by other departments.

*NOTE: Long term assignments, exams, exam preparation, and major projects and term papers, shall not be considered homework as defined by this policy. The P.H.S. teaching staff shall design homework assignments in accordance with the following principles:

- Homework will include mandatory assignments.
- Homework will also include voluntary assignments meant to meet the needs of individual students or groups of students.
- Homework assignments will not be formally graded on a competitive scale. They will be used to locate problems in student progress and to individualize instructions (This will not preclude the assignment of take-home tests or major projects). Topics will appear in assignments before and after they are covered in class, not just on the day they are discussed so as to reinforce learning.
- Homework will not be used to teach complex skills. It will generally focus on simple skills and materials or on the integration of skills already possessed by the student.
- Parents will rarely be asked to play a formal instructional role in homework. Instead, they are asked to create a home environment that facilitates student self-study.
- Major homework assignments, including exams, are not to be scheduled on days of special religious observance to be publicized by the superintendent or building principal at the beginning of each school year.

EXTRA CREDIT ASSIGNMENTS

Extra credit will be assigned at teacher discretion to enhance their learning experience and their grade average through completion of assignments beyond those included in normal class requirements. "Extra credit" assignments, however, cannot be considered as makeup credit for a student's failure to complete regular class or homework assignments.

ASSIGNMENTS FOR STUDENTS WHO HAVE BEEN ABSENT

The highest priority for an ill student is to get well and return to school ready to work. However, students who are absent from school are required to make up all the work that is missed upon his/her return. All teachers will make every attempt to have the missed work ready upon a student's return. For students who are absent two or more consecutive days, homework requests can be made by calling the main office. Parents who opt to withdraw students for vacations on school days accept responsibility for missed class work, lessons taught, and all incomplete learning. If a student is absent for an extended period of time (i.e. hospitalization), homebound instruction may be requested by a parent. (BOE Policy 6173)

MAKE-UP WORK

It is the student's responsibility to make up work missed **due to absence** in a timely manner. A student who has been absent or dismissed early is expected to see each of his/her teachers promptly upon returning to school to make arrangements for the missed assignments, tests, etc.

In cases where a student will be absent for two or more days, the student may email teachers and request assignments. If a student is expected to be absent over two days, the student should contact a classmate for assignments or complete the assignments upon return to school.

If a student is absent for an extended period of time (i.e. hospitalization), homebound instruction may be requested by the parent.

EXTRA HELP

All teachers are available to provide extra help for students. Teachers will post extra help session schedules and students are encouraged to make individual appointments as needed.

Students should adhere to the following guidelines when seeking extra help. Remember that teachers are not planning to reteach a class during extra-help sessions.

- Come prepared with all class materials, specific problems or assignments to be reviewed and/or specific questions for the extra help session. Notify the teacher as soon as possible if you must cancel a scheduled appointment. Teachers will return the same courtesy.

HONOR ROLL

Honor Roll is calculated at the end of each term, and is printed in the local newspaper. To have one's name placed on Honor Roll, the following requirements must be met:

- High Honors: Term GPA of 3.66 or higher with only one grade of a C-, C, or C+.
- Honors: Term GPA of a 2.66 or higher with only one grade of a C-, C, or C+.

INSURANCE

School insurance is made available to families through a specific program. Information on the program can be found on the district website. While the program is not mandatory, it is suggested that parents take advantage of the opportunity to provide adequate protection for their children while in school. Any such arrangement is contractual between the parent and insurance carriers and the Portland Public School assumes no liability from disputes arising from such contract.

LIBRARY/MEDIA SERVICES

A large variety of services and resources are available in the Library/Media Center. Through promoting reading and literature appreciation, teaching information literacy skills, and fostering critical thinking and independent learning, the library media program contributes to student success and the support of lifelong learning. The Library Media Specialist teaches information literacy skills as the basis for enabling students to become independent users of information. Students visit the library regularly for classes and free exploration of library books and magazines. Older students learn how to access Destiny as a means for locating library materials and managing their library checkouts. Many special events, such as book fairs and author visits are planned in the library throughout the year. The library contains a large current collection which supports and enriches the curriculum as well as students' interests. Our libraries often carry parental resources, as well.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS (BOE Policy 6141.311)

The Board of Education recognizes the need to provide equal educational opportunities for all students in the District. Therefore, if the inability to speak and understand English excludes a student from effective participation in the District's educational programs, the District shall take appropriate action to rectify the English language deficiency in order to provide the student with equal access to its programs. Students in a language minority (LM) or who have limited English Proficiency (LEP) will be identified, assessed and provided appropriate services. No child will be admitted to or excluded from any program based solely on surname or LM status.

Parents of Limited English Proficient (LEP) Students participating in a language instructional program will be notified within 30 days of their child's placement in the program. The notification will include an explanation of why, a description of the program, and the parent's rights to remove their child from the LEP program. In addition, the notification will explain how the program will help the child to develop academically, learn English and achieve the standards necessary for promotion.

Students not meeting the English mastery standard or demonstrating limited progress will be provided with additional language support services which may include, but are not limited to, English as a Second Language program, sheltered English programs, English Immersion programs, summer school, after-school assistance, homework assistance and tutoring. Students after 30 months in a bilingual program will not be offered additional bilingual education.

LIVE ANIMALS IN THE CLASSROOM (BOE Policy 6163.33)

The Portland Board of Education ("Board") supports the use of therapy dogs for the benefit of its students subject to the conditions of this policy. The Board complies with all applicable federal and state laws prohibiting the exclusion of any person from its educational programs or activities, or the denial to any person of the benefits of any of its educational programs or activities, because of a disability, subject to the conditions and limitations established by applicable law. Accordingly, the Board shall make reasonable modifications to its policies, practices and procedures to permit an individual with a disability to use a service animal, as defined herein, on school property and/or at school-sponsored activities in accordance with federal law, including but not limited to the Americans with Disabilities Act ("ADA"), and applicable state law. This policy, however, addresses the permissions and procedures for the use of therapy dogs, as defined herein, within the Portland Public Schools (the "District").

LOST AND FOUND

All articles of any description that are found are to be turned in to the office. Students who have lost any items should report the loss to the office.

MIGRANT STUDENTS (B.O.E. Policy 6141.312)

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

NATIONAL HONOR SOCIETY

The purpose of the Portland Chapter of the National Honor Society is to encourage enthusiasm for scholarship, stimulate a desire to render service, promote leadership, and develop character in the students of Portland High School. Selection to the NHS is most truly an honor as only those candidates who consistently exemplify the highest standards of scholarship, leadership, character, and service are selected for admission.

Juniors and seniors who have at least a 3.5-grade point average (not rounded), no more than one final grade of less than C-, and no F's are academically eligible for admission to NHS. During the first quarter, GPAs will be calculated, and all qualified candidates will be notified of their eligibility, the procedure for applying, and the requirements for acceptance. Applicants must fill out an application, submit an essay, and document community service hours and documented leadership roles. After the deadline for application submission, the NHS faculty council will review the materials and select those candidates who meet all requirements. Selection is by a majority vote.

Juniors who have at least 20 hours of community service and at least two examples of leadership are eligible for admission to NHS. Seniors who have at least 24 hours of community service and at least three examples of leadership are also eligible for admission to NHS.

The faculty council is composed of five faculty members who remain anonymous. The NHS advisor(s) provide all materials submitted by candidates to the council members for review. Those candidates who are accepted into the NHS are inducted in the winter. Any eligible candidate that does not meet the requirements is invited to reapply in the first quarter of the following year.

PARENT INVOLVEMENT (BOE Policy 1110.1)

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other caregivers in the schooling of children improves the quality of education significantly. The Board of Education believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and caregivers of students enrolled in our district are encouraged to take an active role in the education of their children.

PERSONAL DEVICE USE POLICY

The faculty and staff recognize the interdependence of technology and daily living that now exists in our society. To that end, we want to develop responsible digital citizens in regards to both personal devices and school issued chromebooks. Each classroom will be equipped with a secure place to hold cell phones during class time. Students are also able to store their devices in their backpacks or personal bags. Unless explicit teacher permission is given, students may not have their cell phones in use, on their desk, etc during class time. This includes the use of bluetooth earbuds or headphones as well. Students not in compliance with this regulation will be subject to teacher and school based discipline. Students remain free to use their personal devices during lunch, flex, study periods and passing time in accordance with our acceptable use policy.

PERSONAL PROPERTY

The school's insurance policy does not cover loss or damage to property owned by students or parents. This also applies to property entrusted to us for storage or safekeeping such as sports equipment, musical instruments, etc. The legal principle that applies is that the school is a public place, like a restaurant. If personal property is lost, it is the person's own responsibility. Therefore, leaving items for storage at the school is done so at one's own risk.

PESTICIDE APPLICATIONS (B.O.E. Policy 3524.1)

Only certified pesticide applicators shall be used in schools for any non-emergency pesticide use in school buildings or on school grounds. Pesticide applications are limited to non-school hours and when activities are not taking place. Areas to receive pesticide application will be posted and a written record of all pesticide applications will be maintained for five years. Parents / guardians and staff who want to receive advance notice of all pesticide use will be listed on a registry and such

notice will be provided as required by law. Parents / guardians who want to be notified prior to pesticide applications inside their child(ren)'s school assignment area may contact the maintenance supervisor.

PROMOTION, ACCELERATION, RETENTION (BOE Policy 5123)

The Board of Education is dedicated to the total and continuous development of each student enrolled in its schools. The administration and professional staff shall establish a system of grading and reporting academic achievement to students and their parents and guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on the following criteria: successful completion of the curriculum, attendance, performance on the statewide testing program (SBAC) and on other standardized tests, maturity, academic potential, student aptitude, social reason not related to academic performance. The District shall provide alternatives to promotion such as, but not limited to transitional programs and may require students whose academic performance jeopardizes their promotion or graduation to attend after-school, summer school or other programs the district offers that are designed to help them.

The Board of Education shall approve the grading and reporting systems as developed by the administration and faculty upon the recommendation of the Superintendent of Schools.

The Board expects students to progress through each grade usually within one school year. To accomplish this, instruction should accommodate individual students and include strategies for addressing academic deficiencies. Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the principal or his/her designee may approve a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

Schools shall identify students in danger of failing and being at risk for retention. Prior to deciding on retention for a student not mastering the appropriate skills, the district may require the students to attend one or more alternatives for remedial assistance.

In all cases of promotion or retention, the parent/guardian is to be fully involved and informed throughout the promotion/retention decision making process. Parents will be notified as early as possible that retention is being considered. The principal shall be responsible for making the final decision as to retention and assignment.

PSYCHOTROPIC DRUG USE (BOE Policies 4118.234 and 5141.231)

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

The Planning and Placement Team (PPT) has the authority and responsibility to recommend a medical evaluation as part of an initial evaluation or reevaluation as needed to determine a child's eligibility for special education and related services, or educational needs for a child's individualized education program (IEP). As required, the District may seek remedy through the due process provisions allowed under the Individuals with Disabilities Education Act (IDEA) if a parent and / or guardian refuses consent for a reevaluation.

SCHOOL CEREMONIES AND OBSERVANCES (B.O.E. Policy 6115)

The school district recognizes the value of certain ceremonies and observances in promoting patriotism and good citizenship among the students. Therefore, activities in schools commemorating national holidays such as Veteran's Day, Memorial Day, Thanksgiving and President's Day are encouraged. Portland High School reminds students, faculty and administration of the variety of religious belief, and all are urged to be conscious of and respect the sensitivities of others.

An opportunity will be provided for students to observe an appropriate period of silent meditation and to recite the Pledge of Allegiance. Participation in these activities is voluntary. Nonparticipants are expected to maintain order and decorum appropriate to the school environment.

SCHOOL CHOICE

The Board of Education recognizes that students may benefit from having a choice of school to attend within the public school system that is not limited by school and/or district boundaries. An interdistrict public school attendance program will (1) provide parents and students with greater opportunities to choose the school and/or program that best meets the academic needs of the student; (2) positively influence the level of parent involvement and student motivation; (3) improve

academic achievement; (4) reduce racial, ethnic and economic balance; and (5) provide a choice of educational programs for students.

The District will cooperate with the appropriate regional educational service center in the planning and implementation of an inter-district public school attendance program in accordance with the timelines and provisions contained within applicable Connecticut General Statutes as may be periodically amended and pursuant to the applicable provisions of the Every Student Succeeds Act.

Portland Middle and High School Level Students

The Board of Education provides information and access to: technical education and career schools; regional agricultural science and technology education centers; interdistrict magnet schools; charter schools; and interdistrict student attendance programs provided that attendance is not for the purpose of interscholastic athletic competition. (Students in grade 8 attend an informational seminar regarding these options each spring.) Additional information is available on the school counseling website and in the Program of Studies.

SCHOOL PROPERTY

Respect for the school building and its equipment is a part of a student's responsibility. The destruction or mutilation of school property is a serious offense. Any student who damages or loses school property will be required to restore or repay in full the cost of the property. An estimate of the cost shall be made and a bill will be sent to the student's parents or guardian. Other disciplinary action will be taken as deemed appropriate.

SCHOOL REGISTRATION AND TRANSFERS

New Registrations

Parents of new students are required to complete an on-line registration. The registration link is on our website <http://www.portlandctschools.org>. At the completion of your online pre-registration, you will be prompted to schedule an appointment with the Registrar to finalize your student's registration. You will need to bring several required forms with you for the registrar to scan. These are listed when you complete the online process. The registrar for grades 7-12 is located at Portland Middle School. Please call 860-342-1880 to make an appointment.

Transfers to Another School District (Withdrawals)

Parents should notify the principal's office as soon as possible if a child is transferring from our district to another school district. In order for records to be transferred, a form must be signed at the receiving school and mailed to our school. Without these forms, schools are not allowed to exchange records. Please note that a student cannot be registered in a public school in Connecticut without complete medical information.

Updating Existing Student Information

Please contact the counseling center at Portland High School to update your students information and/or address.

SCHOOL SECURITY AND DISASTER PREPAREDNESS

(BOE Policy 5141.6)

It is the policy of the Portland Board of Education (Board) to maintain a safe, orderly, civil, and positive learning environment, and to be prepared, in so far as possible, to prevent and respond to unexpected crises quickly and appropriately. While the very nature of a crisis may make preparation difficult, the Board believes that staff and students should be ready to respond quickly and appropriately to emergency situations.

The Board of Education recognizes that all District staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. A variety of emergency drills will be conducted monthly throughout the school year in compliance with CT Department Education Regulations and Connecticut law. Teachers will review existing procedures with students on the first day of class. Teachers will assist students in the various responses using the "All-Hazards School Security and Safety Plan" that has been created with our town's local emergency management staff.

SCHOOL VOLUNTEERS

(BOE Policy 1240)

The Board of Education recognizes the importance of school volunteers at all levels of schooling. Volunteers can enhance collaboration between the school and community, broaden the school's educational environment and ultimately enrich students' school experience. We encourage you to become school volunteers, sharing a little bit of your time and expertise in our school program. Volunteers will work under the supervision of staff, assisting with tasks which may include: chaperoning field trips, coaching, clerical support, mentoring and other appropriate assignments. In our continued effort to maintain a safe learning environment, all school visitors, including volunteers, must report to the office upon arrival and before departing. A sign-in/sign-out log will be maintained in each school office. Volunteers should record both arrival and departure times and indicate the purpose of their visit. Additionally, volunteers will be provided with identification badges which should be displayed during each visit. All volunteers are expected to exhibit standards of conduct equal to those of the school staff and

to observe all Board of Education policies. This includes, but is not limited to: use of appropriate language, maintaining confidentiality, wearing appropriate attire, and exercising good judgment. Volunteers may be required to submit to state and federal criminal record checks and a record check of the Department of Children and Families (“DCF”) Child Abuse and Neglect Registry. No person who is required to register as a sex offender under state or federal law, or whose name is currently listed on the DCF registry, may volunteer in the Portland Public Schools.

SEAL OF BILITERACY
Connecticut State Department of Education
(BOE Policy/Appendix 6146)

The District will award the Connecticut State Seal of Biliteracy (Seal of Biliteracy) to recognize high school graduates who have attained a high level of proficiency in English and one or more languages. The Board of Education will affix the Seal of Biliteracy on a student's diploma utilizing the criteria established by the State Board of Education. Foreign language is defined as a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe.

Dissemination of Program Information

All students shall receive information on the Seal of Biliteracy upon first entering middle school and again at the entry to high school. (Districts who have dual language and/or foreign language in elementary school programs are encouraged to share information with students and families at the time of enrollment.)

The information can be provided to students, parents/guardians via student/parent handbooks and by placement on the district/school website.

The information shall indicate that students may acquire proficiency in multiple languages through various pathways. Those available in the District may include (but are not limited to) the following:

- Traditional middle school or high school world language programs
- Traditional ESL programs
- Bilingual education programs
- Dual language programs
- K-12 world language immersion programs
- Time spent immersed in the target culture
- Saturday language schools
- Heritage language knowledge

Eligibility

All students are eligible to receive the Seal of Biliteracy based on evidence of achieving the designated level of language proficiency in two or more languages by high school graduation. Students may demonstrate the state-determined level of proficiency in English, as well as one or more additional languages in grade 10, 11, or 12.

Earning the Seal of Biliteracy and Eligibility Criteria

To attain the Seal of Biliteracy, students' use of the language must be demonstrated, rather than their knowledge about the language. Therefore, a student must demonstrate proficiency in English AND another language by meeting the criteria described below.

Both native and non-native speakers of English must provide comparable evidence of English language proficiency. The language performance should be demonstrated in both social and academic use of the language, in all modes of communication.

To be eligible to receive the Seal of Biliteracy, the two academic requirements below must be met:

1. Student must complete all English language arts requirements for graduation.
2. Student must demonstrate proficiency in a language other than English in grades 10, 11, or 12 at a level comparable to "Intermediate Mid" on the ACTFL Proficiency Guidelines as demonstrated through the following method listed in the Assessment of Evidence Table or any other approved assessment.

SEARCH AND SEIZURE
(B.O.E. Policies 5145.12 & 5145.122)

The Board seeks to ensure a learning environment which protects the health, safety and welfare of students and staff. To assist the Board in attaining these goals, District officials may, subject to the requirements below, search a student's person and property, including property assigned by the District for the student's use. Such searches may be conducted at any time on District property or when the student is under the jurisdiction of the District at school sponsored activities.

All searches for evidence of a violation by the District shall be subject to the following requirements:

1. The District official shall have individualized, "*reasonable suspicion*" to believe evidence of a violation of law, Board policy, administrative regulation or school rule is present in a particular place;
2. The search shall be "reasonable in scope." That is the measures used are reasonably related to the objectives of the search and not excessively intrusive in light of the age, sex, maturity of the student and nature of the infraction.
3. District officials may also search when they have reasonable information that emergency/dangerous circumstances exist.

School authorities are authorized to conduct searches of students or their property when reasonable suspicion indicates that a particular student is in possession of an item or a substance that represents a material threat to school routine or is prohibited by school board regulations or by law. Student property shall include, but not be limited to, purses, book bags, and cars. In an effort to deter drug use by students, the Board of Education policy 5145.122 provides that the Administration has the right to authorize law enforcement officials to search school property with drug-detection dogs trained for the purpose of detecting the presence of illegal substances.

Desks and School Lockers

Desks and school lockers are property of the schools. The right to inspect desks and lockers assigned to students may be exercised by school officials to safeguard students, their property and school property with reasonable care for the Fourth Amendment rights of students. The exercise of the right to inspect also requires protection of each student's personal privacy and protection from coercion. An authorized school administrator may search a student's locker or desk under three (3) conditions:

1. There is reason to believe that the student's desk or locker contains the probable presence of contraband material.
2. The probable presence of contraband material poses a serious threat to the maintenance of discipline, order, safety and health in the school.
3. The student(s) has been informed in advance that school Board policy allows desks and lockers to be inspected if the administration has reason to believe that materials injurious to the best interests of students and the school are/or contained therein.

Use of drug-detection dogs and metal detectors, or similar detective devices may be used only on the express authorization of the Superintendent. District officials may seize any item which is evidence of a violation of law, Board policy, administrative regulation or school rule, or which the possession or use of is prohibited by such law, policy, regulation or rule.

Student Search

A student may be searched if there are reasonable grounds for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school. The scope of the search must be reasonably related to the objectives of the search and the nature of the infraction. Strip searches shall not be conducted by school authorities. All searches by the Principal of his/her designee shall be carried out in the presence of another adult witness.

Police Involvement in Searches and Interrogations of Students

The District is committed to cooperating with police officials and other law enforcement authorities in order to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Students may be searched by law enforcement officials on school property or when the student is under the jurisdiction of the District upon the request of the law enforcement official. Such requests ordinarily, shall be based on (1) warrant; or (2) probable cause to believe a crime has been committed on school property or at a school function; or (3) an invitation by school officials. The school Principal or designee will attempt to notify the student's parents in advance to give the parent the opportunity to be present during the police questioning or search, and will be present for all such searches.

Vehicle Searches on School Grounds

The privilege of bringing a student-operated motor vehicle onto school premises is hereby conditioned on consent by the student driver to allow the search of that motor vehicle when there is reasonable cause for a search of that motor vehicle. Refusal by a student, parent or guardian, or owner of the vehicle to allow access to a motor vehicle on school premises at the time of a request to search the motor vehicle will be cause for termination, without further hearing, of the privilege of bringing a motor vehicle onto school premises. The Principal, or a building administrator, may request a law enforcement officer to search a motor vehicle on school premises, subject to provisions of this policy.

SECLUSION / RESTRAINT / EXCLUSIONARY TIME OUT

BOE Policy 5144.1

The Board of Education (Board) believes that maintaining an orderly, safe environment is conducive to learning and is an appropriate expectation of all staff members within the district. To the extent that staff actions comply with all applicable statutes and Board policy governing the use of physical force, including physical restraint of students and seclusion of students, staff members will have the full support of the Board of Education in their efforts to maintain a safe environment.

The Board recognizes that there are times when it becomes necessary for staff to use reasonable restraint or place a student in seclusion as an emergency intervention to protect a student from harming himself/herself or to protect others from harm.

SEX DISCRIMINATION AND SEXUAL HARASSMENT (BOE Policy 5145.5)

It is the policy of the Board of Education that any form of sex discrimination or sexual harassment will not be tolerated among the students of the Portland Public Schools. Students are expected to adhere to a standard of conduct that is respectful and courteous to fellow students and to the public.

Should sexual harassment be alleged, it is the policy of the Portland Board of Education that it shall be thoroughly investigated, that there shall be no retaliation against the victim of the harassment, and that the problem/concern shall be appropriately addressed.

Under federal law and the Connecticut General Statutes 46a-60(a) (8), sexual harassment is defined as "any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature" made by someone from or in the work or educational setting. Types of sexual conduct include inappropriate attention of a sexual nature from peer(s); i.e., student to student, and all other types of sexual conduct as further defined in (B.O.E. Policy 5145.5).

If it is determined that a student has sexually harassed another student, the possible consequences to the offending student may include the following:

- Conference with student
- Community service
- Parent conference
- Detention
- Apology to the victim
- Expulsion
- Suspension
- Referral to the police
- Written report

Reprisals, threats or intimidation of the victim will be treated as serious offenses, which could result in a permanent separation from the school through expulsion for student offenders.

Any student or parent/guardian of a student who believes that the student has been the victim of sexual harassment or has questions about this issue, should seek the help of the building administrator(s) or an adult whom they trust, such as a teacher, counselor, nurse, psychologist. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or his/her designee. In addition, a copy of any complaint filed under this policy shall be forwarded to the Title IX Coordinator. The Title IX Coordinator for the Portland Board of Education is the Director of Student Services at 860-342-2778. At any time, a complainant alleging sex discrimination or sexual harassment may file a formal complaint with the U.S. Department of Education, Office for Civil Rights, 8th Floor, 5 Post Office Square, Suite 900, Boston, MA 02109-0111 (TELEPHONE NUMBER (617) 289-0111).

SEXUAL ABUSE and ASSAULT POLICY and REPORTING PROCEDURE (BOE Policy 5145.511)

The Portland Board of Education has adopted a uniform child sexual abuse and/or sexual assault response policy and reporting procedure in connection with the implementation of its sexual assault and abuse prevention and awareness program.

Parents (or guardians) of students may file a written report of suspected child sexual abuse and/or sexual assault pertaining to any student enrolled in the Portland Public Schools. The written report of suspected child sexual abuse and/or sexual assault shall be reasonably specific as to the basis for the report, including the time and place of the suspected abuse and/or sexual assault, the number of incidents, the victim of the child sexual abuse and/or sexual assault, and the names of potential witnesses or others with pertinent information. Such written reports may be filed with any building or central office administrator. All reports shall be forwarded to the Safe School Climate Specialist for the school in which the student is enrolled. The Building principals serve as the Safe School Climate Specialists for their building. The Safe School Climate Specialist or designee shall cause such reports to be reviewed and actions taken consistent with this policy.

Any adult affiliated with the school community may file a written report of suspected child sexual abuse and/or sexual assault pertaining to any student enrolled in the Portland Public Schools. The written report of suspected child sexual abuse and/or sexual assault shall be reasonably specific as to the basis for the report, including the time and place of the suspected abuse and/or sexual assault, the number of incidents, the victim of the child sexual abuse and/or sexual assault, and the names of potential witnesses or others with pertinent information. Such written reports may be filed with any building or central office administrator. All reports shall be forwarded to the Safe School Climate Specialist for the school in which the student is enrolled. The Safe School Climate Specialist or designee shall cause such reports to be reviewed and actions taken consistent with this policy.

Students may make written or verbal reports of child sexual abuse and/or sexual assault to any school employee. All reports shall be forwarded to the Safe School Climate Specialist for the school in which the student is enrolled. The Safe School Climate Specialist or designee shall cause such reports to be reviewed and actions taken consistent with this policy.

Upon receipt of any report of child sexual abuse and/or sexual assault from any source, a school employee shall report such suspicion to the appropriate authority in accordance with Board Policy 4118.16, pertaining to REPORTS OF SUSPECTED ABUSE OR NEGLECT OF CHILDREN OR SEXUAL ASSAULT OF STUDENTS BY SCHOOL EMPLOYEES.

SMOKE FREE ENVIRONMENT (BOE Policy 1331)

In accordance with law and to promote the health and safety of all students and staff, the District prohibits all employees, students and patrons from smoking or using tobacco or tobacco products in all school facilities, buildings and buses or other District transportation at all times, including athletic events and meetings. Tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine delivery devices or vapor products, chemicals or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco or nicotine innovations. This prohibition extends to all facilities the District owns/operates, contracts for or leases to provide educational services, routine health care, daycare or early childhood development services to children, as well as facilities in which services are not provided to children.

STUDENT DATA PRIVACY (BOE Policy 6145.3)

Student publications are important elements of the instructional program and contribute directly to the accomplishment of the school's goals. The Board of Education shall encourage the development of school newspapers, annuals, and magazines. Freedom of speech and of expression in student publications as guaranteed by the First Amendment is to be observed scrupulously by the administration, faculty and students.

STUDENT DATA PROTECTION & PRIVACY/CLOUD-BASED ISSUES (BOE Policy 3520.13)

The Board of Education (Board) may, pursuant to this policy, enter into a contract with a third party for either or both of the following purposes:

1. To provide services, including Cloud-based services, for the digital storage, management, and retrieval of student records.
2. To provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records in accordance with the contractual provisions listed.

Notice of Breach of Security/Data Breaches

Upon notice of a breach of security by a contractor, the Board shall, not later than two business days after receipt of such notice, notify the students and the parents/legal guardians of the students whose student information, student records, or student-generated content was involved in such breach. The Board shall also, as required, post notice of the breach on its website. Upon the discovery of a breach of security that results in the unauthorized release of student information, excluding directory information, the contract shall contain the provision that the contractor must notify the Board of such breach without unreasonable delay, and in no case later than thirty (30) days from the discovery of the breach. Upon the discovery of a breach of security that results in the unauthorized release of directory information, student records, or student-generated content, the contract shall contain the provision that the contractor must notify the Board without unreasonable delay and in no case later than sixty (60) days from the discovery of the breach.

STUDENT NUTRITION AND PHYSICAL ACTIVITY (School Wellness Policy) BOE Policy 6142.101

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. In accordance with federal and state law, it is the policy of the Board of Education to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture and the "Connecticut Nutrition Standards for Foods in Schools," whichever are greater. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296). In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, the District will, as required, review and consider evidence-based strategies and techniques.

STUDENT RECORDS; CONFIDENTIALITY (FERPA) (BOE Policy 5125)

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

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

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

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

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

Certain other officials from various governmental agencies may have limited access to the records. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records. (See BOE Policy 5145.14)

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

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

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

Certain information about district students is considered directory information and will be released to anyone who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. This objection must be made in writing to the principal within ten school days after the issuance of this handbook. Directory information includes a student's name, address, telephone number, date and place of birth, major field of study, grade levels, photograph, e-mail address, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended. (See BOE Policy 5145.15)

Military recruiters or institutions of higher learning shall have access to secondary school students' names, addresses and telephone listings, unless a parent / guardian or secondary student aged 18 or over requests in writing that such information not be released.

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

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

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the Requirements of FERPA. Complaints may be addressed to: Family Policy Compliance Office, US. Department of Education, 5400 Maryland Avenue, S.W., Washington, DC 20202-4605. The District's HIPAA Privacy Officer is the Director of Student Services.

The District's HIPAA Privacy Officer is Dawn Davis, Director of Special Services.

SENIOR PRIVILEGE

Portland High School supports and encourages the growing independence and maturity of our senior class. Students who have demonstrated the responsibility necessary to maintain good academic and behavioral standing are eligible to be excused from study hall when it occurs at the beginning and/or end of the day under the following guidelines. Students will be approved for senior privileges based on the following criteria:

- Signed parent/guardian permission
- Car(s) registered with school security office
- Maintain passing averages in all classes
- Current with all capstone requirements
- Attend all classes including mentor, flex and lunch.
- Attend school regularly; no more than 4 absences per month
- Arrive on time for school each day; i.e. no chronic tardiness (more than 4 tardies to school per month)
- Follow all sign in/sign out procedures in the main office

Seniors who are in violation of the privilege requirements and are not present for their assigned study halls will lose senior privilege for the remainder of the eligibility period.

Further abuses of senior privilege may include, in addition to traditional school discipline, assignment to structured flex and/or loss of parking privileges.

SUDDEN CARDIAC ARREST & CONCUSSION EDUCATION

The Board of Education recognizes the importance of ensuring the safety of students participating in the District's intramural and interscholastic athletic programs. Prior to each season, (fall, winter, spring) of each school year, coaches, student athletes and parents sign up on the online registration database (Family ID) and sign off on the sudden cardiac arrest and concussion forms. Parents and athletes are educated about concussions and sudden cardiac arrest through Family ID registration as well as mandatory attendance at an informational "preseason meeting" with the athletic director, athletic trainer and school nurse.

SUICIDE PREVENTION/INTERVENTION (BOE Policy 5141.5)

The Portland Board of Education recognizes that suicide has become a leading cause of death among young people and consequently, is a concern to the school system and the community it serves. The Board recognizes that suicide is a complex issue and that while the school may recognize potentially suicidal youth, it cannot make a clinical assessment of risk and provide in depth counseling but must refer the youth to an appropriate place for such an assessment and counseling. It is the policy of the Board of Education to actively respond in any situation where a student verbally or behaviorally indicates an intent to attempt suicide or to physically harm himself/herself. The intent of this policy is to protect the safety and welfare of the students attending the Portland Public Schools. This intent demands that the school district through its general philosophy and the curriculum focuses on the identification of significant behaviors that may indicate a student at risk. This in no way limits the district personnel from taking a reactive mode, but makes every effort to focus on a prevention mode through a healthy, positive, productive school climate. The Board of Education recognizes the need for youth suicide prevention procedures and will establish program(s) to identify risk factors for youth suicide, procedures to intervene with such youth, referral services and training for teachers, other school professionals and students to provide assistance in the programs.

SUMMER SCHOOL WORK FOR CREDIT POLICY (B.O.E. Policy 5123.2)

The following guidelines must be followed for students who are contemplating taking a course(s) at summer school:

1. Credit will be granted only as makeup for courses originally taken and failed with a 50 or better average or with administrative approval. Summer school credits applicable to the graduation credit requirement shall not exceed six credits.

2. Students will not be eligible for summer school makeup if the primary reason for the course failure was **unexcused** class absences.
3. The grade earned in summer school will be recorded on the student's transcript and calculated, along with the original failing grade, in the student's cumulative grade point average.

SURVEYS/STUDENT PRIVACY (BOE Policy 6162.51)

Surveys can be a valuable resource for schools and communities in determining student needs for educational services. When a survey is used, every effort should be made to ask questions in a neutral manner to ensure the accuracy of the survey. Administrators, teachers, other staff members, and the Board of Education may use surveys for many purposes. Such purposes may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related to a specific subject or units.

Your child will not be required to participate without parental consent in any survey, analysis, or evaluation that concerns:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex attitudes or behaviors;
4. illegal, antisocial, self-incriminating and demeaning behavior;
5. critical appraisals of other individual with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers;
7. income; or
8. religious practices, affiliations, or beliefs of the student or the student's parents.

In addition, parents have the right to inspect, upon request, a survey that is to be administered by a school to a student, prior to its use. Parents will be notified at least two weeks in advance of any survey that will be given to their children. Parents will be notified of any non-emergency, invasive physical examination that is required as a condition of attendance administered by the school and which is not necessary to protect the immediate health and safety of students.

TEACHER AND PARAPROFESSIONAL QUALIFICATIONS (BOE Policy 412.6)

In accordance with federal law, the District shall release information regarding the professional qualifications and degrees of teachers and the qualifications of paraprofessionals to parents/guardians upon request for any teacher or paraprofessional who is employed by a school receiving Title I funds and who provides instruction to their child at that school.

TELEPHONE MESSAGES

The office will forward to students phone messages from parents, for emergencies only. Messages will be forwarded twice daily, during lunch period and at 2:15 p.m. The office will not accept or forward messages from students' friends or employers.

TEXTBOOK CARE AND OBLIGATIONS (BOE Policy 6161.21)

Library books, textbooks, and other educational materials are loaned to the students for their use, and shall be returned when requested by school authorities. Teachers shall emphasize to students that texts and materials are the public's property, and should be appropriately cared for. Students must pay the full replacement cost of any book or educational material lost or damaged beyond ordinary wear. Students who fail promptly to return or pay for texts and materials may have grades, transcripts or report cards withheld until restitution is made.

TITLE I COMPARABILITY OF SERVICES (BOE Policy 6161.3)

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

GIFTED AND TALENTED STUDENTS PROGRAM (BOE Policy 6171.2)

The Portland Public Schools are committed to recognizing and promoting the individual strengths, gifts, and talents of all children.

The Portland Public Schools, in conjunction with State of Connecticut regulations and requirements, will identify students demonstrating extraordinary ability academically, creatively and artistically.

The identification process is based on a multi-criteria assessment process, typically including both subjective and objective data. The process must include multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area. Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 Plans, be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

The final determination in the identification of students as gifted and/or talented must be done by a Planning and Placement Team (PPT). Such PPT charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative and pupil personnel staff.

It is recognized that identified students may be accommodated in a variety of ways, such as, but not limited to, the provision for supplementary materials, extensions to the curriculum and accelerated placement options.

Upon the identification of a student as gifted and talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

1. an explanation of how such student was identified as gifted and talented;
2. the contact information for the District's employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District's employee in charge of the provision of special education and related services;
3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and
4. any associations in the state that provide support to gifted and talented students.

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

10-76d-(e) Duties and powers of Boards of Education to provide special education programs and services.

Regulations of Connecticut State Agencies Sections 10-76a-1-10-76l-1.

P.A. 19-184 An Act Concerning the Provision of Special Education.

Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.

P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.

TITLE I PARENTAL INVOLVEMENT (BOE Policy 6172.4)

The Portland Board of Education (Board) endorses the parent involvement goals of Title I and encourages the regular participation by parents and family members 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. Therefore, complying with Section 1010 of The Every Student Succeeds Act, P.L. 114-95, the Board will provide parents and family members of students participating in District Title I programs meaningful opportunities to participate in the education of their children within these programs.

TRANSGENDER & NON-CONFORMING YOUTH (BOE Policy 5145.53)

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities. This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where

questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender on-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

TRANSPORTATION SAFETY COMPLAINTS/PROCEDURES (BOE Policy 3541.5)

All complaints concerning school transportation safety shall be made to the Superintendent or his / her designee. The Superintendent or designee shall maintain a written record of all such complaints, and shall conduct appropriate investigations of the allegations. The Superintendent shall provide the Commissioner of Motor Vehicles with a copy of the written record of complaints within thirty days of the end of the school year.

UNMANNED AERIAL SYSTEMS (Drones) (BOE Policy 3523.11)

The Portland School District is committed to providing all students and staff with technology-based learning opportunities. Access of Unmanned Aerial Vehicle (UAV) technology in the District is a privilege which brings with it responsibilities. The operation of unmanned aerial vehicles, commonly known as drones, is prohibited on Portland District premises during District-sponsored athletic contests, including scrimmages and previews, practices, and activities under the auspices of the Connecticut Interscholastic Athletic Association (CIAC). District personnel/officials may deny permission or entry to anyone attempting to use an UAV until the event has been completed. The Superintendent of Schools or his/her designee must approve any exception to this policy in advance.

VIDEO SURVEILLANCE (BOE Policy 5131.111)

The Board of Education recognizes the District's responsibility to maintain order, discipline, safety and security on school property and in school vehicles. The Board also desires to afford students and staff privacy in respect to the records maintained by the District. The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in protecting the health, welfare and safety of its students and staff. The students and staff of the District recognize that their security and safety depends upon the capacity of the district to maintain discipline, control building access, and that a certain amount of restraint upon the activities of students and building visitors is assumed and expected.

The Board of Education having carefully weighed and balanced the rights of privacy of students and staff against the District's duty to maintain order, discipline, safety and security finds that it is appropriate to provide for the use of video camera surveillance in its transportation vehicles and on school grounds as follows:

1. The District shall notify its students, staff and the public that video surveillance may/will occur on any school property or on any transportation vehicle. The District shall incorporate said notice, in such places as, but not limited to, in the student handbook, staff handbook and District website;
2. The use of video surveillance equipment on transportation vehicles shall be supervised by the District transportation supervisor. The use of video surveillance equipment on school grounds and on other District property shall be supervised and controlled by the building administrator or other responsible administrator;
3. The use of video recordings from surveillance equipment shall be subject to the other policies of the District including policies concerning the confidentiality of student and personnel records;
4. Video surveillance shall only be used to promote the order, safety and security of students, staff and property.

VISITS / VISITORS TO SCHOOL (BOE Policy 1250.1)

The Board of Education and staff of each school welcomes parents and members of the community to visit our schools. We strongly believe that education is a collaborative venture between parents/guardians and school personnel. At times parents/guardians may wish to visit for a short period of time in a classroom. In such cases, all visitors are under the jurisdiction of the building principal, who has the responsibility to develop rules and procedures to maintain a safe and orderly learning environment. Arrangements for parental classroom visits must be made with the school principal in advance and all visitors must register in the school office upon arrival and be accompanied by a staff member at all times.

All students should feel a sense of personal responsibility for courteous treatment extended to visitors to the school.

WORKING PAPERS

Students may obtain working papers from the main office during the school day or after school until 3:00p.m. It is necessary for students to provide a "Promise of Employment" from their prospective employer at the time of application.

STUDENT SUPPORT AGENCIES

ALANON/ALATEEN.....1-888-825-2666
Portland Social Services.....860-342-6756
Portland Youth Services860-342-6758
National Runaway Hotline.....1-800-786-2929
Poison Control Center.....1-800-222-1222
Suicide Prevention Lifeline1-800-273-8255
Narcotics Anonymous.....1-800-627-3543
Community Health Center Middletown.....860-347-6971
CT Child Care Hotline (24hrs) 211
DCF Report Hotline 1-800-842-2288

THANK YOU

Thank you for your assistance and commitment in supporting the guidelines in this handbook. Please feel free to contact the Principal if you have any questions or concerns.