

WOODROW WILSON MIDDLE SCHOOL



1 Wilderman's Way
Middletown, CT 06457

(860) 347 - 8594

www.middletownschoools.org

Parent-Student Handbook 2020-2021

Cheryl D. Gonzalez, Principal
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Revised August, 2020



Woodrow Wilson Middle School – PRIDE Matrix

	Classrooms	Hallways	Cafeteria	Bathrooms
Preparation <i>Be physically and emotionally ready</i>	<ul style="list-style-type: none"> • Arrive on time • Bring all materials • Be ready to learn • All technology used only with teacher discretion 	<ul style="list-style-type: none"> • Stay to the right • Always have a pass 	<ul style="list-style-type: none"> • Arrive on time • Sit in your seat • Wait to be called for lunch 	<ul style="list-style-type: none"> • Always have a pass • Enter slowly • Ask to go only when necessary • Always sign out when leaving
Respect <i>Treat others as you would like to be treated</i>	<ul style="list-style-type: none"> • Use manners and kind words • Use appropriate voice level • Follow instructions • Respect others' opinions 	<ul style="list-style-type: none"> • Use table manners and kind words • Maintain personal space in line and at tables • Use appropriate voice level 	<ul style="list-style-type: none"> • Use appropriate voice level • Walk at all times • Keep papers and trash off floor • Use kind words 	<ul style="list-style-type: none"> • Flush • Maintain privacy • Use appropriate voice level • Put all trash into garbage
Integrity <i>Make the right choices</i>	<ul style="list-style-type: none"> • Be honest at all times • Do your own work • Accept responsibility for your actions 	<ul style="list-style-type: none"> • Keep hands and feet to yourself • If it's mean, intervene 	<ul style="list-style-type: none"> • Line up properly • Return empty trays • Include others in lunch groups • Phones/electronic devices are off and out of sight 	<ul style="list-style-type: none"> • Walk directly to the bathroom • Return to class right after you are done
Discipline <i>Show focus and self-control</i>	<ul style="list-style-type: none"> • Remain focused • Follow routines • Manage your emotions appropriately • Complete all classwork 	<ul style="list-style-type: none"> • Keep moving to avoid traffic jams • Stay to the right • Phones/electronic devices are off and out of sight 	<ul style="list-style-type: none"> • Raise your hand and wait to be called on • Eat all food and beverages in the cafeteria • Stay in your seat 	<ul style="list-style-type: none"> • Use time wisely • Avoid distracting others • Wash hands with soap and water • Dry hands with paper towels
Excellence <i>Strive to be the best you can be</i>	<ul style="list-style-type: none"> • Show your best effort • Meet or exceed academic and behavior expectations • Eat food in the cafeteria only 	<ul style="list-style-type: none"> • Keep your locker neat and clean • Encourage others to be on time 	<ul style="list-style-type: none"> • Clean up after yourself • Put all trash in the garbage or recycling bins • Be a positive role model 	<ul style="list-style-type: none"> • Clean up after yourself • Phones/electronics have no place in the bathroom

6/18/15

Addendum Related to COVID-19 Statewide, District and School Protocols

Please note: The following guidelines and procedures should be considered as an addition to the information found in the 2020-2021 Woodrow Wilson Parent-Student Handbook

From Connecticut State Department of Education:

Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together

As Connecticut schools plan to reopen, the guidance and considerations outlined are grounded in six guiding principles:

1. Safeguarding the health and safety of students and staff;
2. Allowing all students the opportunity to return to school full time starting in the fall;
3. Monitoring the school, students, and staff and, when necessary, potentially canceling classes in the future to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities that are emerging from this historic disruption;
5. Fostering strong two-way communication with partners such as families, educators, and staff; and
6. Factoring into decisions about reopening the challenges to the physical safety, social emotional well-being, and the mental health needs of our students when they are not in school.

Local Educational Agencies (LEAs) should enter into planning understanding that health developments may influence decisions to transition to a different instructional model. Specifically, LEAs must balance their planning with contingency plans to provide robust blended learning or remote blended learning for all grades in the event that a school, district, or region has to cancel or limit in-person classes due to health precautions

Middletown Public Schools Hybrid Plan

BACK TO SCHOOL

A/B Days



*Parents and guardians may also choose complete distance learning for students



New routines including wearing of masks, temperature scanning, desk shields and other school procedures will be in place

There will be staggered arrival/pick up times for buses and parents to prevent traffic.



A/B Days

Students in all grades will be divided primarily into Group A or Group B. Wednesdays will be complete distance learning for all students. Families who choose complete distance learning will be designated Group C



Students will have synchronized distance learning when not in the building. This hybrid plan will allow lower class sizes (half the student population), which will provide teachers, staff, and students a safer learning environment

A/B Schedule Example

Students in all grades will be divided in a manner that will provide balance in numbers and within the schedule.

Siblings will be accommodated throughout all grades so all family members attend on the same days

Week				
Monday	Tuesday	Wednesday	Thursday	Friday
Group A In School	Group B In School	Complete distance learning	Group A In School	Group B In School

Students in all grades will follow a regular full day schedule, whether present in the building or remote learning

Until further notice, the Middletown Public Schools will be operating on a Hybrid Plan. Woodrow Wilson will be adhering to the following daily bell schedule:

Regular School Day: 7:50 a.m. to 3:01 p.m. Students may begin arriving and may enter the building for temperature checks starting at 7:35 a.m.

Early Dismissal Day: 7:50 a.m. to 12:00 p.m. Students may begin arriving and may enter the building for temperature checks starting at 7:35 a.m.

Delayed Opening Day: 9:50 a.m. to 3:01 p.m. Students may begin arriving and may enter the building for temperature checks starting at 9:35 a.m.

**Students must be physically present, either in person or remotely.
Attendance will be taken each period.
Distance students must log into class period 10 minutes after the start of a class period for synchronous instruction.**

- All students must adhere to COVID-19 and school guidelines for the safety of all.
 - Students must wear face masks at all times in the school building and on school buses.
 - Any face mask deemed inappropriate by the Administration will not be allowed and the student will be given another mask to wear for the day
 - Face masks must cover both the mouth and nose.
 - Students must maintain social distance at all times.
 - Students must not share masks, desks, chrome books, books, pens, pencils, etc. unless proper sanitation protocols have taken place.
- Students will remain in one classroom for the majority of each day, including during breakfast and lunch. Teachers on team will rotate into classrooms to teach.
- Walking breaks will take place when students are escorted to PE, Art, Music, Health, Intervention and STEM classes.
- Students will be given bathroom breaks and mask breaks throughout the day.
- No student will be allowed to be in any hallway unescorted.
- To facilitate a safer learning environment, chrome books will be used regularly throughout the day, therefore must be charged at all times.
- Cell phones must be turned off and should be kept in a student's backpack during the course of the day.
- Students will not be allowed in the gym locker rooms, so there will not be a need to bring extra clothes to school to participate in physical education classes. Weather permitting, PE classes will take place outside.
- With the exception of students enrolled in the 21st Century Program, no in-person afterschool activities or sports will take place.
- Any child with a fever of 100.4 or higher will be sent home immediately. Please make sure emergency contact information is up to date. Students will no longer be able to wait longer than 30 minutes in the nurse's office for pick up. **We strongly encourage students to have their temperature taken at home to avoid coming to school only to be sent home in the case of a fever.**
- Parents and other visitors will only be allowed in the school building with an appointment. Face masks are required at all times.
 - If your child is arriving to school late, you will be required to walk him/her to the door where you will be met by staff so you can sign your child into school for the day. You will be asked to wait until it is verified that your child does not have a temperature over 100.4 degrees F.

- If your child needs to be dismissed early, please send a note to school in the morning. When you arrive for pickup, call the main office at 860-347-8594 and we will send your child outside. You do not need to come in.
- We will no longer accept items brought to school during the school day to deliver to your child (i.e. bookbags, chrome books, lunches, musical instruments, gym clothes, projects, homework etc.) Please make sure your child comes to school with everything he or she will need for the day.

Covid-19 related procedures may be changed at any given time based upon new regulations. Changes will be communicated to parents if warranted. Additional training sessions for faculty and students may take place as needed should new safety protocols be advised.

STATEMENT OF NON-DISCRIMINATION

The Middletown Board of Education is an affirmative action/equal opportunity employer, and it does not discriminate on the basis of race, color, religious creed, age, marital status, civil union, military or veteran status, national origin, ancestry, sex, gender identity or expression, sexual orientation, or past or present physical or mental disability in any of its education programs, activities, or employment policies. All educational programs and offerings, including vocational education and extracurricular activities, subscribe to this policy. Marco Gaylord, Chief of School Operations and Communications, has been designated to handle inquiries regarding the district non-discrimination policies and may be reached at 311 Hunting Hill Avenue, Middletown, CT 06457; phone **(860) 638-1485**.

SCHOOL RULES/EXPECTATIONS FOR STUDENT BEHAVIOR

Whenever two or more people work or play together, agreements on proper procedure become necessary. At Woodrow Wilson, expectations for behavior promote academic and social success for all students. Some expectations safeguard property; some protect the rights of students, faculty, and staff; and some protect the health and safety of all members of our middle school community.

Our expectations for behavior are based on the values of PRIDE: preparation, respect, integrity, discipline, and excellence. Some of the expectations include:

1. Maintain all school property clean and in good working order. It is a violation of school rules to mark books, desks, walls, windows, or lockers or to deface or destroy any school property. Vandalism or intentional damage to public or private property is a criminal offense and involves serious consequences in the school and in juvenile court.
2. Proper behavior should be observed in the cafeteria (see PRIDE matrix-Cafeteria).
3. Students are expected to remain on school property during the school day.
4. Proper attire should be worn at all times.
5. Courtesy and respect should be extended to all administrators, teachers, paraprofessionals, office staff, students, cafe workers, and custodians.
6. A student should behave properly in class and in the hallways (see PRIDE matrix-Classrooms, Hallways).
7. A student is considered tardy to class if he/she is not present when class begins. (*see tardy policy*)
8. Except when going to and from classes, students must possess a pass from a staff member to be in the hallways.
9. A student may lose pass privileges for any of the following reasons:
 - a. not going to designated destination immediately
 - b. misconduct while on a pass
 - c. going to a destination without permission during class or passing time (guidance, restroom, *etc.*)
10. Electronic equipment, sports equipment, skateboards, laser pointers, water pistols, toy guns or any facsimile, are not to be brought to school. Failure to follow this rule will result in the confiscation of these articles and possible suspension. Most articles may be reclaimed at the end of the term by a parent. Failure to reclaim will result in the discarding of the article.
11. No student is allowed to remain in the school building after the close of school unless under the supervision of a teacher. No student may be kept in the building after 4:15 p.m. for detention unless previous arrangements have been made with his/her parent.
12. Students will be notified of lost books, damaged property, or other financial obligations to the school. Report cards may not be issued to these students until their obligations are met. Financial obligations such as lost books are expected to be paid.
13. Appropriate language is expected at all times. Profanity is not proper and is not allowed in and around the school. Profanity is offensive to the listener.
14. **CELL PHONES AND BOOK BAGS MUST BE STORED IN LOCKERS AT ALL TIMES DURING THE SCHOOL DAY.**

If a student has more than one failing grade during a single quarter in any subject area, two (2) referrals or an in-school or out-of-school suspension, he/she may be placed on probation and will not be permitted to participate in any extra-curricular activities or attend any school sporting events (see page 29 for more information).

Woodrow Wilson Middle School

1 Wilderman's Way
Middletown, CT 06457
Phone: (860) 347-8594



Cheryl D. Gonzalez, Principal
Diane M. Niles, Assistant Principal
David J. Mierzejewski, Assistant Principal
Fax: (860) 854-6531

Dear Parents, Guardians and Students,

Welcome to the 2020 - 2021 school year. The faculty and staff have been actively preparing for your arrival. Although we are beginning the year using the District Hybrid Plan, we are still fully committed to providing the best education for each student, whether they are learning in person or virtually.

Please familiarize yourself with the information, rules, and procedures in this handbook, especially the information regarding COVID-19 protocols. Take time to read through this document carefully, paying special attention to the attendance/tardiness policies and various other student conduct expectations as well as extracurricular opportunities for students, which we hope will be available soon.

The success of every student at Woodrow Wilson Middle School is very important to me. I strongly believe that the home to school partnership is crucial to student success. I encourage all parents/guardians to become part of our school community. We have an active PTO and School Governance Council. More information on these programs will be shared soon.

If you need assistance please feel free to seek out your guidance counselor, the team leader, or the administrative team.

Sincerely,

Cheryl D. Gonzalez
Principal



Office of the Superintendent
“Unlocking the Potential in ALL Students”

Superintendent Dr. Michael T. Conner
311 Hunting Hill Avenue, Middletown, CT 06457 Telephone: (860) 638-1401
Email: connerm@mpsct.org, Web: www.middletownschoools.org

September 2, 2020

Dear Middletown Public Schools Community,

When students discover their “*why*”, education becomes the platform to change the world. And it is for this reason, notwithstanding the turbulent times in which we find ourselves, that we remain unwavering in our focus of *unlocking the potential in ALL students*.

This summer, district leaders and staff have worked tirelessly to: reimagine the educational experience through enhanced technology options, adopt new tools for communication and interaction, and establish practices to ensure the safety and well-being of all.

Throughout the year, we will continue to ground our approach in equity. Thus, ensuring that every student has a successful hybrid learning experience. In 1857, renowned social reformer and statesman Frederick Douglass stated, “If there is no struggle, there is no progress.” Together we will strive to eliminate struggle, so there is evidence of progress.

On behalf of the MPS Senior Management Team and myself, I extend a warm welcome to all for the opening of the 2020-2021 academic year.

Sincerely,

Michael T. Conner, Ed.D.
Superintendent of Middletown Public Schools

VISION

Vitality influences and transforms our instruction to meet the needs of every child through collaboration, focus, and determination in a high quality school system passionate about student achievement.



WE BELIEVE

Every child deserves rigorous curriculum, dynamic teaching, and the tools and materials to facilitate learning.

High expectations for all children and differentiated learning opportunities will enable students to reach their potential.

High quality professional development that is embedded in everyday practice will improve student achievement.

Strong parent and community support is essential to our schools and city.

Cultivating Student Potential

STATEMENT ON SCHOOL CHOICE

The Connecticut State Board of Education is committed to closing the achievement gap and ensuring that every student has the opportunity to access high-quality programs based on his or her educational needs and interests. This commitment is realized in schools that offer challenging, relevant and rigorous curriculum and instruction, and a creative and flexible environment that values each student's unique abilities, talents, interests and learning styles regardless of racial, ethnic or economic backgrounds. By offering all students and their families public school choices among a range of high-quality educational programs and settings, we believe our educational system will maximize the opportunity for each student to achieve his or her highest potential. The state successfully utilizes public school choice options as tools to reduce racial, ethnic and economic isolation.

The State Board of Education encourages each local or regional school board to utilize existing statutory authority to increase school and program opportunities by providing a wider selection of rigorous and culturally relevant educational experiences within and across school districts for all students. Also, parents and students are encouraged to explore public school choice programming through local or regional school districts, Regional Educational Service Centers (RESCs), the Regional School Choice Office serving the Hartford region and the Connecticut State Department of Education.

The State Board of Education strongly encourages parents and students who may be interested in new schooling options to learn as much as possible about the programs that interest them. Information is available on the State of Connecticut website <https://portal.ct.gov/SDE/School-Choice/Connecticut-School-Choice>.

WOODROW WILSON MIDDLE SCHOOL MISSION

WWMS Faculty Vision Statement:

The Woodrow Wilson Middle School community is committed to fostering the academic, social and emotional potential of all. We are an inclusive community of open-minded, creative learners who value acceptance, perseverance, respect and empathy. All members communicate openly and have the confidence to take healthy risks. We are mindful of our responsibility to make positive impact on the greater community. We are the bridge that connects elementary school to high school.

At Woodrow Wilson Middle School parents and students will find:

- A rigorous and challenging curriculum for all
- A safe and supportive environment
- Educators trained and committed to middle level education
- An opportunity for every child to have a caring and mentoring adult-child relationship
- Effective and cooperative parent-school communication, high levels of parent involvement with opportunities for business and community involvement with each middle school.

BACKGROUND OF THE SCHOOL

Woodrow Wilson Middle School, named in honor of Woodrow Wilson, former Wesleyan professor and the 28th president of the United States, was designated in 1931 as part of a junior-senior high complex on Hunting Hill Avenue. Over the years, there were many changes in the school's population: in 1956, a junior high school with grades 7-9; in 1966, a middle school with grades 6-8; and, in 1979, a middle school with grades 7 and 8.

The original building was closed in June 1984, and the new Woodrow Wilson Junior High School was created from the former Middletown High School and the Keigwin Middle School. In 1989, our present 7-8 middle school format was put into effect. In 1996, Woodrow Wilson Middle School was recognized by the Connecticut Association of Schools as an "Outstanding Middle School". In 1997, Vice President Al Gore visited Wilson to observe first-hand the highly successful after school, weekend, and summer programs. The Vice President stated, "WWMS will be the standard by which the rest of the country will be judged." Most recently, in the summer of 2008, Woodrow Wilson Middle School was relocated to the former Middletown High School at 1 Wilderman's Way. The original "Wilderman's Way" signage remains at the entrance of Woodrow Wilson Middle School. We are looking forward to moving into our new school building in the Fall of 2021.

The primary focus at Woodrow Wilson Middle School is high achievement, excellence, and the development of strong character. This strength and determination are qualities of our mascot, the Ram.

You can contact staff, faculty or administrators at any time through email. Please use their last name, first initial and mpsct.org. For example, to contact Ms. Gonzalez, email her at gonzalezc@mpsct.org

ARRIVAL AND DISMISSAL

Students may be on the school grounds at 7:35 a.m. when supervision begins - please, not before. Upon arrival, 7th and 8th graders will report directly to their assigned class.

Regular School Day:

7:50 – Doors open. Go to lockers, then report directly to the assigned classroom

8:05 – Attendance is taken

3:01 – Classes dismissed and bus departure

Professional Development Day – Late Opening:

10:20 – Doors open. Go to lockers, then report directly to the assigned classroom

10:30 – Attendance is taken

3:01 – Classes dismissed and bus departure

Delayed Opening - Buses will be running 2 hours late:

9:50 – Doors open. Go to lockers then report directly to the assigned classroom

10:05 – Attendance is taken

3:01 - Classes dismissed and bus departure

One Session Days - Lunch will be served:

7:50 – Doors open. Go to lockers, then report directly to the assigned classroom

8:05 – Attendance is taken

12:00 - Classes dismissed and bus departure

Late Arrivals

Students are expected to routinely arrive at school and be in their assigned classroom by 7:50 a.m. There are occasional circumstances which will delay reporting to their assigned class in a timely manner. Students arriving to school after 7:50 a.m. are to sign in at the office. The tardy will be logged as **unexcused** and will be subject to the tardy policy unless documentation is provided or the student is accompanied by their parent or guardian.

Two or more unexcused tardies to school or class may result in a lunch or after school detention. **Any student arriving after 10:15 a.m. will not be eligible to participate in extra-curricular school activities on that day unless documentation is provided to, and approved by, the principal.**

Dismissal

Students arriving to school in the morning are expected to remain in school all day. Only upon receipt of a phone call and/or a note from a parent or guardian will permission be granted for dismissal from school during the day. A note stating the reason for early dismissal should be written by a parent to the principal. The note will be exchanged for a dismissal pass, which must be shown to the teacher of the class the student is being dismissed from. After leaving the classroom, students are to go to their lockers and then report to the office where they must wait to be dismissed. Parents must report to the office area when their child is being picked up unless other arrangements are made with an administrator. **Any child leaving before 12:00 p.m. will not be eligible to participate in extra-curricular school activities on that day unless documentation is provided to, and approved by, the principal.**

A written note from a parent/guardian is **ALWAYS** required for the school to release a student for alternate transportation.

NO SCHOOL AND DELAYED OPENING ANNOUNCEMENT

In the event of inclement weather, notification of school cancellations or delays will be made to parents/guardians through the PowerSchool alert system, as well as local television and radio stations.

No school and delayed openings will also be posted on the district's website: www.middletownschools.org

A decision to cancel or delay the opening of school will be made using the best available information and in the best interest of the student's safety. If at any time a parent feels that, in his/her judgment, it is not safe in his/her area to send their child to school, he/she may keep the child home. The parent should notify the school and the student will be credited with an excused absence.

ATTENDANCE

ANNUAL NOTIFICATION OF OBLIGATIONS UNDER C.G.S. 10-184 Policy #5113.2 Form 1

Connecticut General Statute 10-184 provides: All parents and those who have the care of children shall bring them up in some lawful and honest employment and instruct them or cause them to be instructed in reading, writing, spelling, English grammar, geography, arithmetic and United States history and in citizenship, including a study of the town, state and federal governments. Subject to the provisions of this section and section 10-15c, each parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public school regularly during the hours and terms the public school in the district in which such child resides is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. For the school year commencing July 1, 2011, and each school year thereafter, the parent or person having control of a child seventeen years of age may consent, as provided in this section, to such child's withdrawal from school. Such parent or person shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that such school district has provided such parent or person with information on the educational options available in the school system and in the community. The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. The parent or person shall exercise such option by personally appearing at the school district office and signing an option form. The school district shall provide the parent or person with information on the educational opportunities available in the school system.

Connecticut General Statute 10-185 provides that each day's failure to comply with these requirements is a separate offense, punishable by a \$25.00 fine.

So that we may seek to inform you if your child is absent without explanation, the law also requires that we obtain from you a telephone number or other means of contacting you during the school day. Please complete the online Student Registration Information. Also for more information, please reference the online Student Handbook.

Revised: 02/13/2018

Following is the Board of Education policy regarding attendance.

Students

POLICY 5113

Attendance/Excuses/Dismissal

Attendance

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 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.

Excuses

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

A. For absences one through nine, a student's absences from school are considered "excused" when the student's parent/guardian approves such absence and submits appropriate documentation to school officials. Such documentation includes a signed and dated 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. Per the Connecticut State Department of Education an email or text message is not an acceptable form of communication to excuse an absence.

B. For the **tenth absence and all absences thereafter**, a student's absences from school are considered excused for the following reasons:

1. Student illness (must be verified by a licensed medical professional to be deemed excused, regardless of the length of the absence) (Tenth absence and all absences thereafter);
2. Student's observance of a religious holiday;
3. Death in the student's family or other emergency beyond the control of the student's family;
4. Mandated court appearances (documentation required);
5. The lack of transportation that is normally provided by a district other than the one the student attends (no parental documentation required);
6. Extraordinary educational opportunities pre-approved by District administration and to be in accordance with Connecticut State Department of Education guidance.

C. A student's absence from school shall be considered **unexcused** unless:

1. The absence meets the definition of an excused absence and meets the documentation requirements; or
2. The absence meets the definition of a disciplinary absence, which is the result of school or District disciplinary action and are excluded from these State Board of Education approved definitions.

When the school in which a child is enrolled receives no notification from a parent or other person having control of the child is aware of the child's absence, a reasonable effort shall be made by school personnel or volunteers under the direction of school personnel to notify by telephone and by mail such parent or other person having control of the child. Responsibility for completion of missed classwork lies with the student, not the teacher. Unless a student has an extended illness, all make-up work will be complete within five days after the student returns to school.

Excused Absences for Children of Service Members

An enrolled student, age five to eighteen, inclusive, whose parent or legal guardian is an active duty member of the armed forces, as defined in section 27-103, and has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting, shall be granted ten days of excused absences in any school year and, at the discretion of the Board of Education, additional excused absences to visit such child's parent or legal guardian with respect to such leave or deployment of the parent or legal guardian. In the case of such excused absences such child and parent or legal guardian shall be responsible for obtaining assignments from the student's teacher prior to any period of excused absence, and for ensuring that such assignments are completed by such child prior to his or her return to school from such period of excused absence.

Dismissal

No school, grade, or class may be dismissed before the regularly scheduled dismissal time without the approval of the Superintendent or his/her designee.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal without the permission of the Principal.

No student may be permitted to leave school at any time other than at regular dismissal without the approval of the student's parent/guardian. If a court official with legal permission to take custody of a child, or if a police officer arrests a student, the parent/guardian should be notified of these situations by the administration.

Legal Reference: Connecticut General Statutes 10-220(c)
Duties of boards of education (as amended by PA 15-225) 10-184
Duties of parents (as amended by PA 98-243 and PA 00-157)
10-185 Penalty
10-198a Policies and procedures concerning truants (as amended by P.A.11-136, An Act Concerning Minor Revisions to the Education Statutes and PA 14-198, An Act Concerning Excused Absences from School for Children of Service Members, and PA 16-147, An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee)
POLICY 5113(d) Students Attendance/Excuses/Dismissal Legal Reference: Connecticut General Statutes (continued) 10-198b State Board of Education to define "excused absence," "unexcused absence," and "disciplinary absence" 10-198c Attendance review teams.
PA 15-225 An Act Concerning Chronic Absenteeism 10-198d Chronic absenteeism (as amended by PA 17-14) 45a-8c Truancy clinic. Administration. Policies and procedures. Report. (as amended by PA 15-225)
10-199 through 10-202 Attendance, truancy - in general Action taken by State Board of Education on January 2, 2008, to define "attendance." Action taken by State Board of Education on June 27, 2012, to define "excused" and "unexcused" absences.
PA 17-14 An Act Implementing the Recommendations of the Department of Education Policy adopted: April 16, 1996

MIDDLETOWN PUBLIC SCHOOLS
Middletown, Connecticut

Policy adopted: April 16, 1996
Policy revised: June 12, 2001
Policy revised: June 7, 2005
Policy revised June 21, 2007
Policy adopted: January 8, 2013
Policy revised: April 21, 2015
Policy revised: June 27, 2017
Policy revised: February 13, 2018

Attendance Procedures

Students must arrive for all classes, including advisory period, on time. Class attendance will be recorded daily by every classroom teacher.

All absences will be recorded in PowerSchool. The record of student attendance will be noted by each subject teacher on each official report card.

Parents are encouraged to call the school to verify absences and must send a written note in upon your child's return to school. Email correspondence will not be accepted.

ABSENCES

CALL (860) 347-8594 TO REPORT A STUDENT'S ABSENCE

When students are absent from school for any length of time, they are required to make up all work missed. It is the student's responsibility to meet with their teachers to make arrangements to complete work. If a student receives an "incomplete" for work missed and the work is not made up within 5 days, the "incomplete" will automatically become an "F" and it will be averaged in with current grades. If a student is given an incomplete as a final quarter grade, the student will have 10 school days to complete work. If students are absent for **more than two days**, parents may get assignments and books by calling the main office. Please allow 24 hours for work to become available for pick up.

COURSE DESCRIPTIONS

ENCORE

The Encore program consists of a variety of courses designed to provide students with the opportunity to explore some of the following areas depending on their schedule:

- ART
- SCULPTURE
- SCIENCE, TECHNOLOGY, ENGINEERING AND MATH (STEM)
- WELLNESS (HEALTH EDUCATION/PHYSICAL EDUCATION)

ART

In Art, students will analyze artwork according to stylistic characteristics and explore the work of various artists throughout history. They will gain experience in perspective and composition while focusing on the elements and principles of art and design. The students will explore creativity using various clay techniques, drawing & Painting to create 3-D space, self-portraits and computer graphics. They will concentrate on using the creative process to express who they are in the world around them.

SCULPTURE

In Sculpture, students will analyze artwork according to stylistic characteristics and explore the work of various artists and cultures throughout history. Students will work 3 dimensionally to create a variety of sculptures while focusing on the elements and principles of art & design. Students will explore creativity using various materials and techniques including clay, paper, cardboard, wire, plaster and paper mache. They will concentrate on using the creative process to express who they are in the world around them.

STEM

All 7th and 8th grade students participate in STEM, which stands for Science, Technology, Engineering, and Math. The STEM courses engage students in activities that integrate these four disciplines. Students have the opportunity to select topics of personal interest and complete various challenges with each topic that can culminate in a project of their own design. This approach promotes exploration of rigorous academic concepts with real world lessons as students apply science, technology, engineering and mathematics that allow them to make connections between school, community, work, and the global enterprise. Students will also explore careers within all areas of STEM, identify current interests and skills, and develop plans to achieve desired career goals.

Through their personal experiences in STEM, it is expected that each student will become:

1. **Problem solvers**—able to define questions and problems, design investigations to gather data, draw conclusions, and then apply understandings to new and novel situations.
2. **Innovators**—creatively use science and mathematics, and technology concepts and principles by applying them to engineering design process.
3. **Inventors**—recognize the needs of the world and creatively design, test, and redesign, and then implement solutions (engineering processes).
4. **Self-reliant**—able to use initiative and self-motivation to set agendas, develop and gain self-confidence, and work within time specified time frames.
5. **Logical thinkers**—able to apply rational and logical thought processes of science, mathematics and engineering design to innovation and invention.
6. **Technologically literate**—understand and explain the nature of technology, develop the skills needed, and apply technology appropriately.

Students may select challenges within the following topics and areas of interest:

- Additive & Subtractive Design (3D printing)
- Architectural Design
- Automation & Mechanics
- Communication
- Computer Technology
- Conservation of Resources
- Energy Sources
- Entrepreneurship & Marketing
- Ergonomics
- Fashion Design
- Geo-Inquiries (GPS)
- Horticulture
- Light, Color, & Optics
- Natural Disasters
- Safety Products & Procedures
- Transportation

Students may also propose their own challenges and explorations within these areas, or with topics of their choosing. The personalization of their learning will increase their interest and preparedness for a wide range of rewarding and in-demand career possibilities, and allow them to further their interests in related-courses at the high school level.

WELLNESS

Health:

Drug and Alcohol Awareness and Education--

Our Health Education program goal is to build a foundation of knowledge and provide the skills that our students need to make healthy decisions throughout their lifetime.

Drug and alcohol prevention education is more than teaching the facts about drugs and alcohol; it is teaching individuals about themselves, what is possible in their life now, and what is possible for their future. Our students learn basic information about drug and alcohol abuse but most importantly they will develop the skills to know what resources they can use to stick up for themselves and not let negative influences pressure them to drink, do drugs or do anything else that goes against who they are in order to fit in. In addition, our program will help counteract the awareness of the misinformation students generally receive about drugs from their friends, the street and the media.

Human Sexuality--

This course will develop students' understanding of human sexuality on the physical, social and emotional levels. Students will learn to formulate health-conscious decisions and develop positive attitudes about themselves. They will examine various

social issues and be able to understand and utilize knowledge to better equip them in dealing with their daily environment. Students will also develop problem solving skills and critical thinking abilities around human sexuality and relationship issues. The lessons taught will help provide our students with fundamental techniques on how to build self-esteem, become more self-aware, and develop and practice assertiveness skills.

Topics discussed are: Human growth and development, anatomy of the reproductive systems, abstinence, STD's, HIV/AIDS, social and emotional aspects of how to handle changes and relationships and community resources.

NOTE: Parents may opt to remove their child from this Human Sexuality unit - parents must notify the principal in writing.

Other topics discussed are: Self-esteem, diversity, communication, and relationships. In addition to, and woven throughout each of our units, students will learn the effects of bullying, how to stand up for themselves and others, how to critically think situations through, set goals and become more self-aware.

Physical Education—

The Physical Education program emphasizes improving physical fitness, demonstrating responsible behavior, applying concepts and strategies, and advancing motor skill performance. Students will have the opportunity to engage in both team and individual activities and at certain times, students may be given a choice of activities he/she would like to participate in. All facets of physical development and cardio-respiratory endurance are stressed in every unit. Our program is designed to help a student select an activity that he/she can use to be healthy and active into adulthood.

All students are required to take Physical Education; our program is on an every other day cycle. Proper dress is important for successful participation and safe play in physical education. All students are required to wear sneakers in order to participate in any class activities. Physical education clothes must meet the school dress code.

Recommended

Sweatpants
Windpants
Shorts (proper length)
T-shirts
Sweatshirts

Not Allowed

Sandals/flip flops
Spaghetti Strap/ Tank tops
Short shorts
Sleeveless under shirts
Pajama/lounge pants
Improperly laced sneakers

BAND

The school provides instrumental music instruction in both small and large classes. Students are given the opportunity to play in the school Concert Band, Marching Band, and (by audition) Jazz Band. Bands perform before the student body, in school concerts, for public functions and in the Middletown Memorial Day parade. Full band rehearsals take place after school

CHORUS

Chorus is offered to students in the 7th and 8th grade who are interested in developing their singing skills. The choruses perform for the school music programs and give public performances each year. Ensemble rehearsals take place after school.

SPANISH I

This World Language course is designed as an introductory course to the study of a world language. Students practice all four language acquisition skills in the target language: speaking, writing, listening and reading. Successful completion of this course allows the student to continue on to Spanish II.

SPANISH II

This course is a continuation of the previous course. This course aims to strengthen and expand the students' control of basic conversation patterns, to increase reading vocabulary and to improve comprehension. Emphasis is on increasing students' skills in speaking, writing, listening and reading in the target language. Successful completion of this course allows the student to continue on to Spanish III.

LANGUAGE ARTS - Grade 7

This course is rooted in student skill-building of reading and writing. Students will engage in reading of fiction and nonfiction pieces both independently and as a class. The course requires students to practice reading strategies, engage in academic discussion, and write to show their thinking. Students investigate thematic units of prejudice, friendship/family, coming of age, and adventure. The study of these themes is done through the study of novels, supplemented by poetry, short stories, essays and drama that reflect many cultures and a variety of time settings.

LANGUAGE ARTS - Grade 8

Through the study of novels, supplemented by poetry, short stories, essays and drama, this program integrates reading, literature study, writing, grammar, vocabulary, study skills, speaking, and metacognition. Units correlating with social studies may include the witchcraft trials at Salem Village, the Revolutionary War, westward expansion, and the Civil War. As a contrast, novels and other selections of a more contemporary nature provide a frame for discussion of today's society.

MATHEMATICS

The seventh and eighth grade mathematics curricula emphasize a broad range of topics which include estimation techniques, statistics, probability, topics from number theory, algebra, geometry and all problem solving strategies appropriate for seventh and eighth grade students. Other topics include data collection techniques, graphing, data analysis, and critical thinking. Technology, including the use of scientific calculators (grade 8), non-specific calculators (grade 7), and the computer, is incorporated within the framework of the existing curricula.

The overall curriculum goals for students emphasize learning to value mathematics, helping students to become more confident in their abilities, creating an environment which allows students to become good problem solvers, and affording all students the opportunity to learn to communicate and reason mathematically. Classroom activities provide students the opportunity to work in small and large group arrangements.

SCIENCE

The 6th, 7th, and 8th grade science curriculum is an integrated model in which earth and space science, life science, physical science and engineering are integrated within each curricular unit. At each grade level students explore more complex topics, ideas, and skills in each of these areas. The lessons are integrated with learning in English Language Arts, Social Studies, and Mathematics to provide students with learning experiences from multiple perspectives and entry points.

Complex, real-world phenomena are used to drive student engagement in science. This approach allows students to engage in investigations to develop new knowledge, skills, and understandings. Students will generate their own questions to motivate sense-making and/or problem solving. The emphasis is on students' developing and using the content as scientists and engineers, engaging in risk taking and problem solving, and explaining through investigative phenomena.

The following nationally recognized 8 Science and Engineering Practices give students the ability to engage successfully with unfamiliar situations to promote learning and analytical skills. These skills are developed and utilized in grades K – 12.

The 8 Science and Engineering Practices are:

1. Asking questions (for science) and defining problems (for engineering).
2. Developing and using models.
3. Planning and carrying out investigations.
4. Analyzing and interpreting data.
5. Using mathematics and computational thinking.
6. Constructing explanations (for science) and designing solutions (for engineering).
7. Engaging in argument from evidence.
8. Obtaining, evaluating, and communicating information.

Upon gathering evidence and forming a conclusion based on their experiments, students then use their learning to explain the initial real-world phenomenon. As students are challenged to engage in the same actions as scientists and engineers, they develop the creative, evaluative, and analytical thinking skills that are useful for any college or career choice.

Grade 7

Intro to Chemistry 2 - How Can I Make New Stuff from Old Stuff?

The unit builds understanding of core science ideas including the particle nature of matter, energy, and substances and their properties.

Earth Science 2: What Makes the Weather Change?

In this unit, students learn about climate by investigating daily, seasonal and annual weather patterns.

Life Science 2: What’s Going On Inside of Me?

In this unit students investigate how the human body manages the complex activities of everyday life.

Physical Science 2: Why Do Some Things Stop While Others Keep Going?

As students explore Rube Goldberg apparatuses and different types of energy to gain a deeper understanding of how energy is involved in everything in the world, how it can be transformed from one type to another, and how it is transferred between systems.

Grade 8

Intro to Chemistry 3 - How Does Food Provide Energy to Do Things?

This unit targets core ideas about food, photosynthesis and cellular respiration to understand how matter and energy flow in the context of living systems.

Earth Science 3: How Is the Earth Changing?

Students investigate plate tectonics by investigating how the Earth has changed in the past and continues to change today. They use this conceptual understanding to explain features and events found in selected case-study sites around the world.

Life Science 3: Why Do Organisms Look The Way They Do?

This unit uses investigations of organisms (including people) to raise questions about how similarities and differences between individuals and populations are influenced by inheritance of traits.

Physical Science 3: How Will It Move?

This unit focuses on forces and motion in a variety of contexts: tug-of-war, baseball, planetary motion, chemical bonds, and others to help students explain how motion occurs with objects.

SOCIAL STUDIES - Grade 7

In Grade 7 Social Studies, students continue their study of geography and culture with a focus on Africa, Europe, and Asia. Students will study the major themes of geography including human-environment interaction and migration, as well the impact of geography on the development of civilizations. Special attention is paid to current economic, social, and political events in the regions studied. Students will strengthen skills in historical thinking, argument writing, research, and discourse.

SOCIAL STUDIES - Grade 8

In Grade 8 Social Studies, students study the development of the United States from colonial settlement to Reconstruction. Students will engage with a variety of primary and secondary sources; students will develop research, discourse, historical thinking, and writing skills. Attention is paid to the connection between the past and contemporary America. The importance of civic engagement is highlighted. Sample performance tasks include argument essays and debates.

HOMEWORK

Woodrow Wilson Middle School believes that homework is an integral part of every child’s learning experience.

Often students are able to complete some assigned homework during the school day, but it should be exceedingly rare for a student to be free of all homework for several consecutive days. If this pattern occurs, parents are encouraged to contact one of the team teachers for confirmation or an explanation.

FIELD TRIPS

Many teams have field trips annually. These trips are an extension of the classroom learning experience. **STUDENTS ARE, THEREFORE, EXPECTED TO ATTEND.** Parents are notified as to the cost per student and the dates of the field trips. Any parent who has a need for financial assistance should contact the team leader as soon as possible. **Please remember that a student may be prohibited from attending a field trip due to disciplinary or academic reasons.**

STUDENT CLASSROOM SUPPLIES

One of the keys to being successful in school is to arrive with those items that can make you the most successful. All students should arrive at school each day with:

- A school issued, fully charged chrome book
- A notebook with paper
- A Number 2 pencil with an eraser
- A pen
- Inexpensive headphones (no Beats, no wireless) to use with Chrome Books
- Lock for gym locker
- A lock will be provided for the hallway locker—**students are expected to keep cell phones and book bags locked for the duration of the school day**

ACADEMIC SUPPORT

We strive to have all students to succeed in their studies. Students needing academic support are encouraged to make arrangements to stay after school with their teachers. Teachers, with notice, can be available on Tuesday, Wednesday or Thursday. On those days, late bus transportation may be provided.

GUIDANCE

The guidance program has been designed to assist students make the most out of their school experiences. Guidance counselors are people specially trained to help students realize their fullest potential as unique human beings. Students who need help with an individual problem, some friendly advice, or just want to unload their troubles to someone will find respect with guidance staff willing to assist them. Students must make an appointment to meet with their counselor either through the guidance secretary or by notifying their teacher. A pass will then be issued with a specific date and time for a guidance appointment and given to the student. Unless it is an emergency, allow one day for this procedure. Parents should feel free to call the counselor anytime about your child's program in school. Getting acquainted with your counselor early is a good idea for students and their parents.

STUDENT SUPPORT GROUPS

Many students meet with the School Counselors or the School-based Health Center Counselors individually or in groups. These meetings are not clinical in nature, but an extension of the educational experience. Many group activities develop skills that assist students with adolescent issues. If you do not want your child participating in support groups, please contact the guidance office in writing.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Woodrow Wilson Middle School is a community of dedicated students, families, and staff who work together to create a culture of respect. Students will develop the social and academic skills needed for high school and beyond.

SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES

http://www.middletownschools.org/departments/special_education

The Middletown Board of Education provides special education, related services, accommodations and modifications to students who are identified as having a disability under the Individuals with Disabilities Education Act (IDEA). Related services may include counseling, speech and language or occupational therapy.

If you suspect that your child may have a disability, you may request a PPT (Planning and Placement Team) meeting through your building principal. Parents or guardians are notified five (5) days in advance by mail of the PPT meeting to discuss the referral. You may request a meeting in advance of the PPT to discuss the process and ask any questions you may have. There are also many resources on this site that you may find helpful. At the referral PPT, you will have an opportunity to share your concerns and the school staff will review your child's performance. If the PPT determines that your child needs to be evaluated, school staff will conduct the evaluations with parental consent.

A multidisciplinary evaluation must be conducted to determine eligibility. Within forty (40) school days from the date of the referral, the completed evaluations are reviewed at the PPT meeting to determine eligibility. You will be offered a meeting in advance of the PPT to review the evaluations and ask questions regarding the results. If the student is eligible, an IEP (Individualized Educational Plan) is developed and implemented with your consent. The team including school staff, parents and administration will develop the specialized instruction and support services related to the areas of disability identified through the evaluation and identification process.

Parents' rights for Procedural Safeguards and Due Process under the IDEA are available at every meeting and are also available on this site. The district maintains compliance under federal statute and regulations through the State Department of Education.

Records shall be maintained for each student from entrance into school to graduation or withdrawal. Retention of certain types of records is required by law. Access to and security of student records and requests for amendments are assured by the Connecticut General Statutes, the Federal Family Educational Rights and Privacy Act of 1974 and their respective regulations.

The district also follows federal and state law under Section 504 of the Rehabilitation Act. Section 504 is a federal civil rights law providing protection for students with disabilities. If you or your physician suspect your child has a disability under Section 504, you can communicate this to your building administrator or school nurse. A 504 meeting will be scheduled to review your concerns and medical reports you may provide and consider eligibility under 504. The team may determine that additional information is needed from a physician or may want to gather additional information related to school performance. If your child is determined eligible under Section 504, the team will create a 504 Accommodation Plan.

NOTICE 5145

MIDDLETOWN PUBLIC SCHOOLS

NOTICE OF PARENT/STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 (commonly referred to as “Section 504”) is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination on the basis of disability and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students.

The term “disability” with respect to an individual means: (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment. “Major life activities” include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A major life activity also includes the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Many students will be eligible for educational services under both Section 504 and the Individuals with Disabilities Education Act (IDEA), but entitlement to services under the IDEA or other statutes is not required to receive services under Section 504.

The following is a description of the rights and options granted by federal law to students with disabilities under Section 504. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. You have the right:

1. To be informed of your rights under Section 504;
2. To have your child take part in and receive benefits from the Middletown School District’s education programs without discrimination based on his/her disability.
3. For your child to have equal opportunities to participate in academic, nonacademic and extracurricular activities in your school without discrimination based on his/her disability;
4. To be notified with respect to the Section 504 identification, evaluation, and educational placement of your child;
5. To have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of your child, the assessment data, and any placement options;

6. If your child is eligible for services under Section 504, for your child to receive a free appropriate public education. This includes the right to receive reasonable accommodations and services to allow your child an equal opportunity to participate in school and school-related activities;
7. For your child to be educated with peers who do not have disabilities to the maximum extent appropriate;
8. To have your child educated in facilities and receive services comparable to those provided to non-disabled students;
9. To review all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, and educational placement;
10. To obtain copies of your child's educational records at a reasonable cost unless the fee would effectively deny you access to the records;
11. To request changes in the educational program of your child;
12. To an impartial hearing if you disagree with the school district's decisions regarding your child's Section 504 identification, evaluation or educational placement. The costs for this hearing are borne by the local school district. You and the student have the right to take part in the hearing and to have an attorney represent you at your expense.
13. To file a court action if you are dissatisfied with the impartial hearing officer's decision or to request attorney's fees related to securing your child's rights under Section 504.
14. To file a local grievance with the designated Section 504 Coordinator to resolve complaints of discrimination other than those involving the identification, evaluation or placement of your child.
15. To file a formal complaint with the U.S. Department of Education, Office for Civil Rights.

The Section 504 Coordinator for this district is:

Amy Clarke
311 Hunting Hill Avenue
Middletown, CT 06457
Telephone: 860-638-1415

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

Region I - Boston (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

Peter Chan, Regional Manager
Office for Civil Rights
U.S. Department of Health and Human Services
Government Center
J.F.Kennedy Federal Building - Room 1875
Boston, MA 02203
Voice phone (800) 368-1019
FAX (617) 565-3809
TDD (800) 537-7697

U.S. Department of Education
Office for Civil Rights
550 12th Street, SW
Washington, DC 20202-1100 Telephone: 1-800-421-3481

Connecticut State Department of Education
Bureau of Special Education and Pupil Services
P.O. Box 2219
Hartford, CT 06145
Telephone: (860) 807-2030

Forms Available for Download:

- [Section 504 Complaint Form](#)
- [Section 504 ADA Employee Request for Accommodation](#)

Billing Medicaid for Health-Related Services in Student's Individualized Education Program (IEP)

The Individuals with Disabilities Education Act (IDEA) allows certain services provided under an Individualized Education Program (IEP) to be covered by Medicaid. Medicaid funds help pay for the costs of providing these services. See the following links for more information:

- [Link to Middletown Public Schools Special Education website.](#)
- [Medicaid Letter to Families 2018](#)
- [Billing Medicaid for Health Related Services in an IEP, Information for Families](#)
- [Medicaid Parental Consent Form 2019](#)
- [Billing Medicaid for Health Related Services in an IEP, Information for Families Spanish](#)
- [Medicaid Consent Form Spanish](#)

FAMILY ENGAGEMENT COORDINATOR AND PARENT ORGANIZATIONS

Middletown Public Schools believe that parent and family involvement is critical to a child's success in school. The Family Engagement Coordinator provides communication and outreach to families for a more effective home-school partnership in the city's eleven public schools. Goals are to increase parent and community engagement; to assist parents in providing a supportive environment for education in the home, encourage families to become interested participants at meetings, workshops, and school activities; and support volunteers in the school.

In addition, each school has a PTO/PTA that meets monthly and plans activities to foster parent engagement. Your school's principal will keep you informed of parent organization activities and meeting dates. Families interested in helping or seeking further information should contact their school principal.

Middletown offers a variety of Parent Leadership Programs to help parents become leading advocates for children. For more information, contact the Parent Resource Coordinator.

The Family Engagement Coordinator can be reached at 860-638-1462. Please visit our website at www.middletownschoools.org – go to “Departments” then “Parent Resources” – daily tips for parents, articles, links and other information is available to support you and your child in the schools.

POWERSCHOOL PARENT PORTAL

The PowerSchool Parent Portal is a very useful tool for keeping track of a student's attendance and grades. Access to the Parent Portal is available through the link on the district's website, www.middletownschools.org, or through a mobile app on your smartphone. Contact the main office if you have any trouble setting up your account.

REPORT CARDS / INTERIM REPORTS

Report cards are issued to students four times a year. If obligations are not met (*e.g.* lost books, library books, sports items) a student will not receive his/her report card. Numeric grades are issued on report cards. All incompletes must be made up within two weeks of the term closing. If, at any time, a parent has a concern about his or her child's academic progress, the parent is encouraged to contact the student's guidance counselor, team leader, or individual teacher. **The below dates are subject to change.

October 13	Progress Reports Distributed-Term 1
November 30	Term 1 closes
December 2, 3 and 4	One-session days - Report cards distributed during parent/teacher conferences
January 21	Progress Reports Distributed- Term 2
March 9	Term 2 closes
March 10, 11 and 12	One-session days - Report cards distributed during parent/teacher conferences
May 19	Progress Reports Distributed- Term 3
June 10	Term 3 closes- Last day of school (one session)- Report cards distributed

CONFERENCES

Report Card Conferences

Report card conferences are held annually in December and March. Selected times for parents to meet with their child's team of teachers are scheduled to review the student's progress. Parents are encouraged to make every effort to visit the school and meet their child's teachers. Three half days are scheduled in December and March for the student lead conferences.

Meetings

Teachers and staff welcome the opportunity to meet and talk with parents about their child's progress or about any concerns they may have regarding their child. Formal parent conferences are held in December and March; however, parents are welcome to arrange to meet with teachers or administrators at any time. To arrange this please phone the school at (860) 347-8594 and ask the receptionist to direct your call to the individual you would like to meet with. If you are not successful in contacting them immediately, you are requested to leave a message in their voicemail that will then be returned as soon as possible.

If you encounter a problem with our ability to meet your child's needs, please do the following:

- 1. Contact your child's teacher or team to discuss the concern and hopefully resolve the problem.**
- 2. If you feel the problem has not been resolved, please call your child's assistant principal to ask for help resolving the problem.**
- 3. If your problem is still not resolved, please call the school principal.**

STUDENT RECOGNITION

Honor Roll

At the close of each marking period, an announcement will be made listing students who have made the honor roll. To qualify for honors, a student must have an average of 84.4 to 89.4 with no grade under 70. In order to qualify for high honors, a student must have an average of 89.5 to 100 with no grade under 80. Any incomplete work will disqualify a student from the honor roll unless and until the work is made up within the allocated two-week period.

An honor roll board has been placed outside the main office where honor recipients will be posted. A press release will also be given to our local newspaper to recognize these students.

An honors program has also been established to recognize honor students. Special activities are planned to provide an incentive for students to continue to achieve and for other students who have not made honors, to do so. Those who participate in athletics are also recognized annually for their efforts athletically and academically.

Citizen of the Month

Citizen of the month awards are issued to one student from each team who meets academic standards of a C or better in each class, displays a good attitude, is courteous and respectful in dealing with others, shows willingness to help others, demonstrates a good effort in class, follows classroom and school rules and is a good role model. Students keep their awards for the entire year. Citizens of the Month receive free dance passes.

Team Recognition

In addition to the citizen of the month, at various times during the year, teams may recognize students in other categories, such as Most Improved, Best Effort, Most Organized, Most Cooperative, etc. Team meetings are held to recognize these students and to issue their certificates of achievement.

Academic Awards

Yearly awards are given to middle school students who are recognized for excellence in the following subjects: English, math, science, social studies, family and consumer science, health, computers, foreign language, band, chorus, technology education, art, and physical education.

The 8th grade end of the year special awards include the Bernard Giza Scholar-Athlete Award, the Bula-Taylor Award, the D.A.R. Award, the Dana Bransfield Award, the Don Bilas Math Award, the Connecticut Scholar-Leader Award, the D. Dean Soule Top Student Award, the Deb Petruzzello and Doug Bransfield Excellence in PE Awards, the Dexter Locke Awards, the George Woodward Award, the John Tosches Math Award, the Karina Lago Citizenship Award, the Kenneth McCabe Writing Award, the Woodrow Wilson Science Scholar Awards, the Naviah Fulk Awards, the Joan Goodwine Awards, the World Language Awards, and the Wilderman Awards.

DISCIPLINE – Policies and Procedures

We strongly believe that learning must take place within a safe and positive environment. To that end, our discipline policy is intended to be progressive, balanced and applied in a fair and consistent manner. It is important to remember that the school's rules apply when a student is going to and from school, is on school property, is at school-sponsored events and is on the school bus. In some cases, a student may be suspended from school or school transportation for infractions of school bus rules. Students may also be suspended from school for conduct off school grounds when the behavior is seriously disruptive to the educational process.

IT IS THE RESPONSIBILITY OF THE ENTIRE SCHOOL COMMUNITY, INCLUDING STUDENTS, TEACHERS, ADMINISTRATORS, AND PARENTS, TO ASSIST IN MAINTAINING A POSITIVE AND SAFE LEARNING ENVIRONMENT. The administration will address disciplinary infractions promptly and equitably.

CLASSROOM MANAGEMENT STEPS

Woodrow Wilson Middle School Staff are dedicated to holding high expectations for student behavior. All staff will utilize the five-step classroom management plan to assist students with making positive safe choices. The classroom management plan provides opportunities for all learners and parents to be a part of the corrective process to ensure a safe learning environment for all. Parental involvement and support are essential to a student's success. Teams will record progressive student positive behavior supports/interventions, and this record must accompany a student referral. The team will collaborate on an appropriate team/teacher time out option. The following steps have been created as part of our disciplinary plan, but depending on the severity of the behavioral violation, may not be implemented in this particular order.

Step 1: Awareness

- Teacher will give the student a reminder to correct behavior

Step 2: Staff/Student Conference

- Teacher will privately conference with student to assist with improving behavior
- Parent/Guardian will be contacted

Step 3: Detention and Parent Contact

- Teacher will assign a detention (lunch or after school)
- Guidance counselor will be notified
- Parent/Guardian will be contacted

Step 4: Parent Meeting

- A team meeting will occur with student, parent/guardian, teachers, guidance counselor and an administrator to develop a plan to correct behavior
- Team Leader will schedule parent meetings in the interdisciplinary meeting time

Step 5: Office Referral

- Discipline at the discretion of administration

REFERRALS

According to Connecticut Statutes, a teacher may remove a student from class when the student’s conduct creates an unsafe environment. Behavior such as physical aggression and/or altercations, profanity designed to intimidate/threaten staff or students, or verbal threats to students or staff will result in immediate removal from class. The teacher will also complete a referral form, which indicates prior action steps taken by the teacher, the reason for the referral, and future preventative measures for repeated behavior. The referral is to be given to a secretary and the student then meets with an administrator. Parents will be notified if disciplinary action has taken place or if the administrator has a general concern that they feel should be discussed with the parent/guardian.

Referrals submitted as a part of the school’s classroom management step system will be reviewed by administration in a timely manner.

DETENTION

Teacher Detention After-School: Any student who is being kept after school for disciplinary reasons will be given 24 hour notice unless parent contact is made the day of the detention. The teacher will notify the parent/guardian of a teacher detention. If a parent refuses his/her child to stay after school for a detention, the teacher will refer the matter to the administration. Any student who is scheduled but does not stay for an after-school detention will be referred to an administrator for possible disciplinary action.

Office After-School Detention Procedures: Students will report to the assistant principal at dismissal on Tuesday, Wednesday or Thursday for one hour detentions. Students will remain in detention until 4:15 p.m. and will be given a late bus pass for transportation home. Two hour detentions will occur on an as-needed basis. Students assigned a two hour detention are responsible for their own transportation.

SUSPENSION

**Middletown Board of Education Policy #5114
Suspension and Expulsion/Due Process**

It is the goal of the Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.

Please refer to Board of Education Policy #5114 for specific information on suspension, expulsion and due process.

An authorized member of the administrative staff may suspend a student from school or transportation services for conduct **on** school property or at a school sponsored activity, for conduct that endangers persons or property or is seriously disruptive of the Educational process, or conduct that violates a published policy of the Board of Education. An authorized member of the administrative staff may suspend a student from school or transportation services for conduct **off** school property that is seriously disruptive of the educational process and violates a published policy of the Board of Education.

For any one incident a student shall not be suspended for more than ten consecutive school days. No student shall be suspended more than ten times or a total of fifty days in one school year, whichever results in fewer days of exclusion, unless the student is granted a formal hearing.

A suspended student must be given an opportunity to complete any class work including examinations, without penalty, which were missed during the suspension. Where appropriate and when possible, students may be assigned to in-school suspension (not to exceed five consecutive days). A student may be placed in in-school suspension no more than fifteen times or a total of fifty days in one school year whichever results in fewer days of exclusion.

IN-SCHOOL SUSPENSION

In-school suspension shall provide an alternative to out-of school suspension for students. In-school suspension removes a student from the classroom yet also affords the student the opportunity to remain in a school setting. In-school suspension will be assigned only by an administrator per the Board of Education policy.

During in-school suspension (ISS):

1. Students will report directly to the office for in-school suspension upon their arrival to school. Students will not be permitted to go to their lockers at the beginning of the day nor will students be permitted to go to their lockers at the end of the day before boarding the bus, unless escorted by an administrator or a designated staff member.
2. If a student is absent on the day of an assigned ISS, the suspension will be served on the next school day.
3. Once a student has finished all assigned work, the student is expected to make use of additional educational assignments.
4. There will be no talking or other forms of communication during ISS.
5. Students will not be allowed to leave ISS for any reason except an emergency. Students will be permitted to use the restroom during assigned restroom breaks.
6. Breakfast and lunch will be available from the cafeteria.
7. Students **may not** participate in *any* after-school activity on the day of an in-school suspension, including, but not limited to a teacher detention, athletic event (including practice), dance, or extra help. Students must leave school grounds immediately at the end of the school day (but are permitted to use school transportation).

OUT OF SCHOOL SUSPENSION

An out of school suspension will be issued by the administration and excludes a student from all school and after school privileges, activities and transportation services. A parent or guardian will be contacted and required to pick his/her child up at the school and meet with an administrator at that time. The suspension period will not extend beyond ten (10) consecutive school days or beyond the end of the school year. A student will be granted a formal hearing before the Board of Education if he/she will be suspended for a period of longer than ten (10) consecutive days.

During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the principal specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.

Students are subject to disciplinary action for any conduct that is seriously disruptive of the educational process, that endangers persons or property, or that violates a publicized policy of the Board of Education. **Some examples of such conduct are:**

- Theft
- Gang related activity
- Extortion
- Assault
- Sexual harassment
- Use/possession of alcoholic beverages or drugs
- Use/possession of cigarettes
- Use/possession of any electronic nicotine delivery system
- Gambling (coin pitching, dice playing etc.)
- Bullying behavior, including cyberbullying (text messages, Facebook, Twitter, Instagram, etc.)
- Fighting—Any student fighting, instigating, or inciting a fight may be suspended for up to ten (10) days and may be referred to the police.
- Violation of technological guidelines
- Threatening
- Pulling a false alarm/calling 911
- Violation of dress code and expectations
- Carrying any type of weapon (mace, pepper gas, knife, etc.)
- Any behavior which threatens or endangers the school community
- Damage to any school property including textbooks, computer hardware/software, lockers, bathrooms, etc.

In addition to a suspension of up to ten (10) days, any student may face expulsion for serious offenses.

Please be advised that the police may be contacted for any and all violations of City and/or State Law. The administration reserves the right to involve police when appropriate.

PROBATION POLICY

Disciplinary Probation

If a student receives two or more referrals and/or an in-school or out of school suspension, he/she will be brought up to the discipline review team and may be placed on disciplinary probation. Students can be placed on disciplinary probation at any time during the school year. Disciplinary status will be reviewed periodically by the disciplinary review team. An additional review for all students will be made at a time before end of the year activities will take place.

Students on disciplinary probation will not be permitted to participate in any extra-curricular activities which include dances, interscholastic sports and/or tryouts, field trips, clubs, intramural sports, and any non-academic after school activities.

Academic Probation

If a student has more than one failing grade (59 or below) at report card time in any subject area, he/she will be placed on academic probation.

Students on academic probation will have their grades monitored by staff. Those students will not be able to participate in any extra-curricular activities or continue on a sports team for the remainder of the current sports season.

The status of a student's academic probation will be evaluated at the time interim reports are made. At that time, if a student is no longer failing more than one course, he/she will come off of academic probation and can resume full participation in extracurricular activities (excluding sports during the current season). An additional review for all students will be made at a time before end of the year activities will take place. The expectation is that all students should be passing all classes and have a limited number of referrals to be eligible for end of the year activities.

Students on disciplinary probation or on academic probation cannot attend school sporting events as a spectator. Students on probation may attend educational field trips and after school detentions. It is expected that students who are on academic probation will arrange for after school tutoring with their teachers.

CO-CURRICULAR and EXTRA-CURRICULAR ACTIVITIES

We have a number of activities in which students may participate. Some activities are held during the school day and others are held after school hours. In order to participate in any co-curricular or extra-curricular activities, students must avoid academic and disciplinary probation (see Probation Policy above).

Eligibility for Participation

All students must remain academically eligible and maintain acceptable standards of discipline to participate in school activities including Class Night.

Clubs and Activities offered at Woodrow Wilson:

Drama Club	Garden Club	Gay/Straight Alliance
Jazz Band	National Jr. Honor Society	Rams in Action
School Store	Select Chorus	Student Council
Unified Arts	Unified Sports	Yearbook

NATIONAL JR. HONOR SOCIETY

The purpose of the Woodrow Wilson Middle School Chapter is to create an enthusiasm of scholarship, to stimulate a desire to render service, to promote worthy leadership and citizenship, and to encourage the development of character in our students. Membership in this chapter is an honor bestowed upon deserving students by the faculty, and shall be based on the criteria of Scholarship, Service, Leadership, Citizenship, and Character. Candidates eligible for election to this chapter must be third term

seventh graders. The candidate must have been in attendance for a period of at least two terms at Woodrow Wilson Middle School and have a minimum cumulative grade point average of 95. Overall GPA must include three grade level, core courses graded with a numeric grade scale. Students shall not have any referrals or disciplinary action while in attendance at middle school, grades 6 through 8. Upon meeting the grade level, attendance, and GPA standard requirements, candidates shall then be considered based on their service, leadership, citizenship and character.

STUDENT COUNCIL

The Student Council functions as the student government. The Council can effect changes throughout the year, but only if it has student support. Its activities provide direct aid and service to the students and the school. Membership on the Student Council is open to all seventh and eighth grade students. Elections are held every October and representatives are elected from each team.

Dances

The Student Council sponsors dances throughout the year. The following rules are enforced:

1. Tickets will be sold in advance. Tickets will NOT be sold at the door.
2. Any student who is on suspension, probation, or absent the day of the dance will not be permitted to attend.
3. Students other than Wilson Middle students are not allowed at school dances.
4. Dances will begin at 6:30 p.m. and end promptly at 9:00 p.m. No one should arrive any earlier than 6:15 p.m. and parents are asked to pick up promptly at 9:00 p.m. **Students remaining more than 20 minutes after a dance will not be allowed to attend the next dance.**
5. Once a student is dropped off at the school for the dance, he/she is not permitted to leave the dance area. If so, re-entry will not be permitted and parents will be called. Students may leave the dance early ONLY if a parent comes in and signs them out.
6. Dress for the dances will be normal school attire.
7. All regular school rules of conduct and school regulations will be in effect and apply to those attending dances, and should be strictly adhered to.

YEARBOOK

Each year Woodrow Wilson Middle School prints a yearbook. Students volunteer to work as photographers, writers, artists and set up personnel. Interested students should see the yearbook advisor.

ATHLETICS

Programs Offered

Fall - (September - November)

Soccer, Cross Country

Winter - (November - March)

Basketball, Cheerleading, Wrestling

Spring - (March - June)

Boys' Baseball, Girls' Softball, Track and Field

Interested students are encouraged to try out for sports and to participate in what can be one of the most rewarding experiences in middle school. To be eligible to participate in sports, students must be academically eligible and cannot be on disciplinary probation. Athletes must also abide by all Connecticut Interscholastic Athletic Conference (CIAC) rules and regulations. The coaching staff and administration expect those students who participate in a sports activity to exemplify positive behavior while representing the school.

Discipline Policy for School Sports Activities

Subject to school, medical, and C.I.A.C. rules, the following pertains to all sports and related areas. Coaches may set further standards for their respective sport or activity. These will be approved by the Athletic Director and then handed out to the athletes involved.

1. No athlete may be under the influence of alcohol or drugs in school, at practice, at a contest or at any other school function. Penalty for infraction of this rule is immediate dismissal from the sport.
2. Smoking is not allowed and may result in the immediate dismissal from the sport.
3. Any athlete who before, during or after a contest enters a physical confrontation with an official, coach, team member or spectator, is immediately suspended from the sport, pending the outcome of a conference held by the athlete, his parent/guardian, the coach, athletic director, and school administrator.

4. Insubordination by an athlete to his coach or athletic director will result in immediate suspension from the sport, pending the outcome of a conference held by the athlete, his parent/guardian, the coach, athletic director, and school administrator.
5. All athletes are expected to attend every practice as their absence affects the entire team's performance and a missed practice may necessitate a reshuffling of the line-up. A student may participate in a club activity on Tuesday after school, provided he or she notifies the coach in advance and reports to practice at the club's conclusion. In the event an athlete must miss a practice for any other reason, prior notification to the coach is expected.
6. **An athlete must be in school by 10:15 a.m.** in order to participate in practice or an event, unless properly excused. Weekend events revert to the last school day prior to the contest.
7. Being a captain is an honor and a privilege. As such, that title may be removed following a conference between the coach and the athletic director. **IF AN ATHLETE FEELS THERE ARE EXTENUATING CIRCUMSTANCES CONCERNING HIS/HER DISCIPLINE, HE/SHE MAY APPEAL TO THE ATHLETIC DIRECTOR.**
8. Athletes are not allowed to wear their uniforms to any school functions unless it is directly related to their respective sport.
9. Athletes who are on suspension from school are also suspended from participating in practice and/or a contest until they are allowed to return to school. (If this suspension occurs for a Friday, then the athlete is not eligible during that weekend or that following Monday if it is a school vacation).

Obligations

Any student who has not completed equipment and/or payment obligations will not be allowed to compete in any competition until:

1. He/she has returned the items or paid for them.
2. He/she has made arrangements with the athletic director to pay for the items on installment.

Records and/or report cards may be withheld until such arrangements are made.

CAFETERIA

Each lunch period is twenty (20) minutes. Students may bring lunch from home or are able to receive a lunch prepared in our cafeteria. **There will not be a charge for breakfast or lunch at Woodrow Wilson this year.**

1. Once arriving in the cafe, no student will be allowed to leave without a written pass from a teacher.
2. Lavatories adjacent to the cafeteria in the 100's hallway will be available for student use during lunch waves.
3. Students will wait in line quietly and use conversational tones.
4. After eating, students are to remain seated until they are dismissed.
5. The table and floor should be cleaned for the next group entering the cafe.
6. Lunchtime should be a time for relaxation and positive socialization. We expect all students to assume personal responsibility and do their part to assure a safe and orderly environment.

CELL PHONES AND ELECTRONIC DEVICES

The use of electronic equipment including cellphones, CD players, radios, mp3 players, iPods etc., as well as the wearing of earbuds, **is prohibited**. **CELL PHONES ARE EXPECTED TO BE KEPT IN LOCKERS AT ALL TIMES.**

A staff member, who discovers a student in violation of this policy, will take action in accordance with school disciplinary procedures.

- For a first offense the device is confiscated and may be picked up by the student at the end of the day (on team).
- For the second offense the device is confiscated and the parent/guardian will have to pre-arrange a pick up.
- For a third offense, the building administrator will be notified and additional disciplinary actions will take place.

THE SCHOOL IS NOT LIABLE FOR LOST OR STOLEN CELL PHONES OR ELECTRONIC DEVICES – THEY ARE THE RESPONSIBILITY OF THE STUDENT WHEN BROUGHT TO SCHOOL.

CHROME BOOKS (ONE TO ONE DEVICE PROGRAM)

The Board of Education recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The Board also believes that students need to be proficient users of information, media, and technology in a digital world.

Therefore, the Middletown Public School District will use electronic resources as a powerful and compelling means for students to learn core subjects and applied skills in relevant and rigorous ways. It is the District's goal to provide students with rich and ample opportunities to use technology for important purposes just as individuals in work places and other real-life settings.

The District's technology will enable educators and students to communicate, learn, share, collaborate and create, to think and solve problems, to manage their work, and to take ownership of their lives.

To achieve this philosophy, the Board believes the implementation and focus of a 1:1 device program is to provide the necessary tools and resources for a progressive learning environment characterized by flexibility, collaboration, personalization, creativity, and technology-rich learning. Technology shall be integrated throughout the educational program in a seamless and timeless fashion. The 1:1 device program will empower students and teachers to use technology like adults do, accessing and using purposeful technology-based tools anytime a task calls for them.

DRESS CODE – Please refer to BOE Policy #5132

Students and parents must remember that the final decision regarding dress that interrupts the educational process rests with the school administration. The fundamentals of respect and safety govern what students may wear to school. State law requires that students wear shoes in all areas of the school building. Attire or grooming that is disruptive to the educational environment will result in disciplinary action. Students will be offered appropriate clothing by the school if necessary or may call home to have a change of clothing brought to the school. All clothing borrowed by a student must be returned to the school.

The Board of Education has determined that reasonable regulation of school attire will promote important educational interests including:

- (1) Reducing distraction and loss of self-esteem caused by teasing or competition over clothing;
- (2) Providing an environment where students can focus more on learning;
- (3) Enhancing school safety by making it harder to conceal weapons or contraband;
- (4) Preserving school property;
- (5) Promoting the health, safety and dignity of all students;
- (6) Creating a greater sense of community amongst the students;
- (7) Preparing students for future roles in the professional workplace;
- (8) Creating an atmosphere reflecting seriousness of purpose about education;
- (9) Presenting a more positive image to the community;
and
- (10) Striking a balance between absolute freedom of expression and the community's sense of morality (common courtesy, tolerance, respect, and understanding among all people, without exception).

In order to maintain an environment conducive to the educational process, the Board of Education requires the following clothing regulations:

- a. Clothing considered to be outerwear will be kept in lockers, coat closets or cubbies during regular school hours.
- b. Only head coverings worn as part of a student's religious practice are allowed.
- c. Footwear will be safe and appropriate. No flip flops, slippers, or spike heels.
- d. Only prescription eyewear is allowed (clear or photo-gradient).
- e. Any item that may be used as a weapon or which may present a safety hazard to the student, other students, or staff is prohibited.
- f. Oversized metal belt buckles and all metal belts or belts featuring metal other than the buckle such as chains hanging off the belt or loops are not allowed.

- g. Spiked or studded bracelets, brass knuckles, oversized or multi-finger rings, belts or any other article of attire with spikes or studs attached, or any other clothing item that may present a safety hazard to the student, other students, or staff will not enter school or a school activity.
- h. Attire or accessories may not be offensive, or promote illegal activity. Attire or accessories which contain disruptive writing or pictures likely to unduly disrupt the educational environment, or which constitute “fighting words”, gang colors, signage, etc., or which depict the logo or emblems of drugs, tobacco products or alcoholic beverages; or attire or accessories that encourage the use of such products are prohibited.
- i. Shirts and blouses must fully cover the abdomen, chest, and undergarments. Tank tops, spaghetti straps or strapless shirts or dresses are not acceptable attire for school.
- j. Clothing may not be transparent, see-through, or purposely torn.
- k. Clothing (shorts, skirts, pants) must cover the mid-thigh and undergarments.
- l. If permitted by the school administration, backpacks and/or book bags may be carried between classes, but shall not obstruct safe passage in the classroom or in the corridors.
- m. Pants and shirts will be appropriately sized. Spandex is allowed if covered by shorts or skirts.

Religious and Health Accommodations

Where the bona fide religious beliefs or health needs of a student conflict with the school attire policy, the schools will provide reasonable accommodation. Any student desiring accommodation shall notify their school principal in writing of the requested accommodation and the factual basis for the request. Approved coverings worn as part of a student’s bona fide religious practices or beliefs shall not be prohibited under this policy.

Compliance

School administrators and teachers are encouraged to use positive reinforcement to obtain compliance with school attire requirements. However, when a student fails to comply with the school attire policy, discipline is appropriate.

EMERGENCY CARDS

It is extremely important that we have current emergency contact information on file for all students. Before September 4th please review and update your child’s information on Ecollect Forms in the parent portal of PowerSchool. If you have not set up an account or have forgotten your password, contact the school. **If you would like a paper emergency card to complete, please call our guidance office and one will be sent home with your child.**

Please continue to update the information throughout the year so we can contact you when we need to.

EMERGENCY DRILLS

Emergency drills occur periodically throughout the school year. The importance of these drills cannot be emphasized enough. Many accidents have been prevented and even lives saved because students were prepared by practicing a well-organized emergency drill. Complete cooperation is necessary in times of emergency.

1. Look to your teacher for complete direction and give your undivided attention.
2. **In the case of an evacuation**, directions for passing are located in each room. Be ready for the unexpected. For example, if your normal exit is blocked, your teacher will lead you out another exit. Areas of refuge are located in each stairwell and at each level. These areas have been specially equipped for handicapped access and when emergency routes are not accessible. These areas are clearly marked in each stairwell.
 - If you are away from your class or in another part of the building, proceed outdoors with the nearest class. Once outdoors, notify a teacher who will notify administration.
3. Due to the risks involved, the pulling of a false alarm will result in an immediate suspension, and possible arrest and referral to Juvenile Court.
4. **In the case of a “lockdown”**, remain calm, quiet and follow your teacher’s instructions.
 - If you are away from your class, or in a bathroom, proceed **immediately** to the nearest safe, secure classroom or office.

INSURANCE

All parents are given the opportunity to purchase school accident insurance. This insurance is recommended but not required when participating in school sponsored athletic programs. School insurance is always the secondary rider. If you are interested, the enrollment form can be found online at www.bollingerschools.com/site/default.aspx

LIBRARY/MEDIA CENTER

A school library is a very important part of the school program. We are fortunate to have a beautiful library at our school. Students are encouraged to take full advantage of the services offered. The library houses many volumes of standard references as well as fiction and non-fiction books on many subjects of interest. Computers are also available with access to the internet. Our library para educator is available throughout the day to help individuals or classes. If students would like to use the library they must obtain a pass from their teacher.

TEXTBOOKS, LIBRARY BOOKS and CHROME BOOKS

All textbooks, library books and chrome books are the property of the school system and are to be properly cared for. Each student is personally responsible for the care of his/her textbooks, library books borrowed and chrome books used. If any item is lost or damaged, the student will be assessed for the damage.

If any financial obligations exist, or if books have not been returned, a report card may not be issued to the student. Obligations will extend into the following years and may affect the student's ability to receive transcripts, certifications, or diplomas. In addition, no student who is indebted to the school system shall be permitted to participate in graduation ceremonies.

LOCKERS

All students will be assigned a locker. Lockers remain the property of the Board of Education and are assigned to students temporarily for school purposes only. The school reserves the right to examine lockers at any time, with probable cause or reasonable suspicion. If warranted, items in a locker will be confiscated. If appropriate, items will be returned to the student when examination of the locker is completed. Any items found in a student's locker are considered to be property of the student to whom the locker is issued. Therefore, it is extremely important that students not share lockers with anyone. Anyone caught tampering with lockers will be subject to disciplinary and criminal action.

Lockers should be kept locked at all times when not in use. Students will be provided a combination lock for this purpose. Students should use their own locker and should not share the locker of anyone or give their locker combination to anyone. If students have trouble opening their lockers, they should report it to a teacher.

Students are advised against bringing large amounts of cash or other valuables to school. The school is not responsible for any items that are lost or stolen on school grounds.

Cell phones and backpacks must be locked in lockers at all times during the school day.

LOST AND FOUND

The lost and found department is located outside the guidance office. Personal items as well as school articles that are found should be taken to the guidance office. If students lose something, they can check as to whether or not the lost item has been turned in. Students **must** obtain a pass from their teacher before checking for lost items in the guidance department. Unclaimed articles are donated quarterly to a worthy charity.

PASSES

All teachers will provide hall passes for students to use for any time they are in the hallway. All students should remember to walk on the right in hallways.

Students may lose their pass privileges for any of the following reasons:

1. Not going to the designated destination immediately
2. Misconduct while on a pass
3. Any violation of the Pride Matrix or school rules

Students who abuse the pass privileges will be placed on the "No Pass Privilege List" by their team. A student can earn back pass privileges with appropriate behavior. Administration reserves the right to shorten or lengthen the pass restriction of any student.

SAFE SCHOOL CLIMATE PLAN

Bullying behavior by any student in the Middletown Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. To read the Middletown School District's Safe School Climate Plan in its entirety, please follow this link: [Safe School Climate Plan](#)

TELEPHONE

Students may receive calls or messages in the office **only in cases of emergency**. The telephone in the guidance office may be used by students **only in cases of emergency** and with the permission of the guidance secretary. Messages left by parents will be sent to your child through his/her team teacher at the earliest time convenient so as to not disrupt the educational process. We cannot get the child from class to speak on the phone nor can the school guarantee that the message will be received.

Students are prohibited from using cell phones during the school day. If a student refuses to adhere to this policy, the phone may be confiscated and a parent may be contacted to retrieve it.

PARENTS AND CHILDREN SHOULD NOT CONTACT EACH OTHER DURING THE DAY VIA TEXT MESSAGING.

VALUABLES

There is no reason to bring large sums of money to school. The school is not liable for losses of any sort due to theft. The PE staff/coaches may agree to secure valuables during gym class and athletic practice, but this is at your own risk and the teachers are not liable for loss or theft. **STUDENTS SHOULD BRING THEIR OWN LOCKS FOR THEIR GYM LOCKERS. CLOTHES, SCHOOL SUPPLIES AND CHROME BOOKS SHOULD BE PLACED IN A SECURE LOCKER. REMIND YOUR CHILD TO NEVER SHARE HIS/HER LOCKER COMBINATION WITH ANYONE OR ALLOW OTHER STUDENTS TO USE HIS/HER LOCKER.**

VISITORS

When making a visit to any school in the district, all visitors must first acquire a visitor's pass from the school office. This requirement includes all visitors – parent volunteers, parents visiting classrooms, and other visitors (including outside contracted workers).

VOLUNTEERS

Volunteers are a vital part of our district and we encourage you to get involved. Middletown Public Schools utilizes Volunteer Tracker for volunteer applications and signing up for volunteer opportunities. Anyone wishing to volunteer in the school system must register. The application can be found by clicking on the following link:

<https://appgarden6.app-garden.com/VolTrackCT083.nsf>



“Unlocking the Potential in ALL Students”

Office of the Superintendent

Superintendent Dr. Michael Conner
311 Hunting Hill Avenue, Middletown, CT 06457 Telephone: (860) 638-1401
Email: connerm@mpsct.org, Web: www.middletownschoos.org

ANNUAL BULLYING NOTICE

July 1, 2020

Dear Parents and Colleagues,

Welcome back to the 2020 - 2021 academic year. I hope you had a great summer and are excited about the opportunities and aspirations for all students in Middletown Public Schools.

The following is the annual bullying notification required by legislation and recommended by CABE and can also be found on our website at:

https://www.middletownschoos.org/UserFiles/Servers/Server_93655/File/BOE/Policies%20&%20Bylaws/5000%20Series/5131.911rAnnualBullyingNotice.pdf

“Bullying behavior by any student in the Middletown 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.

"Cyberbullying" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Teen dating violence is also prohibited. This includes 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.

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 #5131.911, Bullying Prevention and Intervention, and the associated Safe School Climate Plan set forth this prohibition, the process for making anonymous reports, and the related procedures in detail, and are available to students and their parents/guardians upon request and on the district website at:

Bullying Prevention and Intervention Policy

http://www.middletownschools.org/UserFiles/Servers/Server_93655/File/BOE/Policies%20&%20Bylaws/5000%20Series/5131-911.pdf.

Safe School Climate Plan

[https://www.middletownschools.org/UserFiles/Servers/Server_93655/File/BOE/Policies%20&%20Bylaws/5000%20Series/5131.911%20Bullying%20-%20Safe%20Climate%20PLAN\(replaces%20regulation\)approved%202014-09-09.pdf](https://www.middletownschools.org/UserFiles/Servers/Server_93655/File/BOE/Policies%20&%20Bylaws/5000%20Series/5131.911%20Bullying%20-%20Safe%20Climate%20PLAN(replaces%20regulation)approved%202014-09-09.pdf)

We look forward to deepening and extending our collaboration with families and community partners.

In anticipation of an amazing school year.

Regards,



Michael T. Conner, Ed.D.
Superintendent of Schools



We have published the Annual Notification page on our website which consolidates all the notifications that are required to be distributed annually to the parents/guardians of our students. It can be found under:
http://www.middletownschoools.org/district_info/annual_notifications

NOTE: The following listed policies, regulations and/or forms may be accessed by clicking on the underlined document number or by visiting the Middletown Board of Education's complete Policy, Regulations & Bylaws Manual at www.middletownschoools.org - Board of Education - Policies & Bylaws - pick the series where the policy is located and click on the underlined policy number, regulation and/or form to view the document in pdf format.

NOTE: These documents may be updated and changed throughout the year. Always check our website for the most current document.

2019-2020 STUDENT HANDBOOK POLICIES	
Policy # & Link	Name of Policy, Regulation, Form, etc.
	<u>Mission statement of school and/or district</u>
<u>0300</u>	Ensuring Educational and Racial Equity
<u>0521</u>	Equal Opportunity
<u>1110.1</u>	Parent Involvement - Policy
<u>1110.1 REG</u>	Parent Involvement - Regulation
<u>1250</u>	Visits to the School - Policy
<u>1250 REG</u>	Visits to the School - Regulation
<u>1251</u>	Loitering or Causing Disturbance
<u>1324</u>	Solicitation of Funds and Gifts, Grants and Bequests
<u>1324 FORM</u>	Solicitation of Funds and Gifts, Grants and Bequests - Form
<u>1331</u>	Alcohol, Drugs, and Tobacco Free Environment
<u>1600</u>	Possession and Use of Deadly Weapons or Firearms
<u>3524.1</u>	Pest Management/Pesticide Application - Policy
<u>3524.1 REG</u>	Pest Management/Pesticide Application - Regulation
<u>3541</u>	Transportation
<u>3541 HANDBOOK</u>	Transportation - HANDBOOK is the Regulation
<u>3541.5</u>	Safety Complaints/Records and Reports - Policy
<u>3541.5 REG</u>	Transportation Complaints & Procedures - Regulation
<u>3542.411</u>	School Nutrition Programs Civil Rights Complaint Procedures
<u>3542.43</u>	Food Service - Charging Policy
<u>4111</u>	Recruitment and Selection- Policy
<u>4111 REG</u>	Recruitment and Selection - Regulation
<u>5112</u>	Ages of Attendance
<u>5113</u>	Attendance/Excuses/Dismissal - Policy
<u>5113.1 REG</u>	Attendance/Excuses/Course Credit - Regulation

<u>5113.2</u>	Truancy
<u>5113.2 FORM 1</u>	Truancy - Notification - (Daily \$25.00 fine)
<u>5113.2 FORM 2</u>	Truancy - Letter to Parent
<u>5114</u>	Suspension and Expulsion/Due Process
<u>5118.1</u>	Homeless Students
<u>5121</u>	Examinations/Grading/Rating/Extra Credit
<u>5123</u>	Promotion/Acceleration/Retention
<u>5124</u>	Reporting to Parents
<u>5125</u>	Student Records, Confidentiality - Directory Information
<u>5125 - Notification</u>	Notification of Rights under FERPA
<u>5125 - Form 1</u>	Release of Confidential HIV-Related Information
<u>5125 - Form 2</u>	Transfer of Confidential Student Information
<u>5125.11</u>	Health/Medical Records
<u>5131.1</u>	Bus Conduct
<u>5131.1 HANDBOOK</u>	Transportation - HANDBOOK is the Regulation
<u>5131.111</u>	Video Surveillance
<u>5131.5</u>	Students - Vandalism by Minors
<u>5131.6</u>	Drugs and Alcohol Use by Students
<u>5131.61</u>	Chemical Health Policy for Athletics
<u>5131.81</u>	Student Use of District's Computer Systems & Internet Safety - Policy
<u>5131.81 REG</u>	Student Use of District's Computer Systems & Internet Safety - Regulation
<u>5131.82</u>	Use of Private Technology Devices by Students
<u>5131.9</u>	Gang Activity or Association
<u>5131.911</u>	Bullying Behavior in the Schools POLICY
<u>5131.911 PLAN</u>	Safe School Climate PLAN (takes place of regulation)
<u>5131.911 APPENDIX</u>	Safe School Climate Plan - Appendix - Strategies
<u>5131.911 NOTICE</u>	Annual Bullying Notice
<u>5132</u>	Dress and Grooming - Policy
<u>5132 REG</u>	Dress and Grooming - Regulation
<u>5141.21</u>	Administering Medications
<u>5141.231</u>	Psychotropic Drug Use
<u>5141.25</u>	Student with Special Health Care Needs
<u>5141.3</u>	Health Assessment and Immunization - Policy
<u>5141.3 Statement</u>	Religious Exemption Statement
<u>5141.31</u>	Health Examinations for Interscholastic Athletic Participation
<u>5141.4</u>	Reporting of Abuse, Neglect and Sexual Abuse - Policy
<u>5141.4 REG</u>	Reporting of Abuse, Neglect and Sexual Abuse - Regulation
<u>5141.4 CHECKLIST</u>	Reporting of Abuse, Neglect and Sexual Abuse- Checklist
<u>5141.5</u>	Suicide Prevention/Intervention
<u>5142</u>	Safety-Personal/Possessions
<u>5144.1</u>	Physical Restraint(s)/Seclusion - Policy
<u>5144.1 REG</u>	Physical Restraint(s)/Seclusion - Regulation
<u>5144.1 - Form 1</u>	Incident Report of Physical Restraint - Form 1
<u>5144.1 - Form 2</u>	Incident Report of Seclusion - Form 2
<u>5145</u>	Section 504 of the Rehabilitation Act of 1973 - Policy
<u>5145 REG</u>	Section 504 of the Rehabilitation Act of 1973 - Regulation
<u>5145 NOTICE</u>	Section 504 Notice of Parent/Student Rights
<u>5145.12</u>	Search and Seizure
<u>5145.4</u>	Non-Discrimination
<u>5145.5</u>	Sexual Discrimination and Sexual Harassment - Policy
<u>5145.5 REG</u>	Sexual Discrimination and Sexual Harassment - Regulation
<u>5145.5 FORM</u>	Report form for Complaints of Discrimination or Harassment

<u>5145.53</u>	Gender Identify and Expression -Policy
<u>5145.53 REG</u>	Gender Identify and Expression - Regulation
<u>5145.511</u>	Sexual Abuse Prevention and Education Program
<u>5145.6</u>	Student Grievance Procedures (Title IX) - Policy
<u>5145.6 REG</u>	Grievance Procedure for Title IX - Regulation
<u>5145.6 FORM</u>	Report Form for Complaints of Discrimination or Harassment
<u>5145.6 NOTICE</u>	Statement of Title VI, VII, and Title IX - Annual Notification
<u>6112</u>	School Day - Policy
<u>6112 REG</u>	School Day - Regulation - Arrival/Dismissal Times
<u>6115</u>	Ceremonies/Observances - Policy
<u>6115 REG</u>	Ceremonies/Observances - Regulation
<u>6140</u>	Curriculum - Policy
<u>6140 REG</u>	Curriculum - Regulation
<u>6141.312</u>	Migrant Students
<u>6141.3291</u>	One-to-One Device Program - Policy
<u>6141.3291 REG</u>	One-to-One Device Program - Regulation
<u>6141.3291 Form 1</u>	Form 1 - One-to-One Device Protection Plan
<u>6141.3291 Form 2</u>	Form 2 - Student Pledge for Device Use
<u>6141.3291 Form 1&2</u>	Form 1 & 2 Combined SPANISH
<u>6141.3291 Form 3</u>	Form 3 - Opt out of Taking a Device Home
<u>6141.3291 Form 3</u>	Form 3 - Opt out of Taking a Device Home - SPANISH
<u>6142.61</u>	Physical Activity - Policy
<u>6142.101</u>	Student Nutrition and Physical Activity - Policy
<u>6145.2</u>	Athletic/Extracurricular Activities - Policy
<u>6145.2 REG</u>	Athletic/Extracurricular Activities - Regulation #1
<u>6145.3</u>	Publications
<u>6146.1</u>	GradingAssessment Systems/Weighted Grades
<u>6146.11</u>	Grading/Changing Grade
<u>6153</u>	Field Trips and Community Service - Policy
<u>6153 REG</u>	Field Trips and Community Service - Regulations & Procedures
<u>6154</u>	Homework/Make-up Work
<u>6159</u>	Individualized Education Program/Special Education Program
<u>6161.3</u>	Comparability of Service
<u>6162.51</u>	Survey of Students (Student Privacy)
<u>6162.511</u>	Access to Instructional Material
<u>6164.11</u>	Drugs, Tobacco, Alcohol
<u>6164.12</u>	Acquired Immune Deficiency Syndrome (AIDS)
<u>6171</u>	Special Education
<u>6171.2</u>	Preschool Special Education
<u>6172.4</u>	Parent Involvement
<u>6173</u>	Homebound/Hospital Instruction - Policy
<u>6173 - REG</u>	Homebound/Hospital Instruction - Regulation
<u>6173 - FORM</u>	Homebound/Hospital Instruction - Form
<u>6176</u>	Career and Vocation Education
<u>7230.02</u>	Indoor Air Quality

RECORDS POLICY

Policy 5125

Notification of Rights under FERPA for Elementary and Secondary Institutions

[NOTE: Under the procedures outlined in the policy, the following information will be disclosed on an annual basis to parents of students currently in attendance, or eligible students currently in attendance.]

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

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

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

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

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

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

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

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

Upon request, the District discloses a student's education record without consent to officials of another school, including other public schools, charter schools, and post-secondary institutions, in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

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

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-4605

The District may disclose any of the items listed as “DIRECTORY INFORMATION” without prior written consent, unless notified in writing by parent/guardian to the contrary.

Directory Information includes information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes, but is not limited to, the parent's name, address and/or e-mail address, the student's name, address, telephone number, e-mail address, photographic, computer and/or video images, date and place of birth, major field(s) of study, grade level, enrollment status (full-time; part-time), participation in school-sponsored activities or athletics, weight and height (if the student is a member of an athletic team), dates of attendance, degrees, honors and awards received, the most recent previous school(s) attended and student identification numbers for the limited purposes of displaying a student identification card. The student identification number, however, will not be the only identifier used when obtaining access to educational records or data. **Directory information does not include** a student's social security number, student identification number or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems unless the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN or password.

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

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

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

Notification 0521.1 / 4118.11 / 5145.6

Statement of Title VI, VII, and Title IX

In compliance with regulations implementing Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1973, and applicable state laws, the Board of Education prohibits discrimination or harassment on the basis of race, color, religious creed, age, marital status, military or veteran status, national origin, sex, ancestry, sexual orientation, or past or present physical or mental disability. Sexual harassment includes, but is not limited to, unwelcome sexual advances, direct or indirect demands or requests for sexual favors, sexual comments, gestures or other physical actions of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's educational success;
- submission to or rejection of such conduct by an individual is used as the basis for educational decisions affecting such individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive educational environment.

The District Titles VI and VII and IX Coordinator is:

Marco Gaylord, Director Operations
311 Hunting Hill Avenue
Middletown, CT 06457
Phone: (860) 638-1485 or (860) 638-1465
Fax: (860) 638-1425

Email: gaylordm@mpsct.org

Inquiries may be directed to the coordinator or to the Boston Office:

Region I - Boston (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)

Regional Office for Civil Rights
US Department of Education
8th Floor, 5 Post Office Square
Boston, MA 0109-3921
Voice phone (617) 289-0111
FAX (617) 289-0150
TDD (877) 521-2172

Email: OCR.Boston@ed.gov

Grievance procedures are available which provide for the prompt and equitable resolution of complaints alleging violations of Titles VI and VII and Title IX. These procedures are available to all participants, students and employees in the Middletown School System and are contained in this handbook.

Notification of Grievance Procedures for Title IX Regulations

The Middletown Board of Education is an affirmative action/equal opportunity employer, and does not discriminate on the basis of race, color, religious creed, age, marital status, military or Veteran status, national origin, sex, ancestry, sexual orientation, gender identity or expression, or past or present physical or mental disability in any of its education programs, activities or employment policies. In compliance with Title IX of the Education Amendment of 1972, the following grievance procedure is presented:

The purpose of this procedure shall be to settle equitably, at the lowest possible administrative level, issues which may arrive with respect to possible discrimination within the Middletown School System. The grievance proceedings will be kept as informal and confidential as may be appropriate at any level of the procedure.

1. *Level One - School Principal/Building-Level Title IX Coordinator*

If a complainant is not satisfied with the disposition of the problem through informal procedures, he/she may submit his/her claim as a formal grievance in writing to the Principal.

The Principal shall within fifteen (15) days render a decision and the reasons therefore in writing to the complainant, with a copy to the Superintendent of Schools.

2. *Level Two – District Coordinator for Title IX Activities*

In the event that such aggrieved participant in the school system is not satisfied with the disposition of his/her grievance at Level One, or in the event that no decision has been rendered within fifteen (15) days after presentation of the grievance, he/she may file a written grievance directly to the District Title IX Coordinator.

This use of the Level Two process may be initiated at any time during the school fiscal year (July 1 - June 30) in which a Level One decision is unacceptable to the aggrieved party.

3. *Level Three – Superintendent of Schools*

In the event that the aggrieved participant in the school system is not satisfied with the disposition of his/her grievance at Level Two, or in the event no decision has been rendered within fifteen (15) days after the meeting with the Coordinator, he/she may file a written grievance indicating such dissatisfaction, with the Superintendent of Schools

The use of the Level Three process may be effected at any time during the school year (July 1 - June 30) in which a Level Two decision is unacceptable to the aggrieved party. Within twenty (20) school days after receiving the written grievance, the Superintendent of Schools shall meet with the aggrieved party and the Coordinator for the purpose of resolving the grievance. The Superintendent of Schools must render a decision in writing regarding the grievance within fifteen (15) school days of the Level Three meeting.

[Click here](#) to be directed to the Title IX website.

- **5145.6 - Policy Grievance Procedure for Title IX**
- **5145.6 - Regulation Grievance Procedure for Title IX**
- **5145.6 - Form Report Form for Complaints of Discrimination or Harassment**

2020 - 2021
SCHOOL CALENDAR
MIDDLETOWN PUBLIC SCHOOLS

Approved 10/13/20

July, 2020 (0 day)					August, 2020 (0 days)					<p align="center">OPENING DAY FOR STUDENTS: September 3rd, 2020 CLOSING DAY: June 10th, 2021 NOTE: Subject to change based on current COVID environment Proper notice will be given when District goes back to full schedule 177 Student Days *** 184 Staff Days See Arrival/Dismissal Schedule</p>																																																	
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri																					Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri										
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27	28	29	30	31	31 RD																																																						
September, 2020 (19 days)					October, 2020 (21 days)					November, 2020 (17 days)					December, 2020 (17 days)					January, 2021 (19 days)																																							
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri																														
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21	22	23	24	25	19	20	21	22	23	23	24	25 OS	26 TR	27 TR	21	22	23 OS	24 HR	25 HR	18 MK	19	20	21	22																																			
28	29	30			26	27	28	29	30	30					28 HR	29 HR	30 HR	31 HR		25	26	27	28	29																																			
February, 2021 (17 days)					March, 2021 (23 days)					April, 2021 (16 days)					May, 2021 (20 days)					June, 2021 (8 days)																																							
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri																														
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15 PR	16 WR	17 WR	18	19	22	23	24	25	26	19	20	21	22	23	24	25	26	27	28	21	22	23	24	25																																			
22	23	24	25	26	29	30	31			26	27	28	29	30	31 MD					28	29	30																																					

HOLIDAYS, VACATIONS AND PROFESSIONAL DAYS

First Student Day: September 3, 2020

Group A In School Days

Group B In School Days

Note: Group C will be complete distance learning all days

Wednesdays will be complete distance learning

LD - Labor Day: September 7, 2020

IP - Indigenous Peoples' Day: October 12, 2020

EL - Election Day, November 3, 2020 (no school for students)

VD - Veterans Day: November 11, 2020

TR - Thanksgiving Recess: November 26 & 27, 2020

HR - Holiday Recess: December 24, 2020 - January 1, 2021

NY - New Year's Day: January 1, 2021

MK - Martin Luther King Day: January 18, 2021

PR - Presidents' Day: February 15, 2021

WR - Winter Recess: February 16 & 17, 2021

GF - Good Friday: April 2, 2021

SB - Spring Break: April 2 - 9, 2021

MD - Memorial Day: May 31, 2021

OS/▶ - One-Session Day/Exams -no lunch at High School (Gr. 9-12)

NT - New Teacher Professional Development -New Teachers Report

PD - No school for students - Teachers report to school (Districtwide)

RD - Re-Entry Professional Development - Teachers report to school

MHS Graduation Day Tentative - June 10, 2021

Last Student Day: June 10, 2021

One-Session Days (OS): No lunch served on one-session days at the High School level (Gr. 9-12).

Dismissal: (Gr. K-5 1:00 p.m. - Gr. 6-8 12:00 p.m. - Gr. 9-12 11:00 a.m.)

Emergency Closing Make-Up Days will be taken in the following order:

- June 11 through June 25, 2021 (11 days)
- April vacation, if needed for make-up days, the order will be last to first. Therefore, the first snow day used in the April vacation will be April 9, 2021, then April 8, then April 7, then April 6 and finally April 5. (5 days)
- Finally, if needed, June 28 - June 30, 2021 (3 days)

Parent Teacher Conferences

* (Gr. K-5) - **PT* Days** December 2, 3, 4, 2020 and March 10, 11, 12, 2021 (Parent Conferences) (Gr. K-5 Dismissal 1:00 p.m.)

o (Gr. 6-8) - **PTo Days** December 2, 3, 4, 2020 and March 10, 11, 12, 2021 (Parent Conferences) (Gr. 7-8 Dismissal 12:00 p.m.)

■ (Gr. 9-12) - **PT■ Open House/Student Led Conferences** October 1, 2020 SPRING TBD Full-Session Day (Evening Parent/Student Led Conferences) October 2, 2020 & SPRING TBD School begins 10 a.m. (Morning Parent/Student Led Conferences)

Progress Reports Distributed

(Gr. 6-8) - Oct. 13, 2020; Jan. 21, 2021; & May 19, 2021

(Gr. 9-12) - Oct. 1, 2020; Dec. 9, 2020; Feb. 25, 2021; & May 7, 2021

Marking Term Closes

(Gr. K-5) - November 30, 2020; March 9, 2021; and June 10, 2021

(Gr. 6-8) - November 30, 2020; March 9, 2021; and June 10, 2021

(Gr. 9-12) - November 6, 2020; January 22, 2021; March 26, 2021; and June 3, 2021 (Exams June 4 thru 10)

Exam Dates -High School Only

▶ (Gr. 9-12) - **One-Session Days** - June 4 thru 10, 2021 Final Exams

Report Cards Distributed

(Gr. K-5) - December 2, 3, 4, 2020; March 10, 11, 12, 2021; June 10, 2021

(Gr. 6-8) - December 2, 3, 4, 2020; March 10, 11, 12, 2021; June 10, 2021

(Gr. 9-12) - November 10, 2020; January 28, 2021; April 14, 2021; June, 2021

Early Dismissal - An unscheduled Early Dismissal is usually because of weather or other circumstances. Time will be announced the day of dismissal and can be found on our website - www.middletownschools.org

All Board of Education meetings are open to the public - visit our website: www.middletownschools.org

Professional Development Days Explanations

NT - New Teacher Professional Development – All New Teachers Report – August 24,2020

PD – Regular Professional Development Days All School Teachers (NO SCHOOL FOR STUDENTS)

August 26, 2020	August 27, 2020	August 28, 2020	November 3, 2020
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RPD - Re-Entry Professional Development All School Teachers (NO SCHOOL FOR STUDENTS)

August 31, 2020	September 1, 2020	September 2, 2020
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2020-2021 Arrival/Dismissal Schedule

MHS SCHEDULE		
Bus Arrival	Parent Drop Off/Pick Up	School Start/End Time
7:00 a.m.	7:15 a.m.	7:25 a.m.
Buses arrive for dismissal by 2:10 p.m.	2:20 p.m.	2:20 p.m.
KEIGWIN & WWMS SCHEDULE		
Bus Arrival	Parent Drop Off/Pick Up	School Start/End Time
7:45 a.m.	7:40 a.m.	7:55 a.m.
Buses arrive for dismissal by 3:00 p.m.	2:50 p.m.	3:00 p.m.
ELEMENTARY SCHEDULE		
Bus Arrival	Parent Drop Off/Pick Up	School Start/End Time
8:40 a.m.	8:35 a.m.	8:50 a.m.
Buses arrive for dismissal by 3:40 p.m.	3:20 p.m.	3:45 p.m.

Hybrid A/B Schedule Example

Week				
Monday	Tuesday	Wednesday	Thursday	Friday
Group A In School	Group B In School	Complete distance learning	Group A In School	Group B In School